

D 2.2: Pedagogical and didactical training course

Adjusted to the needs and possibilities of the hybrid specialist lecturers

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1. Background

This report has been drawn up in the context of the 'Cooperation in Education and Training for Blue Careers' (CETBC) project, co-financed by the European Union. CETBC wants to tackle three problems:

- The shortage of technically qualified subject lecturers at MBO institutions in the 'blue economy'¹. By increasing the number of subject lecturers in the MBO², young people will be offered the most relevant and up-to-date skills for working in the 'blue economy'. This will lead to the further modernisation of the educational system and the realisation of a fundamental cooperation between education and industry.
- Many companies are facing difficult times as a consequence of the economic situation and oil prices. As a consequence, well-trained employees with a lot of professional knowledge may have to leave their company. The introduction of the concept of hybrid employment means that these employees can be retained for the maritime sectors if they are trained with up-to-date skills (life-long learning, didactic skills, labour mobility) and provide added value to the blue economy. The companies involved in the project have had prosperous years, and they are using the hybrid employment concept for career development.
- Intensive cooperation between educational institutes and industry in the blue economy will be strengthened by the establishment of a digital internship desk. This desk will facilitate contact between companies offering internship positions and students looking for such positions. As a result, these students will have the opportunity of successfully completing their compulsory internship period. The internship desk will also be expanded in order to promote employment in the maritime sector and to provide the business community in this sector with the opportunity to post vacancies.

1.1 Partnership

The CETBC project is a partnership between an educational institution, industry, the Dutch maritime cluster, the Rotterdam port authority and the trade union for maritime professionals from the United Kingdom, the Netherlands and Switzerland. This partnership focuses on sectors including offshore, maritime technology, ship and yacht-building, hydraulic engineering, shipping, inland shipping and fisheries. The partners involved in CETBC are:

- Stichting STC Group;
- Nautilus International;
- Stichting Nederland Maritiem Land;
- Havenbedrijf Rotterdam NV;
- Van Oord Dredging and Marine Contractors BV.

¹More information about the blue economy: https://ec.europa.eu/maritimeaffairs/policy/blue_growth_en

²MBO (Middelbaar Beroeps Onderwijs): Intermediate vocational education: prepares trainees for jobs that are based on manual or practical activities, traditionally non-academic, and totally related to a specific trade, occupation, or vocation.



1.2 Support

Three organisations are providing support in the implementation of the project by looking for potential hybrid employment candidates within their own companies. These organisations are:

- Damen Shipyards Group;
- Royal IHC;
- Koninklijke de Vries Scheepsbouw/Feadship.

1.3 Pilot

Prior to the introduction and implementation of hybrid employment, CETBC has started a pilot. During this pilot, CETBC aims to introduce at least 10 hybrid specialist lecturers into the MBO education system. There are two reasons for choosing MBO education only. First of all, MBO education has the largest teacher shortage at the moment. Secondly, working with just one educational level will make the introduction of hybrid employment simpler and faster. The hybrid candidates will initially be recruited from among the cooperating and supporting organisations that make up CETBC. Hybrid candidates will also be recruited through the placement of a general advertisement.

1.4 Duration

The CETBC project started on 1 January 2017 and will end on 31 December 2018.





2. Introduction

This report is the second deliverable (D2.2) of the four related to Work Package 2 (WP2) of the CETBC project. Work Package 2 encompasses all activities concerning the introduction and implementation of hybrid employment.

The first deliverable (D2.1) describes the method of assessment for the new hybrid specialist lecturers. The third deliverable (D2.3) is a handbook for HR departments covering legal, financial and all other aspects relevant to the introduction of the hybrid employment concept. This handbook will help employers in the blue economy to make an efficient start with the concept of hybrid employment and support educational institutions in introducing hybrid employment. The final deliverable (D2.4) offers guidelines for the introduction of hybrid work at the European level; a handbook for educational institutions or companies starting up with hybrid employment.

This second report explains why hybrid specialist lecturers should take the PDC (Pedagogical Didactic Certificate) programme. To get a clear picture of the subject, this report describes the current situation with respect to the PDC programme and the desired outcome. The desired outcome will be further explained. We take a look at what needs to be done differently with respect to the existing programme and how this can be implemented. This results in a new programme with an associated training programme. Because the first hybrid PDC is still on-going, a brief explanation will be given about where the course is now (status quo). A detailed overview will also be given of the planning and implementation of the amended PDC programme. This may provide a solution for other institutions to implement a customised PDC programme. Finally, the evaluation of the activities and the conclusions are discussed, and recommendations are made for the future.

For the sake of readability, 'he' will be used throughout the text when the hybrid specialist teacher is being discussed. Naturally, wherever 'he' appears, this can also be read to mean 'she'.



3. The hybrid specialist teacher in relation to the Pedagogical Didactic Certificate (PDC)

There are several definitions for the Hybrid Specialist Teacher. The STC Group applies the following:

The hybrid specialist teacher works a minimum of 2.5 days at the STC Group and the remaining time with his industry employer. The employer's activities are in areas related to the courses offered by the STC Group. The work that the hybrid specialist teacher does for his employer is also technically related to the subjects he teaches at the STC Group.

For the purpose of the CETBC pilot, it was decided to deploy the hybrid specialist teacher in MBO education. There are two options for being able to teach in MBO education:

- First of all, the future teacher can take second-level teacher training. This HBO³ course lasts four years and gives a direct teaching qualification upon graduation. This route is especially suitable for those who have an existing ambition to teach. A hybrid specialist teacher will usually not possess this qualification;
- In addition, someone may decide to become a teacher at a later stage in his career. We call them lateral entry lecturers; they transfer into teaching from a non-teaching profession. These lateral entrants have the possibility of acquiring initial competence. To acquire this initial competence, they are legally required to obtain the Pedagogical Didactic Certificate (PDC). Chapter 4 will discuss this in more detail.

A hybrid specialist teacher is a lateral entry teacher. After all, the hybrid specialist teacher is transferring from another, non-teaching profession, to become a teacher. This means that the hybrid specialist teacher will also have to obtain the PDC.

³ Hoger Beroeps Onderwijs: Higher professional education



4. Existing situation: National Framework Pedagogical Didactic Certificate

To get a clear idea of the reason for choosing an adapted PDC programme for hybrid specialist lecturers, first it is important to have insight into the existing situation regarding the PDC programme. This programme was established by the National Framework Pedagogical Didactic Certificate. This chapter contains a summary of the PDC programme and gives a brief outline of the current situation in the Netherlands.

4.1 Purpose of the PDC training

The purpose of the PDC training is to enable skilled professionals to qualify as lateral entry candidates for the profession of teacher at the MBO level. The PDC training is suitable for professionals with several years of professional experience in a field relevant to the MBO. They have completed an HBO-level education, or at least have demonstrable HBO-level intellectual and working abilities.

The PDC training provides competence in pedagogical and didactic knowledge, insight and skills as referred to in Articles 4.2.3 and 4.2.4 of the Education and Vocational Training Act (Wet Educatie en Beroepsonderwijs, WEB). The components in which the candidate must demonstrate the required level of competence at the final assessment are listed on the PDC that he receives on completing the training. The PDC is awarded by the Board of Examiners of the second-level teacher training programme which is responsible for the PDC course. The PDC thus complies with the provisions in Article 7a.4 of the Higher Education and Research Act (Wet op het Hoger onderwijs en Wetenschappelijk onderzoek, WHW).

After completing the PDC course, the MBO teacher can make the connection between learning at school and learning in the workplace. The MBO teacher ensures that his students become good professionals. The student acquires knowledge from the perspective of training as a starting professional, in which the technical instrument training – what should I learn, and how should I do it? – is connected to the normative: who and how do I want to be in this profession? The MBO teacher prepares his students for participation in society, and possibly for subsequent studies. For this purpose, he places the development of his students in a broad context and pays attention to teamwork, self-management and identity formation in the lessons and supervision. This involves the learning of profession-related discipline knowledge (mathematics, dietetics, mechanics), procedural knowledge (how to apply the knowledge), communication (language, interaction) and work process knowledge (characteristics of the production process and the associated tasks), but also growing into the norms and values of the professional group, the development of your own individual accents, and looking at yourself and your development.

4.2 Basic principles of the PDC training

The PDC training is based on the following basic principles:

1. The training focuses on the relationship between the professional field, the sector, the professional training and the student;
2. The course is designed according to the 'training together' principles. The teacher training programme and the MBO institution are jointly responsible for the content and quality of the training; the training institute is ultimately responsible;



3. The training concept is established in consultation between MBO and the teacher training programme;
4. The MBO teacher's professional profile, based on the competence requirements stemming from the WBIO⁴, the generic knowledge base (ECBO⁵) plus addendum⁶ and the Dublin descriptors⁷ form the foundations for the PDC training;
5. The trainers work in an exemplary fashion (double-loop learning);
6. The final level of the PDC program is Bachelor.

4.3 Intake

To be able to start the PDC training, the lateral entry teaching student has to have a statement of suitability issued by his employer. The statement of suitability includes:

- a copy of a WO/HBO diploma, not being a diploma of a teacher training programme, *or*
- demonstrable proof of HBO-level intellectual and working capacity, and at least three years of relevant work experience *and*
- a certified report from an assessment agency with the result that the lateral entry teaching student can qualify for the profession of teacher via the PDC route.

4.4 Content of the PDC

There are five distinct themes in the PDC training:

1. Development of professional competencies and identity;
2. Supervision of the MBO student;
3. Professional practice;
4. Vision on vocational education and vision on teaching;
5. Individual development.

1. Development of professional competencies and identity: 'Myself as teacher'

Basic skills for an MBO teacher include the design of learning packages and the provision of learning activities that suit the professional training context, satisfies the quality requirements (qualification files), and leads to the desired learning efficiency. The latter arises when a teacher combines insights/developments from professional practice (the sector) and science, didactic insights, the right assessment tools and care for a pleasant learning environment. The MBO teacher systematically examines his own teaching practice with the aim of improving it.

2. Supervision of the MBO student: 'Myself as supervisor'

As a supervisor, an MBO teacher uses interventions to guide students in their development into professionals, equipping them to participate in society and perhaps in subsequent study. The teacher

⁴ Wet BIO (Education Professions Act): <http://wetten.overheid.nl/BWBR0016944/2013-07-04>

⁵ ECBO (Professional Education Expertise Centre): <http://ecbo.nl/over-ecbo/>

⁶ Addendum: <http://ecbo.nl/25102016/wp-content/uploads/2016/12/ecbo-13-181-Addendum-generieke-kennisbasis-tweedegraads-lerarenopleidingen.pdf>

⁷ Dublin Descriptors: <http://wetten.overheid.nl/BWBR0015109/2003-06-26#Bijlage2>



supervises students in their development of the reflective skills necessary for building up a capacity for self-regulation. In the event of problems, the teacher provides specific support to the student.

3. Professional practice: 'Myself as link between school and professional practice'

In addition to school, a student learns through real professional practice. This professional practice also ensures future workplaces. To facilitate a smooth induction process between school and professional practice, the MBO teacher ensures that the learning activities (learning packages) are focused on learning about and from professional practice. To this end, he must know the professional practice and the associated qualification requirements, and be in contact with professional practice.

4. Vision on profession, vocational education and teaching: 'Myself as member of an education team and educational community'

The MBO teacher translates developments within the sector into vocational education in the education team and in doing so, takes into account his own position in the educational system and society and with the developments relating to education (ROC policy, politics, Education Inspectorate, social debate, and so on). The MBO teacher is a team player with a strongly developed organisational and environmental sensitivity.

5. Individual development: 'Myself as professional'

The MBO teacher is a learning professional who is consciously active in his own professional development and who is internally and externally accountable for his activities.

4.5 Workplace learning

The PDC course is designed according to the 'training together' principles. The teacher training programme and the MBO institution are jointly responsible for the quality of the content and for carrying out the PDC training. The teacher training programme bears the ultimate responsibility. The 'Quality Framework' established by the MBO sector sets minimum requirements for the quality of workplace learning and thus forms the framework for the agreements that MBO institutions and teacher training programmes make together.

The didactic model of the PDC programme is a subject of discussion between the MBO institution and the teacher training programme, which make agreements about this together. These agreements may concern, for example, the degree of uniformity between the didactic design principles applied by the MBO institution for its vocational education and the didactic model of the PDC programme. The didactic model of the PDC programme and the associated working methods are in line with the basic principles and content formulated in this national framework.

The MBO institution and the teacher training programme establish agreements about the role, the tasks and the responsibilities of both partners in supervision, assessment and testing. It is clear to the lateral entry teaching student in the PDC training programme what these roles, tasks and responsibilities mean for him in the practice of the training.

The trainers of both the MBO institution and the teacher training programme are qualified for the content and the educational and organisational realisation of the PDC programme. The MBO



institution ensures that the lateral entry teaching student is supervised by an experienced MBO teacher during the PDC programme. This teacher has been trained as a teacher coach by the teacher training programme. The teacher training programme and the MBO institution make further agreements on the content and scope of this training. The MBO institution provides at least two hours per week of supervision and coaching for each lateral entry teaching student during the PDC course.

4.6 Assessment

- The PDC course is concluded with an aptitude test which allows the candidate to demonstrate that he can function as an independent teacher.
- The assessment of the candidate is independent and intersubjective and is carried out by the teacher training programme and the MBO institution together. The teacher training programme and the MBO institution make further agreements about the assessment method.
- The teacher training programme is ultimately responsible for the quality of the PDC training as well as for the assessment.
- The teacher training programme justifies the assessment and the HBO level of the PDC training based on the Dublin descriptors in its Teaching and Examination Regulations (TER) and in the corresponding testing framework.
- The PDC is awarded by the Board of Examiners of the teacher training programme which is ultimately responsible for the PDC course.

4.7 Study load and organisation

- The PDC course is worth a total of 60 EC⁸;
- 50% of the total PDC course takes place at the workplace learning site;
- The lateral entry teaching student has an appointment fraction of at least 0.4 FTE;
- The lateral entry teaching student has one fixed free day per week for undertaking the course, regardless of the appointment fraction. This does not mean that the MBO institution facilitates the lateral entry teaching student by default. Whether or not the MBO institution facilitates a lateral entry teaching student depends on the institution's policy.
- The lateral entry teaching student provides at least eight lessons per week during the PDC course.



4.8 Quality assurance

The ultimate responsibility for the quality and the final level of the PDC rests with the Board of Examiners of the second-level teacher training programme which is responsible for the PDC course. The Education Inspectorate supervises the quality of the teacher in the MBO. The Inspectorate does this within the framework of its regular supervision at institutional level, and solicited or unsolicited at sector level as well, in the form of so-called thematic review.

⁸ What does EC(TS) mean? At the start of the bachelor-master system in 2002, the European Credit Transfer System (ECTS) was introduced, with 60 ECs being equivalent to 1680 study hours. The study load for each program and each unit of study is expressed in credits (ECs) by the board of an institution.



4.9 Current situation in the Netherlands

At present, the PDC training in the Netherlands is offered by ten educational institutions. These courses all consist of more or less the same programme with the same time schedule. The legal requirements stipulate that the programme must amount to 1680 study hours, or 60 ECs. At most institutions, the course takes 1.5 years, for which the lateral entry teaching student receives one free day a week. The course starts at roughly the same time as the school year.

The lateral entry teaching student receives a coach in the workplace and a PDC teacher from the training institution, and a personal training plan is drafted in which learning and working are aligned with each other. The theoretical part of the course is usually taken at the training institution. There are regular gatherings organised at which students can share their experiences.



5. Determining the desired new situation

The normal PDC programme clearly complies with the legal requirements and could potentially be applicable for hybrid specialist lecturers. However, the five themes that form the content of the PDC, as described in the previous chapter, are based on a lateral entry teaching student who is at the educational institution more or less full-time.

It should be clear by now that hybrid specialist lecturers are no ordinary lateral entrants. They have dual employers – the industry employer and the education employer. Both employers make agreements with and have expectations of their employees. An employee must comply with these agreements and the associated scheduling. The hybrid specialist teacher therefore has to comply with both sets of expectations and scheduling. If the hybrid specialist teacher also has to undergo the PDC training, a third party becomes involved.

The starting hybrid specialist teacher ends up in two new worlds: the education world and the PDC course. That is, a new environment, different people, another culture, another location, and so on.

The above indicates that the hybrid specialist teacher will be under considerable work pressure. He will need a high degree of commitment, adaptability, planning skills and perseverance to juggle all of these responsibilities. In addition, the employer and the educational institution bear the responsibility of enabling the hybrid specialist teacher to manage this juggling act. The hybrid specialist teacher will therefore have to use his available time as effectively and efficiently as possible. Furthermore, intensive coaching by the employer and the educational institution is necessary.

5.1 What else?

In anticipation of the above, the PDC programme has been adapted in two areas.

Firstly, the time allocated for the PDC training will need to be used as effectively and efficiently as possible. Non-teaching hours (that is, hours that the teacher is present but is not giving lessons, such as during exam weeks) will be used for study and time will also be spent on the hybrid PDC during the school holidays.

Secondly, the training can be undertaken over a shorter period of time. The prospect of completing the PDC has a stimulating effect. This prospect again results in a lower risk of problems; hybrid specialist lecturers are less likely to drop out. Naturally, these changes should not affect the legal requirements that the PDC training has to satisfy.

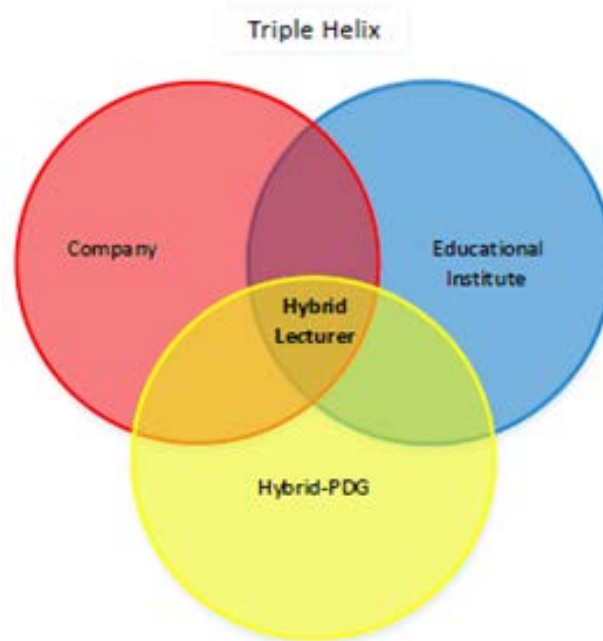
5.2 How else?

Lecturers who undertake hybrid PDC training carry out educational tasks both at the school and within their company. These educational tasks can be quite varied, ranging from creating technical instructions, supervising a new employee, and presentation and other so-called soft skills within the company, to the development and implementation of complete learning packages within the school. This entire spectrum of educational tasks and the possible transfer of the required competencies between them can ensure the interweaving of the acquired competencies within the project. In this way, the educational field continues to operate and the company and school function as an



ecosystem, in which new developments in the field filter through to the school, and students come to companies as interns.

This triple helix consisting of company, educational institution and hybrid PDC training facilitates the provision of this innovative, highly contextualised and pragmatic type of training. Within the learning ecosystem, the company and school are not separated.



5.3 Programme

Just like the regular PDC, the hybrid PDC includes the required 60 ECs, or 1680 study hours. These hours are divided into two equal parts.

The workplace hours (840 hours) encompass activities aimed at education and take place in settings that provide teaching and guidance. This can take place either with the employer, or at the educational institution.

The 840 workplace hours are divided as follows: 640 hours of teacher-wide tasks (2 days per week) and 200 hours of educational or research tasks within the company and/or STC.

The remaining study load (840 hours) is divided as follows: There are five project weeks which fall within the non-teaching weeks. These are the weeks in which there are no lessons, but the teacher is present. Fifteen joint meetings are planned, and 10 free days are scheduled. This means that the daily schedule required by the national framework can also be guaranteed. Starting from the first year, there is half a day per week over 40 weeks (=20 days), 10 days of the project week (=10 days). The remaining 10 days can then be justified within the company's ecosystem or in the outflow.



5.4 Training programme

Each of the five project weeks (August, autumn, spring, end of school year and July of the following year) starts with a new theme, knowledge circles and collaborative work. Between the project weeks, there is plenty of time for lesson visits, peer support, coaching with the earpiece and remote coaching.

A project week proceeds as follows:

- Three days of training;
- One day of working in knowledge circle;
- One day of coaching and supervision, also focused on research.

The five project weeks therefore include 15 joint meetings and 10 scheduled days. The course lasts 10 months with a possible extension of an extra two months.



During the PDC training, the hybrid specialist teacher is assigned a coach from the STC Group. This coach comes from the BOK department (Begeleiding, Onderwijs & Kwaliteit; Supervision, Education & Quality), and has a background in education. This coach is also trained in coaching colleagues on various subjects, including supervision during the PDC training. The hybrid specialist teacher is entitled to two hours of coaching per week.



6. Status quo

At the time of drafting this document, the hybrid specialist lecturers are halfway through the hybrid PDC programme. By way of illustration, the trainer/coach who delivers this hybrid PDC at the STC Group was asked to explain the course of the programme.

“The course of the hybrid PDC programme 2017 – 2018

At the beginning of September 2017, the STC Group and Fontys Hogescholen commenced their collaborative hybrid training programme for the pedagogical didactic certificate. During the first course meetings we worked on developing a vision on education. We discussed learning theories and elucidated practical situations from various perspectives.

We then looked at the learning process and how, as a teacher starting out, you can design a powerful learning environment. Novice lecturers have to contend with practical problems such as starting a lesson, motivating students, holding their attention, unauthorised telephone use, creating peace and quiet, dealing with disturbances, explaining learning material in a comprehensible, meaningful way, and closing a lesson properly. This input allows for meaningful use of the direct instruction model and working with lesson preparation forms. In the beginning, they have little interest in their own concerns, thoughts and their state of mind while teaching. Once they can apply the first principles for structured teaching, then they will have attention for the person doing the teaching. In this way, practice theory and personal development go hand in hand during the training.

From this effective learning foundation, they slowly begin to perceive the added value of collaborative learning. The combination of collaboration with activating working methods and differentiation only succeeds with good class management. Novice lecturers initially have a tendency to do too much. We call this the butler model in the training course. We teach them how to put the students to work more in a structured and well-prepared way. This gives them more control over comprehension and better processing of the learning material. They will be experimenting with the transition from teacher-driven to student-driven education. Lecturers are now going to realise that positive and constructive communication often bring about the desired behaviour more rapidly. Correction and restriction generally occur while maintaining a relationship. Giving feedback will be an important way of ensuring the successful completion of collaborative assignments, which can take a number of weeks. Feedback will be supplemented with feed-up and feed-forward.

The lecturers can prepare the curriculum and deliver it, naturally by trial and error. The course also devotes attention to testing and assessment of the learning materials. A distinction will be made between testing the theory and testing the practice. For theory, they learn to subdivide their learning materials neatly into a test matrix. In testing the practice, they learn to compose rubrics in order to increase reliability and validity. In March 2018, the lecturers will deliver a portfolio filled with various professional products.

The final component is practice-oriented action research. The lecturers will also use their knowledge from industry for this. A SkillsLab will be set up within the STC Group. Part of this will be the water tank in which experiments can be carried out with materials and floating objects. A teacher of ship- and yacht-building will investigate how abstract learning materials on damage stability and propulsion can be transferred to the students in a didactically responsible manner using the water



tank in the SkillsLab. Once the lecturers have successfully completed their portfolio and research, the certificates will be awarded at the end of July 2018.

To date, the pilot is running to the satisfaction of the industry, the STC Group and Fontys Hogescholen. All lecturers have indicated that they would like to keep teaching for a number of days in the educational setting. Several lecturers have reported that the hybrid construction has given them greater enjoyment of their work at their company. Colleagues within the STC Group have indicated that knowledge missing from the curriculum will be supplemented and existing teaching programmes will be refreshed by the addition of practice experiences.

For me as a Fontys educator, it is stimulating to see lecturers undergoing rapid development. Alongside the frustration, which is naturally also present among the lecturers from time to time due to lack of action, you can also see that the job satisfaction and the motivation to transfer something of their expertise to the students is a predominant factor.

Andre van Vuuren, Fontys Hogescholen”



7. Planning and implementation

On the basis of the desired new situation described in the previous chapters, at the start of the pilot a schedule was made of the actions to be undertaken. Below is an overview of the main activities in this regard, along with a time schedule:

1. research potential providers of PDC training	January-February 2017
2. request quote	March-April 2017
3. quote discussions (offer, substantiation and review)	May-June 2017
4. decision-making and contract signing CvB	July 2017
5. course planning	July-August 2017
6. candidate intake	August 2017
7. commencement of study programme	September 2017
8. certification	July 2018

During the investigation into potential providers of the PDC course, we looked at the possibilities offered by the trainers, the sectors for which the trainers offer their PDC course or in which they have experience, past/present experiences of the STC Group with potential providers, and past/present experiences of third parties with potential providers.

Based on the above, it was decided to ask two providers to draw up a quote. For this purpose, a number of discussions first took place to clarify what the STC Group expects. Both providers then drafted an amended PDC training plan with an accompanying quote. These quotes were discussed with the project manager, the HRM Executive Board and the STC Group Executive Board. Based on this, the Executive Board decided to award one of the providers the assignment for the duration of the pilot, namely Fontys Hogeschool.

Two issues were the deciding factors in making this choice. First of all, Fontys managed to shorten the course duration in a very specific way, on the one hand by making effective use of the hybrid specialist lecturers' non-teaching hours during their work time at the STC Group, and on the other hand by using educational hours during the hybrid specialist lecturers' work time at their other work. This together resulted in a hybrid PDC. Secondly, Fontys drew up a well-founded plan for the coaching and supervision of the hybrid specialist teacher.

After being awarded the assignment, Fontys drew up a plan for the hybrid PDC. In August, the intake interviews with the hybrid PDC students took place, and the course commenced at the end of September. The candidates have each Monday free for the PDC training. These Mondays are used for lessons or to work on assignments. Discussions with the coach from the STC Group are also scheduled on this day. During non-teaching hours, they will also carry out assignments for the hybrid PDC, and will carry out educational hours during their other work.

The hybrid specialist lecturers are expected to receive their diplomas in July 2018. For those who do not pass immediately, there is a possibility for a two-month extension.



8. Evaluation, conclusion and recommendations

8.1 Evaluation

During the hybrid PDC 2017-2018, evaluation has taken place (and will take place) at different moments with various involved parties. These evaluations are intended to monitor the quality of the ongoing process and to improve the future process (how are people experiencing the PDC, what's going well, what could be improved, and how can it be improved?). The parties involved with the hybrid PDC are:

- the hybrid specialist lecturers themselves;
- the coaches for the hybrid specialist lecturers;
- direct supervisors at the STC Group (Education Manager);
- direct supervisors at the other employers;
- College directors;
- the portfolio manager on the Executive Board
- the HRM department;
- the Fontys trainer/coach;
- the CETBC project manager.

Each week, the hybrid specialist lecturers have the opportunity to talk with their coach (for a minimum of half an hour). This coach is assigned by the STC Group's BOK department (Begeleiding, Onderwijs & Kwaliteit; Supervision, Education & Quality). All kinds of things can be discussed, with the aim being to guide the hybrid specialist teacher as effectively as possible in completing the hybrid PDC. These discussions are confidential.

In November 2017, an evaluation took place involving the CETBC project management and the hybrid specialist lecturers. In summary, the hybrid specialist lecturers indicated during this evaluation that good supervision in the preliminary phase is very important, partly because the hybrid specialist teacher's level must be good and proper screening is therefore important. There was also an indication that working in small groups during the hybrid PDC was very effective. This allows sufficient attention for everyone. The clear structure of the course is also good.

In October and November 2017, an initial evaluation round was held between the direct supervisors (Education Managers) of the hybrid specialist lecturers and the College Directors, and the CETBC project management. During these talks, the main focus was on the situation with the hybrid specialist lecturers in general, and whether the hybrid PDC had contributed to this. The most important point of attention in these evaluations was that the combination of the students' own work with the PDC and teaching work must be monitored properly in order to ensure that it remains manageable. A new evaluation round will take place in March 2018 with the Education Managers and College Directors involved.

In January 2018 there was a lunch for the hybrid specialist lecturers with the portfolio manager on the Executive Board. In an informal manner and without restrictions, the hybrid specialist lecturers were able to indicate how they had experienced the pilot so far, and how they felt about the hybrid PDC at that moment. The main thing that came out of these conversations was that the hybrid PDC is very instructive and interesting, but that juggling all of the commitments was extremely challenging.



In June 2018 there will be evaluation interviews between the hybrid specialist lecturers, the direct supervisor at the other employer, and HRM. These interviews will mainly evaluate the progress of the pilot as a whole, but the hybrid PDC will also be discussed.

➔ Comment: It should be noted that an evaluation at the end of the pilot will be included as an addendum to this document.

8.2 Conclusion

Based on the interviews and evaluations, it can be concluded that the Hybrid PDC has been successful to date. Although the hybrid specialist lecturers are only halfway through so far, they indicated that the hybrid PDC is effective, instructive, interesting and enjoyable, despite the high workload associated with it. The management has indicated that the hybrid PDC is being experienced as a success. This is currently reflected in the wish of many within the STC Group to introduce the hybrid PDC for all lateral entry lecturers. The short duration and the limited number of dropouts from the hybrid PDC are the main reason for this.

8.3 Recommendations

A number of subjects require extra attention for the successful implementation of the hybrid PDC programme.

Expectations: Before the hybrid specialist teacher starts with the PDC course, the expectations must be clear to everyone involved. So, the hybrid specialist teacher has to know where he stands, as well as the employer and the school.

Communication: Communication must be very clear (and remain so) between the teacher, employer and school. It is also important to plan the moment of contact between the parties in advance.

Coaching: This demands quite a lot from a hybrid specialist teacher who is also undertaking the PDC training. A coach provided by the employer and by the school is therefore essential. The coaching must take place regularly.

Normal route: At the moment, the STC Group has two PDC courses running – the regular PDC and the hybrid PDC. The regular PDC lasts 18 months instead of 10 months. It appears that the difference in course duration has prompted a lot of unrest and dissatisfaction among the lateral entrants who are taking the regular PDC. They experience the regular PDC course as a “never-ending story” and feel it’s unfair that they can’t take the shorter version. They are not consoled by the fact that the reason for this is that the hybrid PDC is a pilot. It is therefore important to create as much uniformity as possible and, therefore, to introduce the hybrid PDC for all lateral entry teaching students. If this is not possible, then it’s important to be clear about the reasons for this.