

University Teaching Qualification 2017



University Teaching Qualification

In order to promote the quality of university education and the professional development of their teaching staff, in 2008 Dutch research universities agreed to mutually recognise the University Teaching Qualification (UTQ). They also agreed on the characteristics and content of the UTQ qualification and adopted these qualification criteria in their UTQ programmes. The recognition implies that certified teachers are recognised as being qualified to teach at university by all participating institutions without any further assessment.

Maastricht University (UM) offers a UTQ programme to all teaching staff. It is mandatory for staff who have a position as lecturer (*docent*), assistant professor (*UD: universitair docent*), associate professor (*UHD: universitair hoofddocent*) or professor (*hoogleraar*) and is recommended to researchers and PhD students. It is a conscious choice to encourage all staff involved in teaching to obtain the UTQ and to develop as a teacher since UM aims for high educational quality. The UTQ requirement is discussed in the application procedure and, upon appointment, agreements are made on obtaining the UTQ. These agreements as well as the progress in the UTQ trajectory are discussed in annual interviews and appraisals. Wherever necessary, supervisors will facilitate teaching staff gaining relevant teaching experience.

Problem-Based Learning

Since its foundation, UM has introduced a clear educational vision by implementing Problem-Based Learning (PBL), which focuses on the active learning of students. PBL is a student-centred educational approach in which students are encouraged to actively learn from academic and/or practical problems they discuss with a group of students guided by a tutor. All new UM teaching staff are required to follow the PBL and tutor training offered at each faculty, where they learn about PBL and the underlying principles and can practice acting as tutor. This training is a prerequisite to participating in the UTQ programme.

The UTQ programme

The aim of the UTQ programme is to support teaching staff as they develop and improve with regard to the competences needed for teaching at university, and to guide them in obtaining a UTQ certificate. The competences are directly related to the core tasks of teachers, namely developing education, teaching delivery and student assessment. To develop these core competences, it is important that teaching staff reflect on their vision of higher education and how this vision fits into the UM vision of active and student-centred learning, as well as gain knowledge about the relevant educational programmes and regulations and the way in which quality assurance is implemented. In addition, the UTQ programme focuses on general professional skills needed to perform the core teaching tasks. These skills are keeping expert knowledge up to date, the organisation and coordination of teaching, cooperation and reflection. Criteria have been formulated for the three core competences, as well as for the underlying educational vision, knowledge and skills, that clearly indicate what is expected of teaching staff in terms of behaviour, knowledge and skills at the end of the UTQ trajectory (see Appendix 1).¹

The UTQ programme consists of three phases: self-assessment, competence development and assessment. All three phases revolve around the UTQ competences, allowing teaching staff to acquire the knowledge and experience needed to develop the competences to the desired level, basing this on a self-assessment.

Self-assessment

Staff members draw up their education CV², collect available programme evaluation data on their teaching performance, and reflect on their UTQ competences using the criteria in the UTQ self-assessment form (see Appendix 2). Based on the experience acquired and the self-assessment, they set learning goals for their competence development in the UTQ trajectory and draw up an action plan on how to achieve these goals. These documents are discussed in the UTQ programme and are used as starting point for the competence development phase.

Competence development

In this phase, staff members develop their competences by acquiring relevant teaching experience. Meetings, literature, coaching and feedback support them in completing the UTQ programme. An important goal is that teaching staff, based on educational principles, learn to evaluate their own teaching performance (and that of their colleagues), in order to come up with well-founded improvement proposals. Reflection is therefore a key component of the UTQ programme.

Staff members compose a UTQ portfolio in which they demonstrate that they have developed the UTQ competences and can apply them in their teaching. Reflecting on their own

¹ The three core competences and the underlying educational vision, knowledge and skills are referred to as UTQ competences in brief.

² The education CV is a curriculum vitae focusing on the different educational roles fulfilled (research details, such as a complete list of publications, are not required).

teaching performance and competences and formulating learning goals in the portfolio helps them to consider how and why tasks are addressed in a certain way and how that could be done otherwise and perhaps improved. Composing a portfolio is therefore an important tool for stimulating development in the UTQ programme, which essentially is a work-based training programme. In addition, the portfolio is used to assess whether teaching staff comply with the UTQ qualification criteria. To support staff members in composing their portfolio, guidelines are provided (see Appendix 3). These guidelines describe how they can shape their portfolio and what kind of descriptions, justifications and reflections regarding competences and fulfilled educational roles are expected. Before staff members submit their UTQ portfolio for assessment, they will receive feedback.

The development of UTQ competences is encouraged by offering UTQ meetings per faculty attuned as well as possible to teaching practice at the faculty. In the meetings, under guidance of an experienced colleague and/or the UTQ coordinator, teaching staff discuss relevant documents and literature, exchange knowledge and experiences, and practice important teaching tasks and professional skills. Staff members prepare these meetings and work on assignments to gain further experience in practice and obtain feedback that they can incorporate in their portfolio. There are six topics linked to the UTQ competences which are addressed in the meetings (see Appendix 4).

Staff members for whom the UTQ is mandatory receive 40 teaching hours to compensate for participation in the UTQ meetings. These hours are granted once the UTQ certificate has been obtained. In addition, participants are asked to invest time in learning from experience by working on the assignments, applying educational knowledge in practice, and composing the

UTQ portfolio. To a large extent, learning from experience overlaps with performing regular teaching tasks. How much time is needed to complete the UTQ programme depends on the individual experience, activities and approach.

In addition to the UTQ meetings, teaching staff can participate in workshops and discussion meetings on education and teaching organised by the faculties, EDLAB and UM. These meetings may increase knowledge regarding educational issues, while engaged in the UTQ trajectory. For all teaching staff at UM, a reference list will be made available with educational literature that can be used to design, improve and innovate education.

Assessment

The UTQ competences are assessed based on the UTQ criteria by reviewing the UTQ portfolio submitted by the candidate. The UTQ assessment committee, consisting of an educational director or other educational management representative and the UTQ coordinator (or representative), assesses the portfolio. If candidates have shown that they meet the qualification criteria, they will receive a UTQ certificate.

The members of the UTQ assessment committee assess the UTQ portfolio independently, but decide together on the preliminary assessment, advice and further questions for the UTQ candidate. In a final interview, the members of the assessment committee discuss the UTQ competences, the portfolio and the questions with the candidate. The candidate is also given feedback on the assessment. The final interview is primarily intended as a good discussion about education and the teacher role and how these can be further improved, also after receiving the UTQ. As UTQ is an important part of HRM policy and UM strives for continuity in the

HRM assessment processes, the candidate's supervisor is present at this interview. After the final interview, the conclusions are summarised in an assessment form (see Appendix 5) which is signed by the members of the assessment committee and the candidate. The signed assessment form and a PDF of the UTQ certificate are included in the staff member's personnel file.

Information and enrolment

During the appointment interview the HRM advisers provide all teaching staff with information about the PBL and tutor training and the UTQ programme. Staff can enrol in the UTQ programme by emailing the UTQ secretariat or, if there is none at their faculty, by emailing their faculty's UTQ coordinator. They will then receive information about the organisation of the UTQ programme at their faculty. The names of the faculty UTQ coordinators are listed below, as well as the email address of any corresponding secretariat.

Exemptions

Members of staff who have completed a teacher training programme and have teaching experience can be exempted from having to acquire the UTQ. UM has determined which teacher training programmes may lead to an exemption. See Appendix 6 for these training programmes. For the recognised programmes, the obtained diploma or certificate is proof that the UTQ competences have been assessed in previous training. In the case of certificates of unknown training programmes, multiple UTQ coordinators will assess whether the UTQ criteria have been met by evaluating the programme and a possible end product (e.g., a teaching portfolio). In the case of exemptions, it is important that staff members can prove their affinity and experience with higher education. If more insight is needed into the theoretical and practical teaching experience, they can be asked to reflect on the UTQ competences using the criteria in the self-assessment form and to explain this in an interview. If the UTQ criteria are met an exemption will be given and registered as such in SAP. In order to convert an exemption into a UTQ certificate, it is necessary to follow the PAC trajectory.

Faculty	UTQ coordinator	UTQ secretariat
FASoS	Patrick Bijsmans	marjo.krebbeks@maastrichtuniversity.nl
FHS	Carla Haelermans	n/a
FHML	Pascal van Gerven	doc-prof-fhml@maastrichtuniversity.nl
FL	Cathérine De Rijdt	n/a
FPN	Margje van de Wiel	bko-fpn@maastrichtuniversity.nl
SBE	Inken Gast	n/a

PAC trajectory

Staff members with ample theoretical and practical teaching experience in all relevant educational roles linked to the UTQ competences and criteria may be eligible to follow a trajectory based on their previously acquired competences (PAC trajectory). In this trajectory, staff members go through the first and third phase of the regular UTQ programme, but may obtain exemptions for the second phase of competence development on the basis of their experience. Staff members can submit a request for the PAC trajectory to the faculty UTQ assessment committee, explaining this with an education CV, programme evaluation data on their teaching performance and the self-assessment of UTQ competences (Phase 1). The UTQ assessment committee discusses these documents and, if applicable, proposes a tailored UTQ trajectory (phase 2). The trajectory is concluded with the assessment of a UTQ portfolio in which candidates demonstrate they comply with the UTQ qualification criteria (Phase 3). Ample teaching experience is considered to be at least 5-10 years of experience in teaching at higher education institutions.

UTQ quality assurance

The quality of the UTQ programme at UM is guaranteed on three levels. Within the faculties, participants evaluate the UTQ meetings and the UTQ trajectory. The UTQ trainers, coordinators and assessors discuss the evaluations and compare the outcomes with their own experiences in order to make adjustments where necessary. At UM, the faculty UTQ coordinators regularly meet to exchange experiences, discuss the pros and cons of the procedures used, and assess a selection of portfolios from the different faculties to bring the assessment criteria in line. At national level, the UTQ coordinators of all fourteen universities discuss their programmes to ensure that reciprocal recognition is based on valid, reliable and transparent assessment of teaching competences in line with the VSNU agreement.

Presentation of UTQ certificates

Twice a year a ceremony takes place in which the Rector presents the UTQ certificates to the staff members who have completed the UTQ programme.

Appendices



Appendix 1

UTQ competences and criteria

Appendix 2

Self-assessment

Appendix 3

Guidelines for the UTQ portfolio

Appendix 4

UTQ meetings

Appendix 5

UTQ assessment form

Appendix 6

Training programmes that may lead to UTQ exemption

1. UTQ competences and criteria

Developing education

- 1 Able to apply the educational principles of active, student-centred learning in developing education.

- 2 Able to explain the position of their part of the curriculum in relation to the structure and the intended learning outcomes of either the entire curriculum or the relevant part of it.

- 3 Able to justify the educational design choices made for different parts of the curriculum, such as a course, workshop, training session(s) or lecture.

- 4 Able to identify characteristics of the target group, such as prior knowledge, and design education based on these characteristics.

- 5 Able to clearly express and communicate the educational objectives (intended learning outcomes) to students.

- 6 Able to align the intended learning outcomes, teaching and learning activities and assessment methods using the principles of constructive alignment.

- 7 Able to integrate ICT and/or digital tools in the educational design in a relevant manner.

- 8 Able to improve education based on student evaluations, teaching experience and recent educational insights.

Teaching delivery

- 1 Able to apply the educational principles of active, student-centred learning in teaching.

- 2 Able to adopt various educational roles, such as tutor, thesis supervisor, coach, mentor or lecturer.

- 3 Able to identify differences in prior knowledge and background of students and address these.

- 4 Able to encourage students to embrace the educational principles of active, student-centred learning.

- 5 Able to supervise students individually and in groups and provide constructive feedback.

- 6 Able to recognise group dynamics and to deal with this.

- 7 Able to analyse strengths and weaknesses of own teaching performance and to adjust activities accordingly.

Student assessment

- 1 Acquainted with the assessment policy, the Education and Examination Regulations (EER), and the Rules and Regulations (R&R) of the faculty and apply these.

- 2 Acquainted with the assessment cycle and able to justify the choices made in each step.

- 3 Able to choose and implement an appropriate assessment method based on the principles of constructive alignment.

- 4 Able to use relevant assessment methods which meet the quality criteria of validity, reliability and transparency.

- 5 Acquainted with the difference between summative and formative assessment and able to apply them effectively.

- 6 Able to define criteria for different assessment methods in order to assess students and provide feedback.

- 7 Able to assess students on the basis of predefined criteria.

- 8 Able to give students constructive feedback on the basis of the formulated assessment criteria.

Underlying vision, knowledge and skills

Educational vision

- 1 Acquainted with the educational vision of UM, the faculty and the relevant degree programmes.
 - 2 Able to show that own educational vision aligns with the educational vision of UM, the faculty and the relevant degree programmes.
 - 3 Able to explain how they perceive the role of teacher in the student learning process and what they want to achieve in teaching.
-

Knowledge of relevant educational programmes and regulations

- 1 Acquainted with the educational programmes to which the teaching activities belong.
 - 2 Understand faculty-specific regulations, roles and task allocations, such as the role of the Board of Examiners and the role of the Programme Committee.
 - 3 Acquainted with the faculty-specific agreements and regulations regarding coordination, examination and educational quality assurance.
-

Knowledge of educational quality assurance

- 1 Acquainted with how teaching activities are evaluated, and able to interpret the results in order to improve education.
-

Keeping expert knowledge up to date

- 1 Keep up to date of recent developments in own area of expertise.
-

Organisation and coordination of teaching

- 1 Able to organise and plan the development of educational materials, exams, administrative embedding, and finalisation of teaching activities.

Cooperation

- 1 Able to work together with colleagues to develop and coordinate teaching activities.
- 2 Request advice from colleagues when developing education and teaching.
- 3 Able to give constructive feedback to colleagues on their education and teaching.
- 4 Contribute actively to knowledge exchange and sharing experiences.

Reflection

- 1 Collect and request feedback on the developed educational materials (including assessment) and the delivered teaching in order to improve these.
- 2 Able to reflect on the developed educational materials, the delivered teaching and the feedback received, and to improve teaching on the basis of these reflections.
- 3 Able to analyse difficult situations and less successful interventions and to suggest points for improvement based on the analyses.
- 4 Able to reflect on their performance as a teacher and to continuously develop in this role based on these reflections.
- 5 Set goals for further professional development as a teacher.

2. UTQ self-assessment

In the self-assessment, you assess yourself as a teacher based on the criteria for the three core competences and the underlying educational vision, knowledge and skills. You indicate to what extent you have knowledge or skills regarding a criterion on the following scale of 1-5:

1. No knowledge and/or skills
You feel unprepared.
2. Little knowledge and/or skills
You act mainly on intuition and are often uncertain.
3. Some knowledge and/or skills
You know how to act in routine situations but have little flexibility in new or unexpected situations.
4. Good knowledge and skills
You are confident as teacher and can justify your choices.
5. Very good knowledge and skills
You consider yourself a competent teacher and can justify your choices based on educational principles.

Subsequently, you will explain for each of the UTQ competences what you know and are capable of, the experiences this is based on, and which aspects require further attention.

After the self-assessment of the criteria, you give a summary of your strengths and what needs to be developed or improved. The points for improvement are the starting point for formulating personal learning goals which your UTQ trajectory will focus on. In order to achieve these goals, it is important to think about what you should do as a teacher to further develop yourself and to elaborate this in an action plan.

The self-assessment is concluded with a description of your learning goals and action plan. To achieve goals within a certain time frame, you could benefit from a SMART definition; SMART is an acronym for 'Specific, Measurable, Attainable, Realistic and Timely'. For further explanation see http://en.wikipedia.org/wiki/SMART_criteria.

The self-assessment form can be found on the next page. Faculties provide the form in Word format.

UTQ self-assessment form

Name:

Date:

Developing education

Knowledge and/or skills

none

very
good

-
- | | | | | | | |
|---|--|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| 1 | Able to apply the educational principles of active, student-centred learning in developing education. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| 2 | Able to explain the position of their part of the curriculum in relation to the structure and the intended learning outcomes of either the entire curriculum or the relevant part of it. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| 3 | Able to justify the educational design choices made for different parts of the curriculum, such as a course, workshop, training session(s) or lecture. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| 4 | Able to identify characteristics of the target group, such as prior knowledge, and design education based on these characteristics. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| 5 | Able to clearly express and communicate the educational objectives (intended learning outcomes) to students. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| 6 | Able to align the intended learning outcomes, teaching and learning activities and assessment methods using the principles of constructive alignment. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| 7 | Able to integrate ICT and/or digital tools in the educational design in a relevant manner. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| 8 | Able to improve education based on student evaluations, teaching experience and recent educational insights. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
-

Explanation of knowledge, skills and experience:

UTQ self-assessment form

Teaching delivery	Knowledge and/or skills									
	none				very good					
1 Able to apply the educational principles of active, student-centred learning in teaching.	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5
2 Able to adopt various educational roles, such as tutor, thesis supervisor, coach, mentor or lecturer.	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5
3 Able to identify differences in prior knowledge and background of students and address these.	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5
4 Able to encourage students to embrace the educational principles of active, student-centred learning.	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5
5 Able to supervise students individually and in groups and provide constructive feedback.	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5
6 Able to recognise group dynamics and to deal with this.	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5
7 Able to analyse strengths and weaknesses of own teaching performance and to adjust activities accordingly.	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5

Explanation of knowledge, skills and experience:

UTQ self-assessment form

Student assessment

	Knowledge and/or skills									
	none				very good					
1 Acquainted with the assessment policy, the Education and Examination Regulations (EER), and the Rules and Regulations (R&R) of the faculty and apply these.	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5
2 Acquainted with the assessment cycle and able to justify the choices made in each step.	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5
3 Able to choose and implement an appropriate assessment method based on the principles of constructive alignment.	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5
4 Able to use relevant assessment methods which meet the quality criteria of validity, reliability and transparency.	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5
5 Acquainted with the difference between summative and formative assessment and able to apply them effectively.	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5
6 Able to define criteria for different assessment methods in order to assess students and provide feedback.	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5
7 Able to assess students on the basis of predefined criteria.	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5
8 Able to give students constructive feedback on the basis of the formulated assessment criteria.	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5

Explanation of knowledge, skills and experience:

UTQ self-assessment form

Underlying vision, knowledge and skills

Educational vision

Knowledge and/or skills

none

very
good

- | | none | | | | very good | | | | | |
|---|--------------------------|---|--------------------------|---|--------------------------|---|--------------------------|---|--------------------------|---|
| 1 | <input type="checkbox"/> | 1 | <input type="checkbox"/> | 2 | <input type="checkbox"/> | 3 | <input type="checkbox"/> | 4 | <input type="checkbox"/> | 5 |
| 2 | <input type="checkbox"/> | 1 | <input type="checkbox"/> | 2 | <input type="checkbox"/> | 3 | <input type="checkbox"/> | 4 | <input type="checkbox"/> | 5 |
| 3 | <input type="checkbox"/> | 1 | <input type="checkbox"/> | 2 | <input type="checkbox"/> | 3 | <input type="checkbox"/> | 4 | <input type="checkbox"/> | 5 |

Explanation:

Knowledge of relevant educational programmes and regulations

Knowledge and/or skills

none

very
good

- | | none | | | | very good | | | | | |
|---|--------------------------|---|--------------------------|---|--------------------------|---|--------------------------|---|--------------------------|---|
| 1 | <input type="checkbox"/> | 1 | <input type="checkbox"/> | 2 | <input type="checkbox"/> | 3 | <input type="checkbox"/> | 4 | <input type="checkbox"/> | 5 |
| 2 | <input type="checkbox"/> | 1 | <input type="checkbox"/> | 2 | <input type="checkbox"/> | 3 | <input type="checkbox"/> | 4 | <input type="checkbox"/> | 5 |
| 3 | <input type="checkbox"/> | 1 | <input type="checkbox"/> | 2 | <input type="checkbox"/> | 3 | <input type="checkbox"/> | 4 | <input type="checkbox"/> | 5 |

Explanation:

UTQ self-assessment form

Knowledge of educational quality assurance

Knowledge and/or skills

none

very
good

-
- 1 Acquainted with how teaching activities are evaluated, and able to interpret the results in order to improve education.

1 2 3 4 5

Explanation:

Keeping expert knowledge up to date

Knowledge and/or skills

none

very
good

-
- 1 Keep up to date of recent developments in own area of expertise.

1 2 3 4 5

Explanation:

UTQ self-assessment form

Organisation and coordination of teaching

Knowledge and/or skills

none

very
good

-
- | | | | | | | |
|---|---|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| 1 | Able to organise and plan the development of educational materials, exams, administrative embedding, and finalisation of teaching activities. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
|---|---|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
-

Explanation:

Cooperation

Knowledge and/or skills

none

very
good

-
- | | | | | | | |
|---|--|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| 1 | Able to work together with colleagues to develop and coordinate teaching activities. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| 2 | Request advice from colleagues when developing education and teaching. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| 3 | Able to give constructive feedback to colleagues on their education and teaching. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| 4 | Contribute actively to knowledge exchange and sharing experiences. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
-

Explanation:

UTQ self-assessment form

Reflection	Knowledge and/or skills									
	none				very good					
1 Collect and request feedback on the developed educational materials (including assessment) and the delivered teaching in order to improve these.	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5
2 Able to reflect on the developed educational materials, the delivered teaching and the feedback received, and to improve teaching on the basis of these reflections.	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5
3 Able to analyse difficult situations and less successful interventions and to suggest points for improvement based on the analyses.	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5
4 Able to reflect on their performance as a teacher and to continuously develop in this role based on these reflections.	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5
5 Set goals for further professional development as a teacher.	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5

Explanation:

Strengths:

Points for improvement:

Learning goals and action plan:

3. Guidelines for the UTQ portfolio

Goal of the UTQ portfolio

The goal of the UTQ portfolio is twofold. First of all, the UTQ portfolio is an instrument to gain insight into your own competences and development as a teacher and, if necessary, to help you make adjustments. Secondly, your UTQ portfolio shows the assessment committee that you have developed the UTQ competences and apply them in your teaching and so comply with the UTQ qualification criteria (see Appendix 1).

Content of the UTQ portfolio

Your education CV, programme evaluation data on your teaching performance, the self-assessment form, and the personal learning goals and action plan from the first phase of the UTQ trajectory are the starting point for composing the UTQ portfolio. Based on the strengths and weaknesses analysis and the experiences gained in both teaching and the UTQ programme, reflect on the three core competences and the underlying educational vision, knowledge and skills. The learning process in the UTQ trajectory revolves around practical teaching experience and reflecting on this and the UTQ competences. The following topics should at least be included in the UTQ portfolio:

- Education CV
- Self-assessment form
- Programme evaluation data on teaching performance
- Learning goals and action plan
- Reflections on the UTQ competences:
 - Developing education
 - Teaching delivery
 - Student assessment
- Underlying vision, knowledge and skills:
 - Educational vision
 - Knowledge of relevant educational programmes and regulations

- Educational quality assurance
 - Keeping expert knowledge up to date
 - Organisation and coordination of teaching
 - Cooperation
 - Reflection
- Appendices

Reflecting on the core competences of developing education, teaching delivery and student assessment, for each competence describe three different examples from your teaching practice. The examples preferably should cover different curriculum components and teaching methods. To further illustrate the examples, refer to appendices including relevant materials from your teaching practice and the feedback you received from colleagues and students.

Your personal UTQ portfolio

The UTQ portfolio is a personal document in which you present yourself as a teacher. You are responsible for composing the portfolio. Decide based on your learning goals and the teaching experiences, which of your teaching practices are important to reflect upon. Gather materials to illustrate your approach and your development as a teacher and analyse your strengths and weaknesses. It is important to critically assess which weaknesses you want to work on and which strengths you want to employ more. Composing the portfolio then becomes a useful tool for evaluating and adjusting your development. Working on the portfolio will also allow you to develop skills that are important to your role as a teacher, such as self-reflection, problem analysis and developing a critical attitude.

Guidelines for descriptions and reflections

In composing the portfolio, it is important to not only describe what you did, but also why you did it in this way, what the effect was, and what you would like to improve in the future. The aim is to clarify your educational vision, your role as a teacher, and your considerations in designing educational materials and teaching delivery. Also explain the reasons for your approach, show that you can analyse difficult situations and explain the way you handle these. Refer to relevant literature to explain and justify the choices made.

For each example that you use to demonstrate your core competences and development, include the following information in your description and reflection:

1. Which educational component, where in the curriculum, what educational objectives, how was it designed?
2. Why: line of reasoning and justification (including literature references)
3. Evaluation, feedback, analysis and reflection
4. Conclusions for the future

Form of the UTQ portfolio

Submit the UTQ portfolio as an electronic document (Word or PDF). The length of the descriptions and reflections is unimportant; it is their quality that counts. Decide on a clear portfolio structure that allows assessors to easily review whether you have met the UTQ qualification criteria.

Criteria for the quality of the UTQ portfolio

Before submitting your portfolio to the UTQ coordinator and the UTQ assessment committee, you should consider whether the portfolio meets the following criteria:

- **Form:** The portfolio is carefully edited in terms of layout, organisation, sentence structure and spelling.
- **Completeness:** The portfolio contains the prescribed elements.
- **Learning goals and action plan:** Based on the self-assessment, learning goals have been formulated that helped to gain relevant experience in the UTQ trajectory and develop the UTQ competences.
- **Development:** The portfolio shows that you have worked sufficiently on developing your competences.
- **Description and justification:** The portfolio clearly describes what you did and why. You refer to relevant literature.
- **Analysis:** The portfolio shows that you are able to identify strong and weak points in teaching, the related situation and your own actions, as well as to explain these. Analysis is more than summing up facts or situations.
- **Reflection:** You have looked critically at yourself, teaching and other educational aspects. The themes and teaching tasks discussed are relevant and varied.
- **Use of feedback:** The portfolio shows that you are able to deal properly with feedback and use it to improve your teaching and your competences as a teacher.
- **Quality of appendices:** Wherever possible, refer to materials that illustrate how you approached your teaching tasks in your descriptions and reflections (relevant and varied appendices).
- **Conclusions for the future:** On the basis of the analyses and reflections, formulate goals to improve your teaching and to further develop as a teacher.

4. UTQ meetings

At the faculties the following six topics will be discussed in meetings with active formats. These topics are linked to the three core competences, but the meetings also focus on the underlying educational vision, knowledge and skills. All UTQ competences are addressed in the UTQ trajectory. Below, the main goals of the meetings for each topic are described in terms of the UTQ criteria per core competence. The faculties are responsible for implementing and organising the UTQ programme. Therefore, the UTQ meetings' format and organisation may vary per faculty. The meetings require preparation and active participation. Existing educational materials are used to practise applying educational knowledge both during the meetings and in teaching. A time indication for the meetings is 40 hours.

Developing education

Course development and problem design

Participants discuss the principles of developing education in relation to the active, student-centred educational approach of Problem-Based Learning

Teaching delivery

Interactive group work and group dynamics

As a follow-up to the initial tutor training, participants discuss difficult situations in the tutorial group based on their experiences and the video about tutoring. They also discuss principles of group dynamics, didactics of teaching in interactive, activating teaching methods and useful teacher interventions.

(Interactive) lecturing and presentation skills

Participants discuss the elements of a good lecture, practise their lecturing skills and receive feedback. They also discuss the criteria that are relevant for assessing presentations.

Supervision of research and writing assignments

Participants discuss how to supervise students in research and writing, and how to provide feedback.

Student assessment

The assessment cycle

Participants discuss the assessment policy of the faculty, the assessment cycle, the principles of constructive alignment, and criteria for valid, reliable and transparent assessment, and apply the latter to different assessment methods.

Assessment of writing assignments

Participants discuss criteria for assessment of writing assignments and how to apply these in assessing students and providing final feedback.

5. UTQ assessment form



UTQ candidate

Department

Job title

UM number

700

Attendees assessment interview

Educational role assessor 1

Name

UTQ coordinator

Name

Supervisor

Name

Date assessment interview

General impression of the UTQ portfolio

Developing education

Assessment 1 2 3 4 5

Summary and points for improvement:

Teaching delivery

Assessment 1 2 3 4 5

Summary and points for improvement:

Student assessmentAssessment 1 2 3 4 5

Summary and points for improvement:

Underlying vision, knowledge and skills

Educational vision

Assessment 1 2 3 4 5

Knowledge of relevant educational programmes and regulations

Assessment 1 2 3 4 5

Educational quality assurance

Assessment 1 2 3 4 5

Keeping expert knowledge up to date

Assessment 1 2 3 4 5

Organisation and coordination of teaching

Assessment 1 2 3 4 5

Cooperation

Assessment 1 2 3 4 5

Reflection

Assessment 1 2 3 4 5

Summary and points for improvement:

General assessmentAssessment 1 2 3 4 5

The 1-5 scale is similar to the scale used for self-assessment:

1 = No experience, knowledge and/or skills; 2 = Little experience, knowledge and/or skills; 3 = Some experience, knowledge and/or skills; 4 = Ample experience, good knowledge and skills; 5 = Very experienced, very good knowledge and skills.

Assessed by**Signature**

Educational role assessor 1

UTQ coordinator

Seen byUTQ candidate

6. Training programmes that may lead to UTQ exemption



- 'Eerstegraads lerarenopleiding' (NL)
- 'Tweedegraads lerarenopleiding' (NL)
- Post Graduate Certificate Education (PGCE), UK
- Master of Health Professions Education (MHPE), UM
- UTQ or equivalent certificate obtained at a Dutch university of applied sciences (training programme and portfolio must be submitted for assessment)
- Teaching minor at a higher education institution (minimum of 30 ECTS) leading to a teacher qualification, as is common in Flemish universities
- 'Specifieke Lerarenopleiding Gedragswetenschappen KU Leuven (60 erts)' (NL)
- Max Weber Teaching Programme Certificate at the European University Institute (EUI) in cooperation with Humboldt/Berlin, LSE/London or UPF/Barcelona.

This list is not conclusive and will be extended if UTQ competences have been shown to have been adequately assessed in another training programme. Staff members must present the certificates of the completed training programme. They may always be asked to provide relevant documents such as a portfolio, to assess their UTQ competences using the self-assessment form, or to explain their knowledge, experience, and affinity with higher education.

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