SUTQ Competence and Final Qualifications

General

The Senior University Teaching Qualification (SUTQ) knows a Scholarly approach of Teaching and Learning, the so called SoTL[1] approach. This means that the teacher is regarded as researcher and designer in their own field of expertise. In the SUTQ the participant will transfer their design and research competencies to the domain of education.
The SUTQ participant already has acquired the University Teaching Qualification (UTQ) competencies[2]. The UTQ is comparable to the level of 'effective teacher' as described in the career framework for university teaching by Ruth Graham[3]. The SUTQ aims at the level of 'skilled and collegial teacher' in the framework .

The SUTQ is based on the principles of:
- Academic approach (evidence informed)
- Community building/peer feedback
- Self Determined Learning, SDL[4]

The SUTQ process is comparable to a project starting with an educational question formulated by the participant which will be answered by research/design methodology. In this the SUTQ is not directed by the final qualifications but the final qualifications will, in a natural way, be met during the process.

The STUQ expects of the participants that they:
- are committed to and focused on improvement of the education regarding the learning of the student
- are critical and pro active concerning education and their own role there in
- are informed of and have an open mind for state of the art developments in the field of education
- give direction to and are in control of their professionalization
- are committed to the activities and collaborate with fellow participants during the SUTQ trajectory

Taking all the above in regard the formulated **umbrella competency** of the SUTQ is:

The teacher uses research and/or design methodology aimed at improvement and innovation of their own education, taking into account and matching the relevant curriculum, the institutional vision on education the institutional context. The research findings or the design is realized on the basis of (scientific) pedagogical insights and methods and transcends the level of UTQ competences on relevant aspects and has an innovative component

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[1] http://fod.msu.edu/oir/scholarship-teaching-and-learning-sotl
[2] https://www.utwente.nl/en/ces/celt/utq/
[3] http://www.evaluatingteaching.com/resources/Career-Framework-for-Unversity-Teaching.pdf
[4] https://www.utwente.nl/en/tom/sdl-brochure-a5-lr-digitaal-def.pdf

SUTQ Final Qualifications:

The umbrella competency mentioned above is specified in the following final qualifications:

1. Regarding the SUTQ product (of research or design) to be delivered : The teacher
a) Addresses a current and relevant education question
b) Has an innovative and/or creative approach to stimulate and enhance student learning
c) Justifies the method and results of the research and/or design
d) Uses the general educational principles where and when applicable • Relevant aspects of the educational context • Constructive alignment between objectives, instructional methods and assessment • Concrete and measurable formulated learning objectives • Variety in activating teaching/learning methods that stimulate initiative, independence and autonomy of students • Quality criteria / requirements of assessment: validity, reliability and transparency

2. Regarding the SUTQ approach: The teacher
a) Conducts the reseachs or design in a scholarly way, using: • an evidence informed approach, • a systematic method of educational research/design
b) Presents the results to an audience peer review and makes adjustments based on the feedback

3. Regarding the professional development: The teacher reflects on
c) The (possible) impact of the results on student learning
d) The (possible) impact of the results on staff, department and organization (added and generic value)
e) The presentation to a relevant audience
f) The learning process, actions and outcomes related to the SUTQ personal learning objectives
g) The scholarly approach
h) The obtained new insights and the influence on his/her: • vision on learning and teaching (theaching philosophy) • future activities as a professional