

The SUTQ enhances the idea of SoTL (Scholarship of Teaching and Learning): the teacher as researcher of (own) education to improve education. In the SUTQ the experienced teacher is approached as a researcher/lecturer.

Considering the SUTQ one broad competence is formulated. The SUTQ does not comply with the principle of competence based education (steering at specific competences such as the UTQ), but is more based on the principle of Student (Participant) Driven Learning (SDL): taking control over their own learning needs and learning process.

<b>Competence Senior University Teaching Qualification</b>	
<p><b>Competence- and description of result</b></p> <p>The teacher Designs, Examines or Organizes (-a part of-) higher education, in which he/she takes into account and meets the relevant curricula, educational vision and the organization of the education provider.</p> <p>The end product is based on (scientific) educational (and pedagogical) insights and methods, which transcends on relevant aspects the level of the UTQ and is characterized by an innovative component.</p>	
<p><b>Criteria <sup>1</sup></b></p> <p><b>The SUTQ product....</b></p> <ul style="list-style-type: none"> <li>- addresses a current and relevant education question.</li> <li>- has an innovative and/or creative component to improve student learning in its broadest sense.</li> <li>- has an added and generic value towards other education programs.</li> <li>- has been adjusted/improved by peer collaboration/ peer review during the process.</li> <li>- is presented to a relevant audience (colleagues, assessment committee, program director, experts, students, etc.)</li> <li>- complies with the UTQ criteria, where or when applicable</li> <li>- meets the personal learning objectives</li> </ul> <p><b>The SUTQ approach...</b></p> <ul style="list-style-type: none"> <li>- knows a personal learning path, actions and outcomes (Student Driven Learning<sup>2</sup>)</li> <li>- is focused on student learning in higher education.</li> <li>- is conducted in a Scholarly way<sup>3</sup> <ul style="list-style-type: none"> <li>o by an evidence informed approach</li> <li>o by using a method (research, design)</li> <li>o is reproducibly</li> </ul> </li> <li>- is project-based (proposal, planning, deliverables)</li> <li>- is characterized by continuous reflection on:           <ul style="list-style-type: none"> <li>o the SUTQ process</li> <li>o impact on department and organization</li> <li>o personal development (personal values, future development, ...)</li> </ul> </li> </ul>	<p><b>Deliverables</b></p> <ul style="list-style-type: none"> <li>- SUTQ product (research and/or design)</li> <li>- Paper/poster</li> <li>- Reflection report (process and product)</li> <li>- Presentation (for peers/stakeholders)</li> </ul>
<p><b>Skills, the teacher:</b></p> <ul style="list-style-type: none"> <li>- Formulates a current and relevant learning question for the UT education with an action plan, a possible solution and criteria which must comply to the outcome (evaluation / assessment criteria).</li> <li>- Applies a relevant design-, research and/or organizational method in responding to the own education question.</li> <li>- Uses, where relevant, current scientific sources in education (transcending the theoretical component in the UTQ), research and/or organization.</li> <li>- Examines education across borders of the own disciplinary domain and/or university (interdisciplinary and/or curricular)</li> <li>- Organizes peer feedback during the SUTQ process and dissemination for a self-defined target group in finalizing the SUTQ</li> <li>- Reflects on the process and the result and his/her own role as a teacher/ researcher</li> </ul>	<p><b>Attitude, the teacher:</b></p> <ul style="list-style-type: none"> <li>- Is focused on improving education in the perspective of the learning of the student</li> <li>- Gives direction to his/her own professional development in the field of education.</li> <li>- Is aware of the latest developments in education.</li> <li>- Participates actively in discussions and working groups at the UT.</li> <li>- Is critical and proactive in the field of education and their own role has an open mind towards new insights.</li> </ul>

<sup>1</sup> These are applied in the assessment to determine whether the participant is qualified for a SUTQ certificate.

<sup>2</sup> Student Driven Learning refers to an autonomous way of learning; choosing your own learning path as a learner. Considering the target group of the SUTQ, one could also read: Participant Driven Learning.

<sup>3</sup> Scholarly approach refers to an academic/research-based way of approaching a problem.