

## **4TU University Teaching Qualification (UTQ)**

### **Manual for Assessors:**

### **4TU UTQ Dossier Committee**



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## 1. Introduction

Before you lies the manual for the UTQ dossier committee. You have been asked to become a member of the dossier committee for the assessment of teachers for the University Teaching Qualification (UTQ).

This manual came into being in close cooperation between teaching specialists and HR advisors of three technical universities], i.e. TUD, TU/e and UT, of the 4TU Federation. WUR has the intention to join the UTQ assessment agreement later. This manual will therefore be used for the UTQ procedures at the above mentioned three TUs. Beside a generic part, this manual contains a specific section for each institute in which each university can record certain matters specific to that institute.

Chapter 2 provides information with regard to the dossier assessment in general. In the dossier, the UTQ candidate shows his capability as a teacher in Higher Education. Chapter 3 describes a vision on “good” education. Chapter 4, finally, discusses the assessment of the dossier by the dossier committee (your task). Appendix 1 describes the UTQ assessment procedure in detail. This procedure is the starting point for your activities as (a member of) the dossier committee. Appendix 2 describes the working method of the UTQ Supervisory Committee. Finally, appendix 3 gives an example of the assessment report.

The University Teaching Qualification dossier at the TUD consists of a set of “proofs of competence” (DEVELOP, TEACH, ASSESS, SUPERVISE and a FINAL proof of competence) through which the participants proof their pedagogical capabilities. The 4 TU competences are all assessed in those proofs. Although the format of the TUD UTQ is somewhat different from the dossier that the other TU’s use, the competences and the validations that are described in this document, are all endorsed by the TUD UTQ. Thus, the set of proofs that TUD teachers produce is comparable to the aforementioned dossier. The procedure concerning a final assessment committee is similar to the procedures at the TU/e and the UT.

## 2. Transitional arrangement

There is a transitional arrangement for teachers that are busy with their dossier based on six competences as described in the previous version (date October 2010) of this handbook. Up until 31 December 2019, teachers can submit a portfolio based on six competences to the Portfolio Committee. Starting from 1 January 2020, only portfolios based on five competences will be assessed.

## 3. UTQ Dossiers

It is the task of the dossier committee to assess the candidate’s dossier. Assessing means giving a value judgment. In this case, the value judgment concerns the quality of the dossier of the teacher. A basic assumption is that the dossier gives an overview of the development of the pedagogic competences of the teacher.

The purpose of the UTQ procedure is to develop competences. The competences form the start of the track and at the end, the candidate has to be judged on whether he<sup>1</sup> has developed the UTQ competences adequately enough to teach competently in an academic environment.

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<sup>1</sup> “He/his” can also be read as “she/her”

To assess the competence development the teacher's activities are reviewed (or their results) in the educational situation. The reflection of the teacher on the activities performed and their results, moreover, will provide an insight into the competence development. Finally, an insight into the effects of his activities will be gained from the opinion of involved parties with regard to his activities.

A dossier is the best way to record this evidence and to display and test the competence development.

***UTQ dossier is understood to mean:***

*A selection of illustrative material (also called evidence or documentation material) that gives an overview of the way the participants of the professionalization programs have performed their tasks. In doing so, they provide an insight into the competence levels they have reached: levels of knowledge, skill and the attitude needed to perform the relevant tasks successfully.<sup>2</sup>*

The evidence in the dossier may consist of:

1. Concrete products (a design, a video recording).
2. Validations of students, colleagues, the tutor.
3. Reflections by the UTQ candidate.

In addition, the UTQ candidate may add notes to place the collected material in context. These notes clarify what the material is and why it was included.

When a dossier is used in this manner, it is not just an instrument to assess competence development; it is also an instrument for personal development. The development of the products provides the practice and experience necessary in a realistic context, the validations give feedback with regard to the actions, and the products and reflections promote conscious management of their professionalization.

## **4. Vision on 'good' education**

The underlying objective of the UTQ is, of course, that teachers with the UTQ certificate contribute to 'good' education. But what is 'good' education? One can try to answer this question from many different perspectives; society, field of action, the teacher, the student, etc. The below description is written from the perspective of the teacher and the way in which he may contribute to 'good' education.

Over the last years, a shift in focus has taken place from teaching towards learning.<sup>3</sup> A very simple definition of learning is: *"Learning is becoming familiar with new knowledge and skills in such a way that this is used to solve problems."* This causes a shift in the role of the teacher from the person who transfers knowledge to the person who supports the learner. Students must do their own learning, the teacher creates the stimulating environment where learning takes place. This means that the teacher must shape teaching so that students can learn effectively.

Designing education is therefore at least as important as teaching it. A 'good' educational design has a number of essential features, such as:

- Consistency between intended learning outcomes, teaching methods and assessment (both on curriculum, course and gathering level).

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<sup>2</sup> E. Driessen, D. Beijaard, J. van Tartwijk en C. van der Vleuten (2002). Portfolio's. Hoger Onderwijsreeks, Wolters Noordhof BV, Groningen.

<sup>3</sup> A. Kallenberg, L. van der Grijpsaarde, A. ter Braak and C. van Horzen (2006). Leren (en) doceren in het Hoger Onderwijs [Learning (and) teaching in Higher Education]. Lemma BV, Utrecht.

- Founded design of content, working method, practice and feedback.
- Connecting with the (different) students.

For good execution of teaching, a teacher has several roles, such as:

- Expert.
- Coach/tutor.
- Trainer.

Matters the educational organization has to consider to enable students to learn effectively are:

- Time and place.
- Resources.
- Information facilitation.

The teacher offers a contribution to 'good' education by making conscious and educationally informed choices during the design, execution, organization, testing and evaluation of learning. This can only be done when the teacher is also involved in his own learning (professionalization as a teacher).

## 5. Assessment of the UTQ dossier

### 5.1 The general assessment procedure

Below there is a description of the global procedure for the assessment of the dossier. This forms part of the detailed UTQ assessment procedure 4TU plan (see Appendix 1).

1. Once you have agreed to become a member of the dossier committee, you will be allowed to have access to the dossier of the participant. You will also be informed of the other members of the committee.
2. Within three weeks after having access to the dossier; you will be able to provide a judgment and state it in a report.
3. A final assessment will be reached in consultation with your fellow committee members within four weeks of access to the dossier.
4. The committee will make the final assessment known to the UTQ coordinator within five weeks after having access to the dossier.

### 5.2 Assessing the dossier

An examination of the dossier is not a 'hard' test with points and an absolute score. The validity and the reliability of the dossier assessment are advanced by the following issues:

1. The use of specific assessment criteria that are mentioned alongside the competences and/or requested products. The more criteria expressed in the materials, the better the competence of the teacher in academic teaching is demonstrated.
2. The use of 'evidence factors'. The more the materials comply with the factors, the better the quality of the burden of proof. Evidence factors are:
  - Authenticity: is the evidence an accurate representation?
  - Realistic: does the evidence reflect the current competence level?
  - Relevance: does the evidence cover the most important elements of the competences?
  - Intensity: in which period has the competence development taken place?
  - Variation: how large is the variation in act contexts and does it concern transfer?
3. The presence of dossier products (to an adequate degree).
4. Explanations and comparisons of the interpretations by the assessors.

It is essential for the validity of the assessment made that you first make your own assessment at individual level and only then consult with the other committee members.

The final assessment has a two point scale: completed and not completed. Considering the nature of the dossier assessment, it is not possible to specify this with points/numbers. It is your impression of the quality of the evidence, based on the criteria supplied. It is therefore very important that your impression is supported by observations (what you have read/seen) and interpretations (the meaning you give to this). You will find an example (format, etc.) of such a report in appendix 3.

### 5.3 The general impression of the dossier

The below questions, derived from the evidence factors, may assist you in determining a general impression of the dossier and the evidence that it contains. We ask the following questions.

1. Does the dossier display an **Overview of activities and products**?

These usually come in the form of:

- Designs (i.e. a design of a course, lesson plan, evaluation plan, test (plan)).
- Materials (e.g. a presentation, syllabus, project instruction).
- Analyses (e.g. an analysis of a test with conclusions and recommendations).
- Registrations (e.g. a video recording of an educational meeting).

These displays are assessed in more detail at a later stage, based on standard assessment criteria. In a more general sense, one can assess the following:

- Does the dossier give a coherent overview?
- Is recent information included in the dossier?
- Is the dossier sufficiently selective?
- Is there a balance between the diversity and the nature of the items entered (e.g. pieces made by the participant, by others and of the learning process and/or the learning results of the students taught), so that a more objective assessment of the teaching behavior is possible?

2. Does the dossier contain self-reflections and validations? Guidelines for this are indicated in section 5.4.

In addition to the aforementioned components, the dossier contains an explanation that sheds light on the cohesion relationship between the products. This explanation must clarify what the material consists of, what the candidate's role is (or was) in the material (or the development thereof), why was the material included, and what is the context of the material (place in the study year/curriculum).

### 5.4 Criteria for the assessment of the dossier

Aside from the general impression that you get of the dossier and the onus of proof, you will have to assess the onus of proof to a deeper level. Below are specific assessment criteria per competence for the content of the dossier, and guidelines for 'good' validations and reflections. The explicit intention here is not to simply check off each assessment criteria. These are more points of attention that should guide you in the assessment of the competence development based on the onus of proof. You give a general assessment in which the assessment criteria are used as tools that give you a direction for making your assessment and that perhaps could be used for substantiating your assessment.

#### Contents of the dossier

The tables below list what the dossier must show per sub-competence. It also shows per competence which products are suggested and could be included in the dossier to demonstrate a competence. The policy towards

these products differs between the universities. In some universities a number of products are compulsory, in other universities they are only suggested: check your local manual.  
To complete the dossier and to obtain the UTQ certificate, the dossier should contain enough evidence for all UTQ competences.

### Competence 1: Designing or redesigning teaching

<b>The teacher can:</b>	<b>The dossier shows:</b>
a. Explain how his course <sup>4</sup> is embedded in the curriculum or degree program as a whole.	<ul style="list-style-type: none"> <li>▪ An explanation on how the intended learning outcomes of the course contribute to the outcomes or competences of the degree program.</li> <li>▪ An explanation on how the education connects to ongoing research, or future field of occupation.</li> <li>▪ An explanation on how the education design fulfils the rules, institutional regulations and educational vision of the University or faculty.</li> <li>▪ The level of the intended learning outcomes is appropriate to the place of the course in the program.</li> </ul>
b. Design teaching based on the principles of 'constructive alignment'.	<ul style="list-style-type: none"> <li>▪ Intended learning outcomes that are specific and measurable.</li> <li>▪ How assignments, modes of instruction and assessments are related to the intended learning outcomes, and demonstrates that the intended learning outcomes are fully covered in a valid and reliable manner.</li> </ul>
c. Design active, effective, and efficient learning methods and learning materials.	<ul style="list-style-type: none"> <li>▪ A variation of activating instructional methods and assignments in the course that enable and support the student to reach the desired learning outcomes.</li> <li>▪ An explanation of how the teacher provides guidance for students to give direction to their learning activities.</li> <li>▪ An argued blend of face-to-face teaching and digitally enhanced or online learning</li> </ul>
d. Design his teaching with respect to the specific (curricular) characteristics and needs of the students.	<ul style="list-style-type: none"> <li>▪ An explanation on how the entry level (e.g. prior knowledge, earlier educational experiences) of students is addressed, as well as how the knowledge and interest of the students are taken into account when designing the course.</li> <li>▪ An explanation on how the diversity of backgrounds and the needs (e.g. culture, functional impairment, learning preferences) of the students is taken into account in the course design (e.g. in the modes of instruction, selected study materials/literature, composition of project teams, explicitness of expectations).</li> <li>▪ An explanation on how students are stimulated to develop themselves as independent learners / stimulated to think actively for themselves and develop critical self-reflection.</li> </ul>
e. Design his teaching in a practically and logistically feasible (do-able) way.	<ul style="list-style-type: none"> <li>▪ The relevant conditions (e.g. EC's, budget, roster, hours, place, location, type of meeting) are taken into account.</li> <li>▪ Both lecturer and student activities (e.g. grading, giving feedback) can be dealt with realistically in the available time.</li> </ul>

#### Suggested products:

- Course design and its curricular context.
- Description of relationship between end terms and the intended learning outcomes of this course
- Examples of activating methods and student assignments
- Etc.

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<sup>4</sup> The term 'course' refers to any substantial and specific part of an educational university program which the teachers designs or teaches. This could be a course or a module but also a series of educational meetings.

## Competence 2: Teaching and supervising

<b>The teacher can:</b>	<b>The dossier shows:</b>
a. Prepare an educational meeting.	<ul style="list-style-type: none"> <li>▪ A lesson plan, containing:               <ul style="list-style-type: none"> <li>– Specific intended learning outcomes for the meeting</li> <li>– The context of the meeting (course / module / series of meetings)</li> <li>– An overview for the meeting, including: subjects, lecturer activities, student activities</li> </ul> </li> <li>▪ Materials for the meeting (e.g. exercises, slides, manual etc.)</li> <li>▪ Justification of the lesson plan.</li> </ul>
b. Conduct an educational meeting and reflect on his performance.	<ul style="list-style-type: none"> <li>▪ An explicit performance of an educational meeting, by video or report of a live observation, which demonstrates:               <ul style="list-style-type: none"> <li>– A clear explanation of the purpose and relevance of the teaching session to students.</li> <li>– A clear explanation of the subject matter and/or instructions towards students.</li> <li>– Real interaction with students in order to stimulate the learning process</li> <li>– A good and stimulating atmosphere</li> <li>– Skillful use of technical aids</li> </ul> </li> <li>▪ A thorough reflection of the performance with points for improvement.</li> </ul>
c. Supervise students, individually and in groups.	<p>That the lecturer:</p> <ul style="list-style-type: none"> <li>▪ Has a vision and method for supervision of students over a period of time, including essential milestones.</li> <li>▪ Has investigated objectives and needs of students, and is capable of using different and appropriate supervision styles, catered to the situation and the student's needs, as well as referring students to professionals within the organization if necessary.</li> <li>▪ Gives effective student feedback in meetings with individuals or groups of students.</li> <li>▪ Demonstrates behavior that supports the group process.</li> <li>▪ Enhances initiative, independence and autonomy of students and knows how to stimulate this.</li> <li>▪ Supports students in their development of academic skills.</li> </ul>

### Suggested products:

- Lesson plan.
- Video recording or observation report of an educational meeting.
- Reflection on the video recording or observation report.
- Student questionnaires.
- Etc.

### Competence 3: Assessment

<b>The teacher can:</b>	<b>The dossier shows:</b>
<p>a. Design and implement the assessment of student development and learning outcomes.</p>	<ul style="list-style-type: none"> <li>▪ How students' progress is assessed regularly and how students receive feedback on their performance.</li> <li>▪ An assessment matrix which shows congruence between intended learning outcomes, assessment methods and test elements, plus the weighting of each sub-part.</li> <li>▪ An explanation of how the assessment methods meet the quality criteria: validity, reliability, transparency, usability/practicability and positive impact on student learning.</li> <li>▪ An example of an assessment and its corresponding answer model.</li> <li>▪ An explanation how the assessment fits within the assessment policy of the university or faculty (regarding OER, rules &amp; regulations of examination board etc.).</li> </ul>
<p>b. Analyze the assessment results and draw conclusions.</p>	<ul style="list-style-type: none"> <li>▪ Psychometric or any other type of valid quality analysis of the assessment (including e.g. item analysis, reliability of the assessment, relevance of the criteria that determine whether the intended learning outcomes have been achieved).</li> <li>▪ An explanation on the choice of method used to determine the cut-off point and the grading of the work.</li> </ul>

#### Suggested products:

- Assessment matrix.
- Analysis of the assessment.
- The test and the answering model.
- Etc.

#### **Competence 4: Evaluating teaching**

<b>The teacher can:</b>	<b>The dossier shows:</b>
a. Conduct an evaluation and collect information (data) purposefully to improve his teaching.	<ul style="list-style-type: none"> <li>▪ The purpose of the evaluation relevant to the teaching situation. The evaluation approach (methods, sources and meaningful evaluation questions /criteria) and justification for the choices made within the context.</li> <li>▪ Evaluation results from students and from other sources (e.g. assessment results, colleagues).</li> </ul>
b. Analyze evaluation results, draw conclusions, and pinpoint areas for improvement.	<ul style="list-style-type: none"> <li>▪ Conclusions about the quality of the course's educational design, teaching and assessment.</li> <li>▪ Concrete recommendations and intended actions to improve the course's educational design, teaching and assessment</li> <li>▪ How previous evaluation results have been used in the (re)design of the course.</li> </ul>

Suggested products:

- Questionnaire and/or interview instrument.
- Evaluation results and improvement plan.

#### **Competence 5: Professionalization**

<b>The teacher can:</b>	<b>The dossier shows:</b>
a. Formulate his own vision on teaching and student learning.	<ul style="list-style-type: none"> <li>▪ A coherent vision on learning and teaching that is supported with references to literature and/or descriptions of experiences that have influenced this vision.</li> <li>▪ Examples which illustrate how his educational vision influences his teaching.</li> </ul>
b. Manage his work as a teacher and can collaborate in a teaching team.	<ul style="list-style-type: none"> <li>▪ Examples that show the role of the teacher in teamwork (e.g. role/tasks, constructive contributions to team work, managing student assistants, etc.).</li> <li>▪ An indication of the relevant committees and boards the teacher should inform when designing/teaching a course.</li> <li>▪ Description of how the lecturer balances different professional roles (e.g. different teaching roles or the roles of teacher versus researcher).</li> </ul>
c. Reflect on his work as a teacher and on his future professional development in teaching.	<ul style="list-style-type: none"> <li>▪ Reflection on personal strengths, weaknesses and development in relation to all 5 UTQ competences.</li> <li>▪ Specific plans for further professional development as a teacher.</li> </ul>

Suggested products:

- Feedback from colleagues on the participant's collaboration in a teaching team.
- Reflection on all UTQ competences.
- Personal development plan.

## Validations

1. A validation is a critical reflection of third parties on parts of the dossier and the activities of the candidate, both with regard to content and the way it is written/carried out. The validations could come from students, colleagues, coach, direct manager, colleague UTQ candidate, etc.
2. Any validation must start with an introduction explaining what it relates to.

Examples of validations are:

- Quantitative data from students: Open and closed question about the education-evaluation system.
- Qualitative feedback from students: Spontaneous e-mails, professional surveys about the studies.
- Critical reflections from colleagues: Co-teacher, subject coordinator.
- Critical reflection from the UTQ coach/trainer.
- Findings of the members of the dossier group or coach about how the candidate carries out his teaching activities as a result of observing the lessons (during a practice lecture or a real lecture).
- Findings of the members of the dossier group or coach during the meetings of the dossier group.
- External review of the teaching activities, article in the media or press releases.

## Self-reflections

These are documents in which the teacher - from his own perspective - describes how the process of acquiring a certain competence has progressed. He analyzes his own strong and weak points with regard to his pedagogic competences. Which choices were made and why? What went well? What was difficult? Would he do things differently in the future?

1. The self-reflections are written about all competences.
2. The self-reflection is written from the "I perspective".
3. The self-reflection consists of at least:
  - A description of the choices made and a vision and grounds for these choices: What did the candidate do, what do he think of it and why?
  - A description of what he has learned: Knowledge, skills, awareness:
    - Personal strengths & weaknesses analysis.
    - Pitfalls and challenges.
    - What makes him enthusiastic and what do he find difficult?
    - What went well and what went wrong? How did he deal with this?
  - Concrete proposals and action points for improving the teaching activities: What will he change in the future and how?
  - Concrete development points for the teacher: Which competences does he plan to develop?

## Appendix 1: The 3TU UTQ assessment procedure in detail (dossier committee)

The practical implementation of the assessment procedure can differ per TU, but in any case includes the following elements.

- Assessment is carried out on the basis of the UTQ dossier assembled by the candidate.
- In the dossier, the candidate reflects on his UTQ competences, and validates this with examples of products and the opinions of relevant third parties.
- The teacher aims to include recent material in the dossier. In principle, the documents in the dossier should have originated within the previous five years. However, exceptions to this are possible, but always in consultation and taking account of the applicable circumstances. What matters is the quality of the material.
- A demonstration in the form of at least one explicit teaching session / lesson is always part of the dossier. The medium used for presenting this teaching session in the dossier can vary. Official student surveys also form a required part of the dossier.
- An Assessment Committee is constituted for each candidate. This comprises:
  - A teaching expert (not his own coach, if the candidate is supervised by a coach).
  - The Director of Education or a representative of the Director of Education of the candidate.
  - If desired, an independent third person (for example, a teaching advisor) from a different faculty or TU.
- The members of the Assessment Committee are provided with an assessment manual that includes, among other things, the assessment criteria and testing procedures.
- The members of the Assessment Committee first evaluate the candidate's dossier individually before consulting among themselves. A final judgement is reached by consensus. A final interview with the candidate can form part of the assessment procedure.
- The Assessment Committee qualifies the dossier as 'satisfactory' or 'unsatisfactory'. In every case the Assessment Committee provides a written justification. If a dossier is assessed as 'unsatisfactory', advice is included on how the candidate should bring his dossier to the required standard.
- If the Assessment Committee is unable to reach consensus, the Assessment Committee submits the dossier to the UTQ Supervisory Committee. The UTQ Supervisory Committee gives a binding decision on the dossier within four weeks. (For the procedure see Appendix 2.)
- If a negative qualification is given in the first assessment, the candidate has, in principle, three months to amend the dossier before again submitting it to the Assessment Committee. This time limit can possibly be extended for practical reasons. After a second negative assessment the candidate has no further right to a certificate. The candidate is entitled to amend the dossier only once.
- If the candidate does not agree with a negative assessment by the Assessment Committee, he can appeal to the Executive Board of the relevant university. The Executive Board requests advice from the UTQ Supervisory Committee. The UTQ Supervisory Committee gives a binding decision on the dossier within four weeks. (For the procedure see Appendix 2.)
- If the committee pronounces a positive verdict, the candidate will receive the certificate for University Teaching Qualifications. This will usually take place at a festive departmental ceremony.

## Appendix 2: The 3TU UTQ Supervisory Committee

The 3TU UTQ Supervisory Committee is one of the bodies that controls the quality of 3TU UTQ assessment.

The UTQ Supervisory Committee has the following duties.

1. To provide an independent and binding judgement on the assessment of a dossier if the Assessment Committee is unable to reach a consensus.
2. To provide an independent and binding judgement on a dossier if a candidate does not agree with the judgement of the Assessment Committee.
3. To carry out random checks on the quality of the dossiers of successful candidates, and to provide feedback and improvement suggestions to the Assessment Committees.

### 1. The UTQ Supervisory Committee

1. Consists of six persons (two from each university), three of whom are professors and the other three, teaching or HR experts.
2. The members of the UTQ Supervisory Committee have educational expertise.
3. The members themselves choose their chairman.
4. In principle, in the interests of continuity, members are appointed for two years.
5. Of the initial members, about half will stand down after two years, and the other half after three years.
6. Membership can be extended.
7. The members of the UTQ Supervisory Committee are appointed by the 4TU Education Management Committee.
8. In principle, the UTQ Supervisory Committee handles incoming applications and the randomly chosen dossiers twice a year.
9. Objections and questions of arbitration can be reasons for extra meetings.

### 2. Assistance for the UTQ Supervisory Committee

1. The UTQ Supervisory Committee has the services of a secretary, preferably the 3TU UTQ coordinator.
2. The UTQ Supervisory Committee has its own post-box / e-mail address where documents can be sent (the address of the secretary).
3. The secretary handles:
  - o Registration of received documents.
  - o Archiving of decisions taken, together with explanation.
  - o Planning and preparation of meetings.
  - o Distribution of the necessary meetings documents.
  - o Minutes of the meetings.
4. This assistance is estimated to occupy 0.05 FTE.
5. The UTQ Supervisory Committee declares costs to the 3TU Education Management Committee.

### 3. Decision-making

1. Decisions are taken by majority vote.
2. At least three members must be present.
3. All members (including those absent) must register a written vote.

### 4. Arbitration

If the Assessment Committee at a university is unable to reach a consensus, arbitration is requested.

1. Arbitration is requested by the local UTQ coordinator after receiving a report from the Assessment Committee.
2. Arbitration must take place, and the result published, within four weeks.
3. The UTQ Supervisory Committee assesses the candidates on the basis of their dossier. In principle, the committee members from the university of the candidate in question do not take part in this assessment.
4. In performing the assessment, the members use the criteria that have been made known beforehand in the test guide.

5. Neither the Assessment Committee nor the candidate is interviewed.
6. The argumentation for the decision is provided in writing.
7. This decision and argumentation of the UTQ Supervisory Committee is made known to the local UTQ coordinator. This UTQ coordinator informs the relevant Assessment Committee and the candidate.
8. There is no appeal against the decision of the UTQ Supervisory Committee.

## **5. Objection**

If the candidate does not agree with the judgement of the Assessment Committee, the candidate can register an objection.

1. Within six weeks of the announcement of a decision of the Assessment Committee, a UTQ candidate can register an objection with the Executive Board.
2. Before the Executive Board takes a decision on the objection, the Assessment Committee involved and the UTQ candidate in question must consider within two weeks whether an amicable settlement can be reached, and they must inform the Executive Board of the result in writing.
3. If no amicable settlement can be reached, the Executive Board requests the advice of the UTQ Supervisory Committee.
4. The UTQ Supervisory Committee listens to the parties, and issues advice to the Executive Board. This advice includes a report of the hearings.
5. Within 12 weeks of receiving the objection, the Executive Board makes a decision on the objection. This decision is binding.

## **6. Random checks**

1. Once a year, the UTQ Supervisory Committee of each TU requests a list of the successful UTQ candidates of that university, and chooses two of them at random. The dossiers of those candidates are obtained, and again assessed by the committee members. So, in total, six dossiers are assessed again per year. The members of the UTQ Supervisory Committee do not assess the dossiers of their own university.
2. In performing the assessment, the members use the criteria that have been made known beforehand in the test guide.
3. The argumentation for the decision is provided in writing.
4. This decision of the UTQ Supervisory Committee is made known to the 4TU Education Management Committee, and to the local UTQ coordinator who then passes it on in its entirety to the relevant Assessment Committee.
5. If the opinions of the Assessment Committee and the UTQ Supervisory Committee differ, the UTQ Supervisory Committee looks into possible reasons (if necessary through consultation with the UTQ coordinator or the Assessment Committee), and makes recommendations for improving the method of assessment.
6. The candidate himself is neither heard nor informed of differences of opinion; the result of the consultation between the two committees has no consequences for the candidate.
7. The committee reports its findings annually to the 4TU Education Management Committee.

## **7. Criteria**

In all decisions, the committee takes account of:

1. Maintenance of the quality of the education.
2. Effectiveness.
3. Avoidance of time wasting.
4. Circumstances that have nothing to do with the candidate.

## **8. Fraud**

1. If there is suspicion of fraud, this is immediately set down in writing.
2. The committee employs rules for hearing any arguments from both sides and for possible sanctions.

## Appendix 3: Example (format, etc.) of the assessment report

Assessment report of a UTQ dossier:

Committee members: \_\_\_\_\_

Date: \_\_\_\_\_

Candidate: \_\_\_\_\_

### General impression of the dossier:

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### Assessment of competence development:

#### ***Competence 1: Developing teaching***

Argumentation

#### ***Competence 2: Implementing teaching***

Argumentation

#### ***Competence 3: Testing and assessment***

Argumentation

#### ***Competence 4: Evaluating teaching***

Argumentation

#### ***Competence 5: Professionalization***

Argumentation

### Total assessment: Completed/not completed

- Strong / observable:
- Less strong + recommendations/tips:
- The committee wishes Mr./Ms. XYZ lots of success in the continuation of your career as a university teacher.