

4TU UTQ regulations

Delft University of Technology

Eindhoven University of Technology

University of Twente

Wageningen University

Prepared by the 3TU UTQ working group, consisting of:

TU Delft : Janneke van der Hulst/ Marike Weltje-Poldervaart(OC Focus)
: Elly Pauw/Gytha Rijnbeek (HR)
TU/e : Harry van de Wouw (Educational trainer and advisor)
: Wilma van Eck – de Vries (HR)
UT : Marije Hahnen (Teaching specialist)
: Maria Sjerps (HR)

Revised version, approved by the 4TU Education Management Committee on 18 November 2016. This version replaces the previous 3TU UTQ regulations that were agreed on 4 December 2006.

Contents

1	Introduction	5
1.1	National agreements on the UTQ	5
1.2	The UTQ regulations in the 4TU Federation.....	5
1.3	Organisation of the document	6
2	Embedding the UTQ in the Human Resources cycle.....	7
2.1	The UTQ as a function requirement.....	7
2.2	Facilitation by the institute	7
2.3	Monitoring / management information.....	7
3	Teaching Competences.....	8
4	Assessment of UTQ for starting teachers	9
4.1	Assessment.....	9
4.2	Procedure.....	9
4.3	Requirement to retain dossiers.....	10
5	Exemption and dispensation regulations	11
5.1	Exemption regulations	11
	Basic principles for the 3TU UTQ exemption:.....	11
5.2	Dispensation regulation	11
Appendix 1:	VSNU agreement on mutual recognition of the University Teaching Qualification	12
Appendix 2:	The 3TU UTQ Supervisory Committee.....	15
	1. The UTQ Supervisory Committee	15
	2. Assistance for the UTQ Supervisory Committee.....	15
	3. Decision-making.....	15
	4. Arbitration.....	15
	5. Objection	16
	6. Random checks	16
	7. Criteria	16
	8. Fraud 17	
Appendix 3:	Recommendations for HR.....	18
Appendix 4:	Implementation of the UTQ regulations at the various institutes	19
	Overview of the most important characteristics of the UTQ programmes	19
	University of Twente.....	20
	Which teachers are obliged to acquire a UTQ?	20
	Eindhoven University of Technology	22
	Which teachers are obliged to acquire a UTQ?	22

4TU UTQ regulations – version 2017 - 3TU UTQ working group

The UTQ programme	22
Delft University of Technology	23
Which teachers are obliged to acquire a UTQ?	23
The UTQ programme	23

1 Introduction

The four Dutch technical universities, Delft, Eindhoven, Twente and Wageningen (4TUs) give high priority to teaching. A critical factor in this is that teachers should be well-equipped for providing education. The University Teaching Qualification (UTQ) is an important tool for developing and guaranteeing the quality of teaching by teachers.

This document contains the agreements between three technical universities i.e. TUD, TU/e and UT on the University Teaching Qualification (UTQ), made within the 4TU Federation. WUR has the intention to join this agreement later. The agreements provide a common framework within which each TU arranges its own UTQ.

1.1 National agreements on the UTQ

National agreements on the UTQ between the 14 Dutch universities have also existed since 2008. In 2008, the vice-chancellors of the Dutch universities¹ reached the agreement that the institutes would recognise each other's UTQs, provided that the UTQ programme and testing meet a number of conditions (see Appendix 1). This relates to the following conditions:

1. The level of the academic teacher is defined at institute level in the "University Teaching Qualification" regulations.
2. The institute grants teachers the University Teaching Qualification on the basis of prior testing.
3. The regulations in question satisfy the defined requirements in the areas of content, testing, and process (see Appendix 1).

Every UTQ granted by a university must satisfy the requirements of the VSNU agreement (VSNU = Association of Dutch Universities).

1.2 The UTQ regulations in the 4TU Federation

The result of the above agreement is therefore that every university has its own UTQ regulations. The Universities of Eindhoven, Delft, and Twente (3TU) had already decided in 2006 to set up one common set of UTQ regulations for the three technical universities. (We shall refer to these in the following as the 3TU UTQ regulations). For this purpose, a UTQ working group was created by the 3TU Education Management Committee, with the task of setting up regulations with common basic principles, procedures, and manuals. The UTQ working group comprises six persons, for each university one teaching specialist (the UTQ coordinator) and one HR specialist. In addition, a 3TU UTQ Supervisory Committee was set up with the task of safeguarding the quality of the UTQ certification within the 3TUs through random checking. The UTQ Supervisory Committee also functions as appeal authority against decisions of the local UTQ Assessment Committees, and as adviser when there is a lack of consensus in a local Assessment Committee. The UTQ Supervisory Committee comprises six persons (two from each university), three professors and three other teaching and/or HR experts. Appendix 2 describes the authority and mode of operation of the UTQ Supervisory Committee.

This document presents the 4TU UTQ regulations, consisting of agreements between three of the four TUs on the setup of the UTQ. Under these 4TU agreements, each of the three universities organises its own UTQ programme, whereby the programme for each institute is attuned to its own situation. So there is certainly also room for differences between the institutes when it comes to the practical implementation of the UTQ (see also Appendix 4). Similarly, it is up to the respective institutes to

¹ The University of Antwerp also joined the agreement later.

determine which categories of teachers are obliged to acquire a UTQ¹. And of course, if they so wish, the institutes can make their own policy in respect of the teaching qualities of teachers who are not obliged to acquire a UTQ, or for further professionalisation beyond the UTQ etc.

1.3 Organisation of the document

The 4TU UTQ regulations consist of:

- the agreements on embedding the UTQ in the HR cycle (Chapter 2)
- the teaching competences required of teachers for them to acquire the UTQ (Chapter 3)
- the requirements for the manner of testing and assessment of UTQ candidates (Chapter 4)
- the agreements concerning exemptions and dispensations (Chapter 5)

The 4TU UTQ regulations will be amended as and when new developments necessitate this.

¹ It is standard practice at the technical universities that the primary target group for the UTQ is 'starting teachers', although the concept 'starting teacher' can be defined differently by each Institute.

2 Embedding the UTQ in the Human Resources cycle

Each of the TUs has firmly established in their Human Resources (HR) policy that academic teachers are obliged to acquire their UTQ certificate. Although each institute operates its own HR policy, and, for example, specifies for itself which categories of teachers are obliged to acquire the UTQ (see also Appendix 4), there are also joint agreements on how the UTQ is built into the HR cycle. These agreements, to which each institute feels committed, are described in this Chapter. Additionally, Appendix 3 contains a number of good practice recommendations that can help with organising the HR processes for the UTQ. These recommendations are not intended as rules, but to provide the HR departments with ideas.

2.1 The UTQ as a function requirement

The UTQ certificate is a proof of teaching competence for teachers in academic education. In principle, the acquisition of this certificate is a requirement for all academic staff members with a substantial teaching task. Newly appointed teachers (within the relevant function categories) are obliged to acquire the UTQ within three years. To this end, the UTQ is included in the development plan of each newly appointed member of the academic teaching staff – Teacher (Docent), Assistant Professor (UD), Associate Professor (UHD), and Professor (Hoogleraar). Wherever we use the term ‘teacher’ in this document, we refer to all above mentioned levels of academic teaching staff.

The universities determine for themselves the way they prepare and stimulate the existing academic staff members to acquire a UTQ certificate.

2.2 Facilitation by the institute

By providing support in the (further) development of teachers’ teaching competences related to the UTQ, the university enables them to acquire the UTQ. This support is provided by teaching specialists and can take various forms, for example: a self-assessment that gives insight into one’s own competences, separate courses related to the UTQ competences, an educational project, individual coaching, or writing sessions for assembling a teaching dossier.

Moreover, it is important that the teacher is enabled by his superior to follow the UTQ programme, and is given sufficient time and relevant teaching tasks to develop and demonstrate the required competences.

2.3 Monitoring / management information

The institutes record which teachers have acquired the UTQ, and monitor the implementation of the policy.

3 Teaching Competences

The objective of the UTQ is that teachers acquire the following five teaching competences: designing or redesigning education, teaching and supervising, assessment, evaluating teaching, and further professionalization as a teacher. The sub-competences as formulated in the 4TU Federation for each of these five competences are:

1. *Designing or redesigning teaching*

The teacher can:

- a. explain how his¹ course² is embedded in the curriculum or degree programme as a whole.
- b. design teaching based on the principles of 'constructive alignment'.
- c. design active, effective, and efficient learning methods and learning materials.
- d. design his teaching with respect to the specific (curricular) characteristics and needs of the students.
- e. design his teaching in a practically and logistically feasible (do-able) way.

2. *Teaching and supervising*

The teacher can:

- a. prepare an educational meeting.
- b. conduct an educational meeting and reflect on his performance.
- c. supervise students, individually and in groups.

3. *Assessment*

The teacher can:

- a. design and implement the assessment of student development and learning outcomes.
- b. analyse the assessment results and draw conclusions.

4. *Evaluating teaching*

The teacher can:

- a. conduct an evaluation and collect information (data) purposefully to improve his teaching.
- b. analyse evaluation results, draw conclusions, and pinpoint areas for improvement.

5. *Professionalization*

The teacher can:

- a. formulate his own vision on teaching and student learning.
- b. manage his work as a teacher and can collaborate in a teaching team.
- c. reflect on his work as a teacher and on his future professional development in teaching.

¹ "He/his" can also be read as "she/her"

² The term 'course' stands for any substantial and specific part of a university educational programme that the teacher designs or teaches. This could be a course or a module but also a series of educational meetings.

4 Assessment of UTQ for starting teachers

4.1 Assessment

To acquire a UTQ, a teacher must show that he possesses the competences in question, irrespective of how, when, and where he acquired them. To do this, the teacher assembles a dossier according to the directions of his own institute. The material in the dossier does not have to come only from one of the three TUs, but can, for example, also come from relevant tasks in earlier jobs as teacher, trainer, or coach in other situations.

If the Assessment Committee decides that the teacher possesses a sufficient level of UTQ competences, the Assessment Committee grants him the UTQ.

4.2 Procedure

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).

4.3 Requirement to retain dossiers

The assessing bodies are required to retain the documents on which the participants are assessed (the dossiers including the Appendices) for at least five years after the date on which the UTQ is granted.

5 Exemption and dispensation regulations

In certain circumstances, teachers can be given an exemption or a dispensation from the requirement to acquire a certificate. The following agreements have been made at 3TU level.

5.1 Exemption regulations

By 'exemption' is meant: exemption from the obligation to acquire a UTQ certificate because the teacher possesses a comparable certificate or diploma. It can be assumed that the teaching competences of teachers with an exemption are at an equivalent qualitative level to those of teachers who have acquired a UTQ certificate.

Basic principles for the 3TU UTQ exemption:

- A 3TU UTQ exemption is given for qualifications that are equivalent to the UTQ. An exemption gives the same rights as the UTQ certificate. This therefore does not mean that the UTQ is granted.
- A request for exemption must be submitted to the Dean of the faculty or the director of the institute where the candidate is employed. The Dean/director determines (possibly after consulting a teaching expert) whether the candidate is eligible for the exemption.
- A request for exemption must be accompanied by documentary evidence that establishes the equivalence of the qualification.
- The following certificates / qualifications have been accepted by the 3TU Education Management Committee as equivalent to the UTQ certificate:
 - A Dutch or foreign teaching qualification for secondary school teaching, supplemented with a reflection on the UTQ competences focused on the application of teaching theory in the university context. The Dean/director determines whether the reflections justify UTQ exemption.
 - A foreign teaching qualification for higher education, comparable with the UTQ of the 3TUs.
 - The VELON certificate for teacher trainers.

Exemptions that satisfy the above principles, are reciprocally recognised and adopted in the 3TU Federation.

5.2 Dispensation regulation

By 'dispensation' is meant: a dispensation from the requirement to gain the UTQ on the basis of established guidelines. A dispensation says nothing about the teaching qualities of the teacher, does not lead to the granting of a UTQ, and does not give the same rights as the UTQ certificate. Dispensations are always issued temporarily.

Dispensations are generally situation-related; universities can establish their own guidelines for this purpose (see Appendix 4). Dispensations are institute-specific, and teachers cannot carry them to another university in the 3TU Federation.

Appendix 1: VSNU agreement on mutual recognition of the University Teaching Qualification



OVEREENKOMST

INZAKE WEDERZIJDE ERKENNING BASISKWALIFICATIE ONDERWIJS

De rectors magnifici van de 14 Nederlandse universiteiten komen met het oog op:

- aandacht voor de kwaliteit van de academische opleiding en het universitaire docentschap;
- voortgaande ontwikkeling van docentprofessionalisering binnen de eigen universiteit;
- meer doelgerichte verantwoordelijkheid inzake de 'kwaliteit van personeel' en inzake 'personeelsbeleid' ten behoeve van NVAO-accréditatie van opleidingen;
- vestigging van het bekwaamheidsniveau van docenten, zoals in andere onderwijssectoren (PO, VO, BVE, HBO) al langer gebruikelijk is;
- wegnemen van belemmeringen in het geval van interuniversitaire mobiliteit van docenten.

het volgende overeen:

1. Het niveau van de academisch docent is op instellingsniveau vastgelegd in een regeling Basiskwalificatie Onderwijs.
2. De instelling verlaant decanten de Basiskwalificatie Onderwijs op basis van voorgaande toetsing.
3. De regeling staat overeen met de in Bijlage I opgenomen kenmerken, zodat de gecertificeerde docent zonder nadere toetsing door alle deelnemende instellingen als gecertificeerde docent in academisch onderwijs wordt erkend.

UNIVERSITEIT LEIDEN

15 januari 2008
Prof.Emr. P.F. (Paul) van der Wal



HANDTEKENING

UNIVERSITEIT UTRECHT

15 januari 2008
Prof.dr. J.C. (Hans) Stoof



HANDTEKENING

RIJKSUNIVERSITEIT GRONINGEN

15 januari 2008
Prof.dr. F. (Frank) Zwart



HANDTEKENING

ERASMUS UNIVERSITEIT ROTTERDAM

15 januari 2008
Prof.dr. S.W.J. (Sven) Lamberts

HANDTEKENING

UNIVERSITEIT MAASTRICHT

15 januari 2008
Prof.dr. G.M.M.F. (Gerard) Mals



HANDTEKENING

UNIVERSITEIT VAN AMSTERDAM

15 januari 2008
Prof.dr. D.C. (Dymph) van den Boom



HANDTEKENING

VRIJE UNIVERSITEIT AMSTERDAM

15 januari 2008
Prof.dr. L.H. (Luis) Baeck



HANDTEKENING

RAJBOUW UNIVERSITEIT NIJMEGEN

15 januari 2008
Prof.dr. S.C.J. (Sue) Kerkman



HANDTEKENING

UNIVERSITEIT VAN TIELBURG

15 januari 2008
Prof.dr. F.A. (Frank) van der Dree Schouten



HANDTEKENING

TECHNISCHE UNIVERSITEIT DELFT

15 januari 2008
Prof.dr.ir. J.T. (Jan) Polderman



HANDTEKENING

TECHNISCHE UNIVERSITEIT EINDHOVEN

15 januari 2008
Prof.dr.ir. C. (Hans) van Duijn



HANDTEKENING

UNIVERSITEIT TWENTE

15 januari 2008
Prof.dr. W.J.M. (Wim) Zijm



HANDTEKENING

WAGNINGEN UNIVERSITEIT

15 januari 2008
Prof.dr. M. (Marck) Kreijff



HANDTEKENING

OPEN UNIVERSITEIT NEDERLAND

15 januari 2008
Prof.dr.ir. F. (Frank) Mulder



HANDTEKENING

The Executive Boards of:

Radboud University Nijmegen	Wageningen University and Research Centre
Delft University of Technology	University of Groningen
University of Amsterdam	Open University of the Netherlands
University of Twente	Maastricht University
Utrecht University	Leiden University
Vrije Universiteit Amsterdam	Tilburg University
Erasmus University Rotterdam	Eindhoven University of Technology

with the aim of:

- giving serious attention to the quality of academic education and university teaching,
- the continuous development of teacher professionalism within their own universities,
- more objective accountability for the ‘quality of staff’ and ‘personnel policy’ for accreditation of courses by the Accreditation Organisation of the Netherlands and Flanders,
- establishing the competence level of teachers, as has long been customary in other educational sectors (PO, VO, BVE, HBO),
- removing obstacles to the inter-university mobility of teachers

agree the following:

1. The level of the academic teacher is established at institute level in the “University Teaching Qualification” regulations.
2. The institute grants teachers the University Teaching Qualification on the basis of testing.
3. The regulations match the characteristics specified in this Appendix, so that the certified teacher is, without further testing, recognised by all participating institutes as a teacher qualified for academic teaching.

Appendix: Characteristics of the University Teaching Qualification (UTQ) regulations

Participating universities attach importance to reciprocal recognition of the University Teaching Qualification. They attach importance to uniformity where possible, and to room for differentiation and profiling where desirable.

Reciprocal recognition of UTQ regulations can take place when the regulations exhibit the following characteristics:

Content characteristics:

- The level of the certified teacher is described in terms of behaviour (“The teacher can....; is capable of”).
- The requirements relating to teachers are in accordance with international standards for academic teachers (Accreditation Organisation of the Netherlands and Flanders, 2.1; Dublin descriptors).
- The requirements relating to teachers are derived from professional practice (Accreditation Organisation of the Netherlands and Flanders, 2.1): specifically this means paying attention to the result areas of: educational implementation, development of teaching, assessment of teaching, evaluation of teaching, supervision of students and organisation (UFO), and/or the substantive, educational, and organisational realisation of teaching programmes (Accreditation Organisation of the Netherlands and Flanders, 2.3).
- Teachers are expected to contribute to the development of their own field through research (Accreditation Organisation of the Netherlands and Flanders, 2.3).

Characteristics of the testing:

- All result areas of the academic teacher are covered in the testing.
- Test criteria for all result areas of the academic teacher are described.
- The required level of experience of teachers in these result areas is defined.
- To a significant degree, the testing is based on reflection on one’s own professional performance.
- The test procedure is specified.
- The expertise required of the Assessment Committee is specified.
- How the Assessment Committee ensures meticulousness, confidentiality, and objectivity is specified.

Characteristics of the process:

- The content, extent, and form of teachers’ development programmes (such as courses, coaching, portfolio) are derived from the requirements in the UTQ regulations that teachers must satisfy.
- In the development programme, teachers learn to apply the knowledge of teaching, and the current research results of this domain.
- The institute facilitates the professional development of teachers to the level of the UTQ.

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 ¹

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 requests a list of the successful UTQ candidates of each TU and chooses two candidates from each list 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 is neither heard nor informed of differences of opinion between Assessment Committee and UTQ Supervisory Committee; 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. Any suspicion of fraud is immediately documented in writing;
2. the Supervisory Committee sets rules for hearing both sides and possible sanctions.

Appendix 3: Recommendations for HR

Appendix 3 contains recommendations or good practice that can help with organising the HR processes around the UTQ. These recommendations are *not* intended to be prescriptive. It is up to the universities to decide which recommendations they can and want to implement.

Recruitment and selection

As a matter of course, include in vacancy texts for academic personnel (Teacher, Assistant Professor, Associate Professor, Professor) the statement that possession of a UTQ certificate or the willingness to acquire the UTQ certificate, is an essential function requirement. Also discuss this requirement in the job interviews.

During the selection process, treat teaching skills (or the affinity with them and the ability to develop them) as an important function requirement. Include a teaching expert (for example, the Director of Education) as member of, or advisor to, the Appointments Committee to provide professional evaluation of the teaching merits of the candidate.

Appointment

At the appointment interview, inform the new teacher generally about the UTQ and specifically about the obligation to acquire the UTQ certificate within 3 years. Confirm this in the letter of appointment. HR communicates regularly with the department providing the UTQ training on the UTQ situation in general and about new candidates for the UTQ programme in particular.

Presentation of the certificate

Consider highlighting the presentation of UTQ certificates at a university or faculty meeting (for example on an Education Day).

Annual performance review

Ask superiors to discuss annually:

- the teaching task and performance, and the professionalism requirements (qualitative and quantitative), with both starting and experienced teachers. As far as possible include teaching assessments and/or input from the Director of Education.
- The teacher's UTQ progress.

Include these subjects in the standard forms for performance reviews.

Progression

Take the possession of the UTQ certificate as a precondition for all promotions to a higher salary scale, for both tenure trackers and other academic staff members.

Registration of exemptions:

- Register exemptions in the same way as UTQ certificates.
- Document the granting of exemption with the following items.
 - o Decision (of a competent authority) concerning the granting of exemption.
 - o If obtained: teaching advice from the dossier committee and/or a UTQ expert.
 - o A copy of the qualification(s) that serve(s) as a basis for granting the exemption.

Appendix 4: Implementation of the UTQ regulations at the various institutes

This Appendix describes how the UTQ is currently implemented at each of the participating institutes (as of 1 January 2017). Of course, the policy of an institute is subject to change by the institute. *This Appendix is for information only, and does not form part of the 4TU UTQ regulations.*

Overview of the most important characteristics of the UTQ programmes

	UT	TU/e	TU Delft
Compulsory for whom?	All academic staff (whether permanent or temporary, part-time or fulltime) with UFO profile HGL, UHD, UD, Teacher.	<ul style="list-style-type: none"> - Newly appointed academic staff with UFO profile HGL, UHD, UD, Docent. - UTQ is a pre-condition for promotion and for tenure. - Academic staff members whose teaching skills need improvement. 	All newly appointed academic staff with UFO profile HGL, UHD, UD, and Teachers, who, at the time of appointment, have less than five years teaching experience. ¹
Start / intake for UTQ	Intake interview with faculty teaching specialist, self-assessment, personal UTQ plan.	Intake interview with director of education and UTQ advisor.	Usually no intake interview, or, at the initiative of the participant, interview with UTQ coordinator ² .
Assessment on basis of	Dossier, personally designed within criteria. Final interview	Dossier, personally designed within criteria.	Dossier, consisting of five aptitude tests based on targeted assignments. Final interview.
Assessment committee	Director of Education plus independent teaching specialist chosen for each occasion	Permanent committee per faculty.	Director of Education plus central teaching specialist chosen for each occasion
Presentation of certificates	Plenary with rector	Organised by the faculty, celebratory	Individually
Supervision during programme	Faculty	Central and faculty	Central
Training / activities	Nothing mandatory, tailored support as required by candidate. It is possible to follow training courses and workshops.	Nothing mandatory. It is possible to follow training courses, and to receive supervision in writing the dossier.	In general, consists of four modules. In some cases, after consultation with UTQ coordinator, (aptitude) tests can be written independently without following courses.
Estimated load of UTQ programme	Max. 250 hours	Max. 190 hours	160 hours
Further information	www.utwente.nl/utq	Intranet. UTQ coordinator: h.m.w.j.v.d.wo@tue.nl	http://ocfocus.tudelft.nl

¹ Academic staff members with more than five years teaching experience are not obliged to acquire the UTQ, but follow equivalent programme.

² In particular, those who already have had relevant training or special experience.

University of Twente

Which teachers are obliged to acquire a UTQ?

The target group of the UTQ policy comprises ALL academic employees (both permanent and temporary, part-time and fulltime) with UFO-profiel HGL, UHD, UD, Teacher.

Staff with a temporary contract ≤ 3 years are also obliged to acquire the UTQ. The load (max. 250 hours over three years) is the same as for permanent staff (depending on the standard or “with experience” programme), and will have to be fitted in to the period of the shorter contract. The temporary nature of the contract can necessitate individual arrangements.

Staff with a part-time contact (even those with ≤ 16 hours) are also obliged to acquire the UTQ. The load (max. 250 hours over three years for fulltimers depending on the standard or “with experience” programme). Depending on the part-time percentage, the time limit for acquiring the UTQ can be extended.

(Temporary) dispensation from the UTQ requirement:

The following groups can be considered for a (temporary) dispensation from the UTQ requirement.

- Staff in service before 1 January 2011 and at that time having ≥ 20 years teaching experience (*).
- Professors contracted for ≤ 8 hours per week.
- Staff who in June 2012 (the point at which the ‘general pardon’ was granted) were relieved from the UTQ requirement, afterwards left employment (for example, due to retirement), and subsequently re-entered employment.

(). Specifically for the group who were employed before 1 Jan 2011 and then had ≥ 20 years teaching experience, the dispensation was granted in the form of a one-off general pardon. In the policy it is stated that members of this group can still be obliged to acquire the UTQ if this should be necessary. Since it concerned a one-off general pardon, the argument of ≥ 20 years teaching experience does not result in new dispensations after June 2012.*

UTQ process and elements of University of Twente

1. Starting lecturer → called up by HR: "UTQ required"
2. Intake interview with educational consultant of specific faculty
 - UTQ explanation, cv / self assessment, UTQ plan
3. Working on the UTQ (learning path according to own ideas)
 - Teacher takes care of own education
 - Teacher takes training (UTQ) courses, talks with supervisor, intervision, evaluation of a lesson given
 - Enter portfolio in Blackboard, obtain / process feedback
4. Assessment of the portfolio
 - Assessment committee: own director of education + educational consultant + own supervisor
 - Written check of portfolio, against UTQ criteria.
 - Assessment report: final result (pass/fail) & feedback!
5. UTQ ceremony → distribution of the certificates
 - In own faculty with own dean
 - Approximately 3 times a year.

Local color of Twente

Lesson evaluation, competence 2 (teaching)	= <i>Option model:</i> <i>Live in class <u>using evaluation form</u> OR</i> <i>Using video plus reflection</i>
Starting teachers (random checks by Supervisory Committee)	<i>Works through UTQ, max 250 hr</i> <i>Portfolio check against UTQ criteria</i>
Experienced teachers	<i>Completes portfolio in about 40-100 hr using UTQ criteria</i> <i>(more concise, part of <u>reflection</u> possibly in interview)</i> <i>Portfolio check + assessment interview</i> <i>Pressure Cookers</i>
UTQ supervision	<i>Faculty model (each <u>faculty</u> own teaching specialist)</i>
Assessment committees	Centrally organised > each candidate own committee, always own director of education

Eindhoven University of Technology

Which teachers are obliged to acquire a UTQ?

On 17 December 2009, the Executive Board determined that the UTQ would be introduced in all faculties so that:

- from 01-06-2010, newly-appointed UD, UHD, and HGL are obliged to acquire the UTQ certificate within three years of their appointment (in practice this rule also applies to Teachers);
- acquiring the UTQ certificate is a precondition for promotion from UD2 to UD1, for promotion from UD1 to UHD2, for promotion from UHD2 to UHD1, for promotion to professor, and for tenure;
- acquiring the UTQ certificate is a requirement for academic staff who need to improve the quality of their teaching, as determined through the performance reviews, for example, on the basis of the teaching evaluations.

Teachers with a limited appointment (for example ≤ 0.2 FTE) and/or very limited teaching activities are (temporarily) relieved from the requirement to acquire a UTQ.

NB: This dispensation does not lead to the granting of a UTQ.

The UTQ programme

A complete training programme consists of five lesson modules focused on the various UTQ competences, together with on-the-job mentoring by a coach and a number of peers. The existing competences of a candidate, and the parts of this training programme most appropriate for the candidate, are determined at an intake interview. For very experienced teachers it is possible to work on a dossier intensively under supervision. To avoid wasting the energy of candidates and assessors, it is not permitted to work on a dossier without any supervision. All candidates are assessed in the same way, namely on the basis of a dossier, regardless of the route that they have followed.



Delft University of Technology

Which teachers are obliged to acquire a UTQ?

TU Delft distinguishes between starting teachers and experienced teachers, where only starting teachers are obliged to acquire the UTQ. Other teachers are directed to a trajectory in which they fill in blanks should they occur in their teaching CV. The Dean of each Faculty decides which route each new teacher should take.

Starting teachers

All newly appointed staff with UFO profile HGL, UHD, UD, or Teacher who, at the time of appointment:

- have less than five years teaching experience
- are appointed for more than 0.2 FTE¹
- have a substantial teaching remit
- have not yet acquired the UTQ
- are not eligible for exemption on the basis of a comparable qualification

are obliged to acquire the UTQ within three years of appointment.

Experienced teachers

Experienced teachers (existing staff and newly appointed teachers with more than five years teaching experience at the time of appointment) must also be able to demonstrate that they are qualified to teach. However, these teachers do not receive a UTQ, but follow an equivalent programme. It is up to the faculty to design the equivalent programme. Central assistance is available for this.

The UTQ programme

The TU Delft UTQ programme for starting teachers is organised centrally. Teachers follow four mandatory modules. For each module, the participants undertake a 'Proof of Competence'. When they have finished the modules, they are asked to perform a 'Final Proof of Competence' (in which the emphasis lies on the competences 'evaluation' and 'professionalisation'). Together, the Proofs of Competence form the dossier on which the teacher is assessed.

4 compulsory modules with assessment (Proof of Competence for each module):

1. DEVELOP
2. TEACH
3. ASSESS or ASSESS DESIGN
4. SUPERVISE
5. Final Proof of Competence
6. Interview with participants' own director of education and educational expert.

In individual cases, it can be agreed between the UTQ coordinator and the candidate that the candidate can carry out one or more proofs of competence without following all modules.

The assessment procedure starts when the final document is ready and has been checked for completeness by the educational expert. The candidate is not only assessed on the dossier, but also during the final interview.

¹ Teachers with very limited teaching activities (for example ≤ 0.2 FTE) are (temporarily) relieved from the obligation to acquire a UTQ.