UTQ competences and assessment criteria

Competence 1: Designing or redesigning teaching

The teacher can:	*The dossier shows:*
a. Explain how his course[1] is embedded in the curriculum or degree programme as a whole.	▪ An explanation on how the intended learning outcomes of the course contribute to the outcomes or competences of the degree programme. ▪ An explanation on how the education connects to ongoing research, or future field of occupation. ▪ An explanation on how the education design fulfils the rules, institutional regulations and educational vision of the University or faculty. ▪ The level of the intended learning outcomes is appropriate to the place of the course in the programme.
b. Design teaching based on the principles of 'constructive alignment'.	▪ Intended learning outcomes that are specific and measurable. ▪ 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.
c. Design active, effective, and efficient learning methods and learning materials.	▪ A variation of activating instructional methods and assignments in the course that enable and support the student to reach the desired learning outcomes. ▪ An explanation of how the teacher provides guidance for students to give direction to their learning activities. ▪ An argued blend of face-to-face teaching and digitally enhanced or online learning
d. Design his teaching with respect to the specific (curricular) characteristics and needs of the students.	▪ 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. ▪ 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). ▪ An explanation on how students are stimulated to develop themselves as independent learners / stimulated to think actively for themselves and develop critical self-reflection.
e. Design his teaching in a practically and logistically feasible (do-able) way.	▪ The relevant conditions (e.g. EC's, budget, roster, hours, place, location, type of meeting) are taken into account. ▪ Both lecturer and student activities (e.g. grading, giving feedback) can be dealt with realistically in the available time.

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[1] The term 'course' refers to any substantial and specific part of an educational university programme 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

The teacher can:	The dossier shows:

a. Prepare an educational meeting.	▪ A lesson plan, containing:
	  – Specific intended learning outcomes for the meeting
	  – The context of the meeting (course / module / series of meetings)
	  – An overview for the meeting, including: subjects, lecturer activities, student activities
	▪ Materials for the meeting (e.g. exercises, slides, manual etc.)
	▪ Justification of the lesson plan.

b. Conduct an educational meeting and reflect on his performance.	▪ An explicit performance of an educational meeting, by video or report of a live observation, which demonstrates:
	  – A clear explanation of the purpose and relevance of the teaching session to students.
	  – A clear explanation of the subject matter and/or instructions towards students.
	  – Real interaction with students in order to stimulate the learning process
	  – A good and stimulating atmosphere
	  – Skillful use of technical aids
	▪ A thorough reflection of the performance with points for improvement.

c. Supervise students, individually and in groups.	That the lecturer: ▪ Has a vision and method for supervision of students over a period of time, including essential milestones. ▪ 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. ▪ Gives effective student feedback in meetings with individuals or groups of students. ▪ Demonstrates behavior that supports the group process. ▪ Enhances initiative, independence and autonomy of students and knows how to stimulate this. ▪ Supports students in their development of academic skills.

Competence 3: Assessment

The teacher can:	*The dossier shows:*
a. Design and implement the assessment of student development and learning outcomes.	▪ How students' progress is assessed regularly and how students receive feedback on their performance. ▪ An assessment matrix which shows congruence between intended learning outcomes, assessment methods and test elements, plus the weighting of each sub-part. ▪ An explanation of how the assessment methods meet the quality criteria: validity, reliability, transparency, usability/practicability and positive impact on student learning. ▪ An example of an assessment and its corresponding answer model. ▪ An explanation how the assessment fits within the assessment policy of the university or faculty (regarding OER, rules & regulations of examination board etc.).
b. Analyze the assessment results and draw conclusions.	▪ 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). ▪ An explanation on the choice of method used to determine the cut-off point and the grading of the work.

Competence 4: Evaluating teaching

The teacher can:	*The dossier shows:*
a. Conduct an evaluation and collect information (data) purposefully to improve his teaching.	▪ 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. ▪ Evaluation results from students and from other sources (e.g. assessment results, colleagues).
b. Analyze evaluation results, draw conclusions, and pinpoint areas for improvement.	▪ Conclusions about the quality of the course's educational design, teaching and assessment. ▪ Concrete recommendations and intended actions to improve the course's educational design, teaching and assessment ▪ How previous evaluation results have been used in the (re)design of the course.

Competence 5: Professionalization

The teacher can:		The dossier shows:
a.	Formulate his own vision on teaching and student learning.	▪ A coherent vision on learning and teaching that is supported with references to literature and/or descriptions of experiences that have influenced this vision. ▪ Examples which illustrate how his educational vision influences his teaching.
b.	Manage his work as a teacher and can collaborate in a teaching team.	▪ Examples that show the role of the teacher in teamwork (e.g. role/tasks, constructive contributions to team work, managing student assistants, etc.). ▪ An indication of the relevant committees and boards the teacher should inform when designing/teaching a course. ▪ Description of how the lecturer balances different professional roles (e.g. different teaching roles or the roles of teacher versus researcher).
c.	Reflect on his work as a teacher and on his future professional development in teaching.	▪ Reflection on personal strengths, weaknesses and development in relation to all 5 UTQ competences. ▪ Specific plans for further professional development as a teacher.