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Introduction to the University Teaching Qualification

The University Teaching Qualification track helps teaching staff acquire the skills they need to work as a teacher in Higher Education. For more than ten years a training track for teaching staff has been available at the University of Twente, to the satisfaction of all concerned. The track used to be called DUIT (Didactic University of Twente Training Track) but in 2010 we decided to change the name to the more widely used name University Teaching Qualification (UTQ). New educational insights and developments at national level resulted in this track being completely revised in 2007¹.

All Dutch universities decided to recognize each other's UTQ track, which became reality on 22 January 2008 when the Vice-Chancellors of every university in the Netherlands signed the agreement. This means that the UTQ certificate has national value.

The three universities of technology have taken this a stage further with the aim of firmly anchoring the UTQ into their HRM policies. Together they have drawn up a UTQ scheme², in which common principles and competencies required of university teachers have been formulated. The new UTQ track at the UT will operate within this framework, the starting point of which are the qualities and needs of the new teachers in relation to the competencies. The UTQ as a whole takes a maximum of 250 hours' study.

Among the features of the UTQ at the UT are the following.

Personal learning route

The structure of the UTQ is such that participants will be able to pursue their own learning route that will lead to the required competencies. Based on a personal development plan (UTQ plan), the participants indicate which competencies they already possess, and what plans they are making with regard to their personal development and the proof of the competencies. The progress that has been made along the learning route is recorded by the participants in a portfolio, using assignments and self-reflections, and an assessment committee ultimately looks at whether the proof of the competencies is of the required standard.

Developing competencies in the work place

The participants will to a large extent develop their competencies in the work place. Participants will have a teaching position at the UT, during which they will (re)develop education and teach. The results of these activities can be used in the portfolio. The involvement of the directors of educational programmes, fellow teaching staff and students is therefore preferred.

HRM policies

The UTQ is also part of the HRM-policy of the UT, as newly appointed teachers are required to get the UTQ certificate within 3 years, and the UTQ certificate is a prerequisite for further career development.

See for instance the following passage from the '*Voorschriften indeling & inschaling van personeel*' memorandum (conditions for staff categories and scales), ref. 369.075, 18 January 2006).

¹ 'Invoeren hernieuwd Didactisch Inwerktraject voor UT-docenten' project proposal 291106, WG prof. ITBE/OD

² 3TU UTQ Scheme 04-12-2006 (available from Maria van der Blij)

“Requirement with regard to DUIT

In order to be placed in the function profile of Universitair Docent 2 or higher, or Docent 3 or higher, employees must have successfully completed the test of competencies that forms part of the DUIT. It may therefore be necessary for him/her to fulfil one or more components of the DUIT. Employees who are taken on without this qualification may not be assigned tasks associated with UD 2 or higher, or Docent 3 or higher.

If these tasks are assigned in a structural manner, then the teacher is placed in the appropriate function profile, as already stated in the Function criteria.

If an exception is made to this procedure, the administrator should inform the Executive Board stating the reasons (for example in the case of qualifications that could justifiably be compared with the DUIT). This DUIT requirement does not apply to full professors.”

New policy proposals are presently being drawn up containing measures for both new and current teaching staff.

Content of this folder

This file is divided into 5 chapters. Chapter 1: *The personal learning route and UTQ plan* considers the UTQ plan. An instrument you will need for drawing up this plan, the Self-diagnosis, is included in chapter 2: *Self-diagnosis*. Chapter 3: *Supervision during UTQ* gives an overview of the different types of supervision you will receive during your track. Chapter 4: *The portfolio. Collecting and assessing evidence* amplifies on the portfolio you will compile during your UTQ track and briefly discusses the assessment procedure. In chapter 5: *UTQ competences and assessment criteria* you will find the competences and the matching assessment criteria, ideas for evidence and assignments that will help you to prove the competences.

At the end of this file 3 appendixes can be found. Appendix I lists the UTQ competences, appendix II provides some extra information about reflections and finally appendix III describes the official 3TU UTQ verification procedure.

1. The personal learning route and the UTQ plan

1.1 The Personal Learning Route

This chapter deals specifically with the 'Personal Learning Route' concept of the UTQ. The adjective '*personal*' refers to the fact that the learning track differs from one participant to another, based on their own wishes and the skills they already possess. The objective of the Personal Learning Route is that UTQ participants acquire the UTQ competences as required by the university (see Appendix I: UTQ assessment criteria)

The personal *learning route* in UTQ starts with the intake interview, a personal discussion with the portfolio supervisor of the faculty of the participant. During this meeting the most important aspects of the UTQ are explained. After this meeting you, the participant, fill in the education CV. Based on your education CV, your future teaching activities and personal learning objectives, you draw up the UTQ plan. The UTQ plan gives a detailed description of all activities (both courses you want to take as well as assignments you want to make). This plan is then discussed with your portfolio supervisor and your faculty supervisor, an experienced colleague. After approval of the UTQ plan, you can begin executing the activities. You collect evidence of competencies in order to show that you have indeed acquired them, and place the evidence into the portfolio. Finally, the portfolio is assessed by an assessment committee. If it is found to be satisfactory, you will be awarded the UTQ certificate (BKO diploma).

In the figure below you can find a summary of the activities of this learning route, starting with the 'Intake' box and ending with the UTQ certificate.

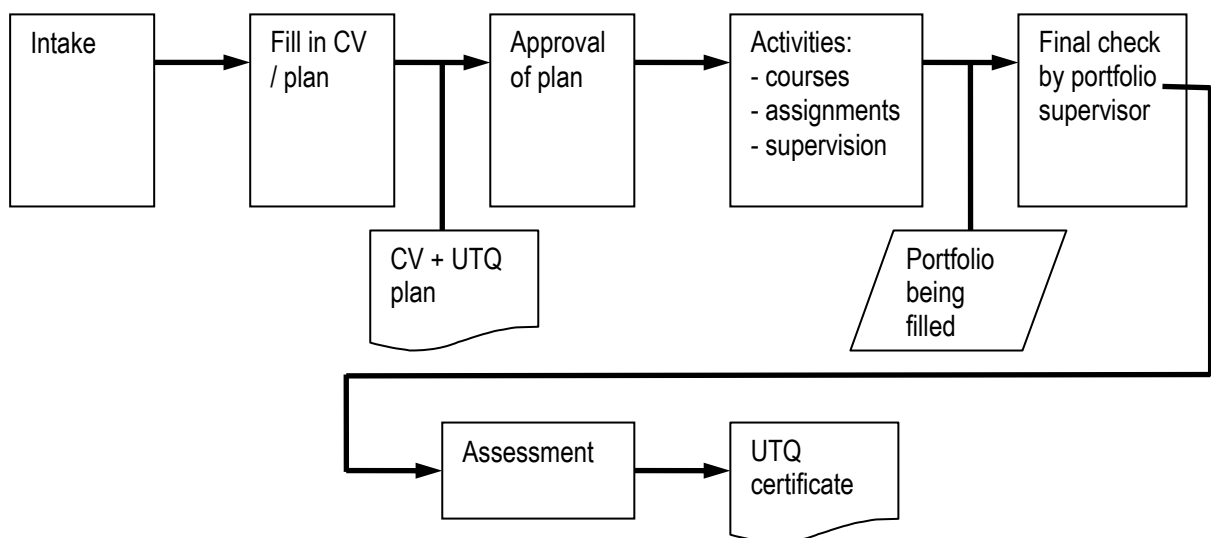


Figure 1 The entire UTQ track including, at the heart, the Personal Learning Route.

In the following paragraphs we will explain in greater detail the drawing up of the UTQ plan and the approval of the UTQ plan during the UTQ plan interview. The next chapter contains an instrument called Self-diagnosis. You will use this instrument to draw up your UTQ plan

1.2 Drawing up the UTQ plan

The UTQ plan is a collection of three separate documents: the *Self-diagnosis*, a *development plan* and an *activity plan*. Together, they make up the personal learning plan of each participant. These documents will help to make clear which competences you already have mastered, which competences you have to acquire and how you are planning to do so. Below, we discuss the three parts of the UTQ plan in greater detail.

1.2.1 The Self-diagnosis

The Self-diagnosis is a *questionnaire about your teaching experience*. It includes questions about your experience with different teaching methods, multimedia and study assignments. It also asks about didactic knowledge and skills. The questionnaire addresses your future teaching tasks as well. When you compare these future tasks with your teaching experience, the questionnaire will give you a good idea of which competences you already master and which can and/or should be improved. The questionnaire is included in this chapter. *Please fill in the document as preparation for the first meeting.*

1.2.2 The development plan

The development plan is a document that describes to what extent you master the UTQ competences at the start of the UTQ track and your wishes for future development

For making a development plan, you will need the following documents:

- a) Your completed Self-diagnosis,
- b) The competencies and assessment criteria (see chapter 5)

1. Answer the following questions:

- What factors made you decide to become a teacher in Higher Education?
- What is your vision on teaching? (What are essential features of teaching, what is a good teacher, what do you want to achieve with your teaching etc.)

2. Based on your present educational experiences (as written down in the Self-diagnosis), your future work, the UTQ competencies (see Appendix I) and any discrepancy that may lie between these three, you can formulate your strengths and weaknesses regarding the competences.

Example strong point:

I have ample experience in teaching large groups. I know how to keep the student's attention during lectures, by using examples that interest and challenge my students.

Example weak point:

I have only limited experience in teaching tutorials. I find it hard to interact with students during tutorials; I know I tend to give a "lecture" in stead of making the students think for themselves by using appropriate teaching methods for this goal.

3. Use the weak points to write down your personal learning objectives.

Example learning objective:

I would like to learn a variety of teaching methods to activate students in class.

4. Is there a specific theme you are interested in? (e.g. international classroom, skills education, use of computer simulations,...)

The combination of all your personal learning goals is called the development plan, an overview of the competencies you wish to develop during the UTQ project. As such, the development plan forms a basis for the drawing up of the activity plan.

Study load Self-diagnosis and Development Plan: approximately 3 hours

1.2.3 The activity plan

The activity plan is a schedule of the activities that you will undertake in order to attain the goals you have set yourself in the development plan. In the activity plan you state explicitly *which courses* you will take (either from the Educational Services or other bodies) and *what evidence of competency* you will provide. In this plan you also indicate *when* you intend to carry out these activities. Your development plan is the starting point of your activity plan. Do not forget to include portfolio group meetings and meetings with your supervisors. If you add up the time load of all activities, the timetable may not exceed the maximum 250-hour time limit.

These documents may help you to draw up your activity plan:

- the overview of courses given by the Educational Services (you can find an up-to-date overview on the Educational Services site: <http://www.utwente.nl/so/od/Cursusaanbod/Cursuskalender/>) or other bodies if you plan to take a course or courses elsewhere;

Chapters 4 and 5 that describes everything pertaining to the portfolio.

Study load Activity Plan: approximately 3 hours

Example of an activity plan

Courses	
October 2010: course "designing courses, at lesson level"	30 hours
November 2010: course "assessment"	6 hours
Evidence	
November 2010 Assignment 1: (Re)design a course	16 hours
January 2011: Assignment 2: Teaching.	12 hours
Etc.	
Portfolio group meetings	
December 2010	4 hours
March 2011	4 hours
May 2011	4 hours
Individual interviews with the portfolio supervisor	
October 2010	1 hour
Etc.	
Other activities	
January 2011, feedback from colleagues on collaboration on design of course 3 x 15 min	
March 2011, national study skills day	6 hours
June 2011, evaluation interview with graduation student that I have supervised	1 hour
Total	max 250 hours

Figure 2: An example of an activity plan: a logical summary of activities that the participant will be undertaking in order to load the portfolio.

1.3 The UTQ plan interview

Before you embark on carrying out the UTQ plan, you should obtain the approval from the head of your department, the faculty supervisor and portfolio supervisor. To this end, an

interview will be arranged between yourself, your faculty supervisor and your portfolio supervisor (see also chapter 3 Supervision during UTQ). During this interview your UTQ plan will be discussed, set down and summarized in a UTQ agreement. This will then be sent to your department head for formal approval.

It may emerge as you formulate the UTQ plan that you already possess some of the competencies. If this is the case, you can show the documents that prove this to your portfolio supervisor. After consulting with the faculty supervisor, the portfolio supervisor will assess whether the documents contain sufficient evidence to this effect and whether they can be included in your portfolio. See also *Chapter 5: UTQ competences and assessment criteria*

3TU. Basiskwalificatie Onderwijs (BKO)
University Teaching Qualification
(UTQ)

Self-diagnosis

2.1 Introduction

In order to facilitate your process for achieving the UTQ we ask you to fill out this self diagnose instrument. The aim is to acquire insight in your strengths and aspects yet to be developed. Based on the results you and your supervisor can determine how to proceed with the development of your competences and the proof of them in your portfolio. When some terms are unfamiliar you may ask your portfolio supervisor for an explanation or leave them open for the moment.

2.2 Competences, (as described in the UTQ regulations)

Developing teaching; the lecturer can:

1. re(develop) a course using specifically formulated learning objectives
2. develop effective, efficient and Active learning methods and also choose and/or develop suitable study materials in order to achieve the learning objectives
3. take the teaching context of the institute/faculty into account.
4. take the entry levels of the students into account
5. take the specific pedagogical requirements of the discipline into account.
6. demonstrate a relationship between the content of the course components he/she teaches and the academic research performed in his/her discipline.

Implementing teaching; the lecturer can:

7. provide insight into the formulated learning objectives or competences
8. use the formulated learning objectives and the students' entry levels to choose effective and efficient teaching methods and offer suitable study materials.
9. motivate students to interpret and design their own learning process
10. use technical aids in a pedagogical suitable manner.
11. supervise groups of and individual students and give them effective feedback during the learning process
12. assess the learning process in groups of and individual students.
13. support students in their development of academic skills

Testing and assessment; the lecturer can:

14. design a test plan, including assessment criteria and, using this, develop tests to check whether the students have met the learning objectives sufficiently well.
15. use student test results to assess whether learning objectives have been achieved
16. analyse test results and draw conclusions on the quality of learning, teaching and testing

Organizing and coordinating teaching; the lecturer can:

17. work in a team (e.g. course committees, semester/annual meetings) to agree on activities and to collaborate with colleagues.
18. plan teaching materials, exams, integration of administrative tasks and completion of teaching activities so they are logistically feasible and are implemented on time.
19. describe university and faculty regulations that are relevant to the teaching process, such as the Course and Examination Regulations and the role of relevant bodies, such as the Board of Examiners, Board of Studies and the department administration.

Evaluating teaching; the lecturer can:

20. compile an evaluation plan, implement and analyse the evaluation results and draw conclusions about his/her teaching quality.
21. formulate and implement enhancements that have been recommended for both teaching processes and products

Professionalisation; the lecturer can:

22. acquire an understanding of developments in the pedagogical aspects of higher education and also apply them in such a way that the methods used match established learning objectives or competences.
23. reflect on his/her own work and the students' work, and is aware of any problem areas in the way he/she performs.
24. reflect on his/her own performance and then formulate resolutions to improve activities and personal objectives relating to professional development.

2.3 Educational CV

A General information

1. Personal information	
Name (Surname + initials + title),	
Date of birth	
Department	
Current UFO-ranking (e.g. UD1/ UD2/ UHD)	
Extent of your appointment at the university? (in fte)	
Extent of educational tasks (in fte)	
Degree program you do most of your educational work for	

2. Experience as a teacher	
Number of years teacher in Higher Education	
Number of years teacher in other education	
Comments:	

3. Department and bachelor/masters, you teach in:	Never	Sometimes	Regularly
Your own bachelors program, including minors			
Other bachelors programs:.....			
Your own masters program			
Other masters programs:.....			

B Experience

1. Level of experience with educational tasks	Low	Intermediate	High
Execution + direct preparation of education	< 10 times	10-20 times	> 20 times
(Re)design of education (course/subject/module)	< 3 times	3-6 times	> 6 times
(Re)design of the curriculum	never	1-3 times	> 3 times
Coordination- and/or policy oriented tasks	never	1-3 tasks	> 3 tasks

2. Teaching methods you have experience with	(Almost) never < 5 times	Sometimes 5 – 15 times	Often > 15 times
Lectures			
Supervising students working in small groups on small assignments (tutorials)			
Supervising students working in small groups on Practicals			
Supervising students working in Project groups on big assignments			
Supervising individual students working on final assignments (masters students / PhD students)			
Electronic learning environments			
Others: ...			

3. Subjects you were <u>responsible</u> for as teacher during the last 3 years:				
	Course name	Teaching methods ³	Study load Hrs/ EC's	Degree program and year of teaching
1				
2				
3				
4				
5				
6				

4. Subjects you taught in the last 3 years as a (co) <u>teacher</u>:				
	Course name	Teaching methods ¹	Study load Hrs/ EC's	Degree program and year of teaching
1				
2				
3				
4				
5				
6				

5. Courses and/or workshops concerning education that you have taken yourself			
Course name	Educational institution / Company	Study load	Year

6. Teaching methods you expect to use in the nearby future	(Almost) never < 5 times	Sometimes 5 – 15 times	Often > 15 times
Lectures			
Supervising students working in small groups on small assignments (tutorials)			
Supervising students working in small groups on Practicals			
Supervising students working in Project groups on big assignments			
Supervising individual students working on final assignments (masters students / PhD students)			
Electronic learning environments			
Others: ...			

³ See question 2

2.4 Self evaluation educational knowledge and skills

How do you rank your *knowledge/skills*?

Important: Rank all the items of the checklist. The rankings have the following meaning:

1. no knowledge/skills at all; *you feel unprepared*
2. little knowledge/skills; *you act mainly on intuition and are often uncertain*
3. some knowledge/skills; *you are comfortable in routine but have little or no flexibility in new or unexpected situations*
4. knowledge/skills is good; *you are confident and can make choices (partly) based on theoretical principles*
5. knowledge/skills is very good; *you consider yourself an expert and can justify your choices*
- n. not applicable.

Competence 1: Developing teaching, you have/can:	1	2	3	4	5	n
1. re(develop) a course using specifically formulated learning objectives <ul style="list-style-type: none"> ▪ design a whole course or module (6 meetings minimum), and the construction of a study guide ▪ formulate measurable learning objectives related to the competences and the entry level of the students ▪ determine the logical construct of the course (central theme, planning subjects over the weeks, etc) ▪ choose and/or develop suitable study materials in order to achieve the learning objectives 						
2. develop effective, efficient and active learning methods in order to achieve the learning objectives <ul style="list-style-type: none"> ▪ prepare for a meeting or lecture, including the making of a plan for each class, the making of the (PowerPoint) presentation and formulate the exercises / study tasks ▪ design a practical/project, including assignments and a study guide ▪ design an electronic learning environment (e.g. blackboard) ▪ design a masters or bachelors project, including a plan for guidance 						
3. take the teaching context of the institute/faculty into account <ul style="list-style-type: none"> ▪ knowledge of the job profile of the degree program you are working for ▪ knowledge of the competences of the degree program you are working for 						
4. take the entry levels of the students into account						
5. take the specific pedagogical requirements of the discipline into account						
6. demonstrate a relationship between the content of the course components you teach and the academic research performed in your discipline						
Comments:						

Competence 2: Implementing teaching, you can:	1	2	3	4	5	n
1. provide insight into the formulated learning objectives or competences						
2. use the formulated learning objectives and the students' entry levels to choose effective and efficient teaching methods and offer suitable study materials <ul style="list-style-type: none"> ▪ use presentation-/teaching/instructional skills ▪ execute lectures and instructions, together with presentation of the materials, ▪ explain and clarify complicated / abstract concepts ▪ activate students, give assignments, ask and answer questions, lead discussions ▪ guide students during their masters (or bachelors) phase project, including the giving of effective feedback 						
3. motivate students to interpret and design their own learning process						
4. use technical aids in a pedagogical suitable manner <ul style="list-style-type: none"> ▪ use an electronic learning environment, including giving feedback 						
5. supervise groups of and individual students and give them effective feedback during the learning process <ul style="list-style-type: none"> ▪ guide groups of students doing practical/project activities, including organization of the guidance and activating students 						
6. assess the learning process in groups of and individual students						
7. support students in their development of academic skills						
Comments:						

Competence 3: Testing and assessment, you can:	1	2	3	4	5	n
1. design a test plan, including assessment criteria and, using this, develop tests to check whether the students have met the learning objectives sufficiently well <ul style="list-style-type: none"> ▪ knowledge about formative (diagnostic) and summative (selective) assessment ▪ knowledge of other assessment forms, as e.g. peer assessment, presentations etc. ▪ application of the quality criteria for assessment: representativeness, validity, reliability (in the test plan and the assignments/items) ▪ formulate questions (multiple choice/open) for testing, including the construction of the answer model ▪ set criteria for the assessment of the performance at a practical / project including the assessment of the learning results ▪ set norms for the pass mark ('cutting score') at exams 						
2. use student test results to assess whether learning objectives have sufficiently been achieved <ul style="list-style-type: none"> ▪ if necessary adjust norms for the pass mark ('cutting score') at exams 						
3. analyse test results and draw conclusions on the quality of learning, teaching and testing						
Comments:						

Competence 4: Organization of education, you can:	1	2	3	4	5	n
1. work in a team (e.g. course committees, semester/annual meetings) to agree on activities and to collaborate with colleagues						
2. plan teaching materials, exams, integration of administrative tasks and completion of teaching activities so they are logistically feasible and are implemented on time						
3. describe university and faculty regulations that are relevant to the teaching process, such as the Course and Examination Regulations and the role of relevant bodies, such as the Board of Examiners, Board of Studies and the department administration						
Comments:						

Competence 5: Evaluating teaching, you can:	1	2	3	4	5	n
1. compile an evaluation plan, implement and analyse the evaluation results and draw conclusions about your teaching quality <ul style="list-style-type: none"> ▪ knowledge of quality insurance in your University and faculty ▪ knowledge of evaluation methods and criteria 						
2. formulate and implement enhancements that have been recommended for both teaching processes and products						
Comments:						

Competence 6: Professionalization, you can:	1	2	3	4	5	n
1. acquire an understanding of developments in the pedagogical aspects of higher education and also apply them in such a way that the methods used match established learning objectives or competences <ul style="list-style-type: none"> ▪ knowledge of developments in higher education (e.g. policy issues, competence based education,) 						
2. reflect on your own work and the students work, and are aware of any problem areas in the way you/he/she performs						
3. reflect on your own performance and then formulate resolutions to improve activities and personal objectives relating to professional development <ul style="list-style-type: none"> ▪ formulate your own vision on education ▪ observe and evaluate performance/work of others ▪ analyze a recording of your own performance ▪ design a Personal Development Plan regarding your competencies as a teacher (in Dutch: 'Persoonlijk Ontwikkelings Plan (POP) and adjust this over time 						
Comments:						

Other
What educational knowledge or skills <u>you have</u> did you miss in this self evaluation? <input type="radio"/> <input type="radio"/> <input type="radio"/>
What educational knowledge or skills <u>you do not have</u> did you miss in this self evaluation? <input type="radio"/> <input type="radio"/> <input type="radio"/>

3. Supervision during UTQ

3.1 Introduction

As a UTQ participant you will have two personal supervisors: a portfolio supervisor from your faculty (an employee of the Educational Services) and a faculty supervisor, an experienced colleague teacher.

The portfolio supervisor will supervise you primarily from a didactic perspective. He or she will do this both on an individual basis, as well as in your portfolio group (together with other UTQ participants from your faculty).

The faculty supervisor will focus on the subject matter itself as well as provide support in helping you become familiar with the day-to-day practices of the education programme or your faculty.

3.2 Supervision by the Educational Services

During the UTQ track, the portfolio supervisor will supervise you in two ways: personally, and in your portfolio group. These are described below.

3.2.1 Personal supervision by the portfolio supervisor

As mentioned in the introduction, you will be supervised throughout the track by a portfolio supervisor from the Educational Services (Onderwijskundige Dienst, OD). This is the seconded educational advisor in your faculty.

When does the portfolio supervisor supervise you?

Your portfolio supervisor can provide supervision in the following situations:

- 1) when you are drawing up the UTQ plan, or setting out your personal learning route (what you are going to do when, and how).
- 2) when you are performing your tests and assignments or
- 3) collecting appropriate evidence for proving your competency at the required level (loading the portfolio);
- 4) when determining whether the evidence you have collected is sufficient to prove that the level of competency has been attained.
- 5) for all questions or problems arising during this UTQ project.

What is the purpose of the personal supervision?

The portfolio supervision is intended to provide you with individual help, support and encouragement, tailored according to your personal needs and wishes, in developing the required competencies. The support may be of a substantial (i.e. didactical) or procedural (help in drawing up a proper timetable, for example) nature.

As a UTQ participant, you are entirely free to decide whether or not to make use of this supervision possibility.

What will the portfolio supervision be like in practice?

Every UTQ participant will be assigned a personal portfolio supervisor from the Educational Services. You can plan several (no more than six) personal interviews with your portfolio supervisor (this is not compulsory). Exact arrangements about the content and format of the discussions can be made by you and the portfolio supervisor.

Shared responsibility – but the course participant bears final responsibility

A starting point of the UTQ is that you are ultimately responsible for your learning process. As said before, the personal supervision is not compulsory. All agreements between the portfolio supervisor and you are made on a voluntary basis, with you taking the initiative.

Maximum supervision time

The portfolio supervisor will assume that a maximum of 10 hours will be sufficient for each participant. If extra supervision is desired or necessary, arrangements will have to be made with the faculty with regard to the extra time and funding that will be needed.

The UTQ agreement includes an end date for the track, which is settled on the basis of joint consultation.

3.2.2 Portfolio groups with supervision from the portfolio supervisor

In addition to the personal supervision, group supervision can be a part of your UTQ project. This group consists of several colleagues from your faculty, all working on their UTQ portfolio. Normally two to three group meetings will be organized each year. During these meetings questions and evidences of all participants are discussed; active participation is therefore required of all participants.

The group (or some of the group members) may decide to organize extra meetings themselves. Such meetings are strongly encouraged, but they are not compulsory for the participants. Tips and materials are available. The portfolio supervisor will as a rule not be present at these extra meetings.

What is the purpose of the portfolio group?

The general idea of these meetings is that you can learn from your colleagues, by discussing each others questions and exchanging experiences.

The group meetings have on the one hand the purpose of offering you the opportunity of gaining feedback not only from the portfolio supervisor but also from your peers – the other course participants – on the assignments and tests. Video recordings of your own lessons, for example, together with the observations of fellow participants could be used in this context. You can also ask for feedback from your peers and portfolio supervisor with regard to your own teaching activities and raise problems and questions that arise.

In addition, the meetings are intended to provide a forum where several didactic themes can be discussed by the group. The themes could be those that the group is particularly keen to discuss (perhaps because of a specific problem that several of the participants have encountered in their everyday practice or because of something that has arisen during the course that the participants would like to explore in greater depth), or themes that are especially relevant in the context of the competencies that are being developed. Such themes could for instance be study skills or working as part of a team (within a faculty/educational programme).

What happens at these group meetings?

How the meetings are organized is a matter for the portfolio supervisor and the course participants to decide. The portfolio supervisor will as a rule act as chair to the meeting, invite all participants and ask for themes to discuss and inform about any preparatory assignments to be made.

In discussing relevant themes, it may be the portfolio supervisor who takes the lead (for example, he/she can make an introduction that could then serve as the basis for discussion), but it may be agreed that one or more of the participants will prepare a subject and act as chair. It could be that one of the participants collects relevant literature about a particular theme in advance of the meeting, presents a summary or puts various statements or questions for discussion to the group. Relevant themes include:

- reflecting;
- educational vision.

Course participants are strongly advised to take a video recording of their own teaching and to select three excerpts to be discussed in the group:

- a strong moment;
- a less strong moment;
- a surprising moment.

The portfolio supervisor has practical information about arranging video recording.

3.3 Personal supervision by faculty supervisor

Your faculty supervisor will be an experienced colleague teacher (usually from your department). The identity of the supervisor will be determined by the director of educational programmes in consultation with you. It is also possible that you propose the faculty supervisor in consultation with the director.

The faculty supervisor knows what will be expected of him/her and will be willing and able to take on his/her tasks, so do not hesitate to ask for his/her help.

What is the purpose of the faculty supervisor?

The faculty supervisor is the subject expert in the field where you are employed and is very familiar with the daily comings and goings of the faculty. He/she is the person you can ask questions relating to actual subject matter (for example, whether the course material is of an appropriate level for the target group) or regarding organizational aspects of teaching in your faculty or educational programme (such as the rules covering exams), or education policies or the education plans (including any changes) of the faculty or programme.

The faculty supervisor can also give feedback of a substantive nature on tests or assignments prepared by you. For example, he/she can attend one or several lessons given by you and suggest improvements and provide tips based on his/her expert knowledge of the subject in question.

What form will the supervision take?

The exact nature of the supervision by the faculty supervisor will depend on the agreements between you and the supervisor him/herself. In daily practice, the supervision may consist of a combination of formal and more informal contacts.

However, the faculty supervisor will in any case be involved in the process of approving the UTQ plan and laying down the UTQ agreement and also with certain test assignments.

Time available for supervision

It is up to the faculty/ programme to which you belong to decide how much time the faculty supervisor has available for the purpose of supervising a course participant. As a guide, the Educational Services suggests at least ten hours. The minimum number of hours that is formally available for the supervision of a participant will be laid down in the UTQ agreement. As already mentioned, parts of the supervision will be on an informal, colleague-to-colleague basis (you will meet and talk to each other during regular staff meetings, for example), which means that in practice the guidelines will not be applied so strictly.

4 The Portfolio. Collecting and assessing evidence.

4.1 Introduction

The main purpose of the UTQ track is to properly prepare you for your teaching duties. The main focus of the entire track is the development of competencies in relation to developing teaching, implementing teaching, testing and assessment, organizing and coordinating teaching, evaluating teaching and shaping your own professional development. These competencies are formulated by the three Dutch Technical Universities and they are listed in Appendix I.

At the end of the track, you will be able to prove these competencies. The method that has been chosen for this is the portfolio method. This chapter deals with this method in greater detail.

The concept of a portfolio comes from the world of art and architecture. Artists and architects collect depictions of their own work, as well as reviews and articles, in large folders which they can then show to potential clients. The use of portfolios has become more widespread in recent years in education. The portfolio is therefore a kind of *personal folder in which you collect products that show that you have attained a particular level of competency and in which you describe your personal development on the basis of these products.*

In summary, a portfolio is an instrument for describing and verifying the development of competencies. As making the products is part of your teaching duty, creating them is a useful exercise and experience in a realistic context. The reflections serve to enhance your ability to deal with your own professionalism and the testimonials represent valuable performance feedback.

With the UTQ track every participant is given a personal Blackboard site that is designed as a portfolio. The site offers the option of listing the evidence according to its significance, or in relation to the competency structure. You will load the portfolio with evidence as the UTQ track progresses.

4.2 General demands for portfolio

The portfolio you will make for proving that you meet all the competences, consists of different parts:

- Evidences: materials you make yourself;
- Validations: a statement on your qualities as a teacher by a colleague;
- Reflections: a personal report in which you look back on what you did and what you will do in a similar situation in the future.

To make sure that the assessors can form a good impression on your qualities as a teacher, each of these documents should meet certain criteria.

Evidences

Your portfolio will contain many evidences, each showing your level of competence on one or more assessment criteria. All evidence should:

- contain an instruction for the reader (what can be found where, how should the reader interpret what is shown/written, how does it relate to which assessment criterion)
- have a logical argumentation for each choice made (including references to didactical principles and/or theories)
- not be older than 3 years

Validations

Some of your evidences will be in the form of a validation: a written statement of a colleague, boss or educational advisor, in which they express their opinion on how well you master a

specific competence. You can ask a colleague to write a validation for you, including the topic of the validation (like how you teach, how you cooperate etc).

A validation should

- contain the name and title of the author
- the (working) relation between the author and you
- a short description of the situation
- the writer's opinion on a limited number of specific points in your behaviour as a teacher (e.g. how you cooperate, how well you teach etc)
- specific examples that back up the writer's opinion

Reflection

Teaching is all about learning, not only of the students, but also of you as a teacher. One of the prerequisites of being a continuous learner is that you look back on what you have done, think about the results and specify concrete intentions for what you will do in the future. This is what we call reflection. As this looking back on and think about your own behaviour is so important for being a good teacher, a reflection is part of almost every assignment for the UTQ.

A good reflection:

1. is **personal**, written from the **I-perspective**.
2. describes a **concrete situation** in your own words
3. **analyses and defines** the situation by using **didactical statements and theories**
4. gives a clear **distinction** between what according to you **went well** and what **didn't go well**, including an **explanation** why you think so
5. explains the **relation** between the circumstances, your own behaviour and the results of your own behaviour
6. gives **concrete intentions** how you will act in the same situation in the near future

Some more explanation on reflection can be found in appendix II.

Gathering evidence for proof of competency

In your portfolio you will gather proof for each UTQ competence. In chapter 5 you will find a paragraph on each competence and ideas for evidence and assignments.

Completing the portfolio

The verification procedure used for the portfolio assessment is described in the UTQ regulations of the 3 TUs (see Appendix III 3TU Verification Procedure'). Below is a concise description of the step-by-step plan.

1. The participant decides in consultation with his/her portfolio supervisor whether the portfolio is ready.
2. When the portfolio is ready the UTQ coordinator starts the assessment procedure.
3. The UTQ coordinator creates a portfolio committee.
4. The members of the portfolio committee receive the *Portfolio Assessment Handbook*.
5. The UTQ coordinator grants the members of the portfolio committee access to the participant's digital portfolio.
6. The participant receives the result from the committee after a short period of time. There are two possibilities here:
 - a. If the result is positive, the participant receives the UTQ certificate.
 - b. If the result is negative (i.e. portfolio has been judged to not be of the required standard) the participant is given more time to improve the portfolio.

4.3 Assessment of the portfolio

Introduction

The assessment of the portfolio takes place at two levels:

1. The general impression the portfolio makes
2. The assessment of the development of the competencies of the candidate.

The committee will first form an initial impression of the content of the portfolio and then, with the help of specific criteria, make their assessment of the development of the competencies of the candidate.

The general impression of the portfolio: evidential factors

The general impression of the portfolio is part of the overall assessment. It involves the use of *evidential factors*.

Evidential factors⁴

Authenticity:	is the evidence an accurate representation?
Up to date:	does the evidence reflect the present-day level of competence?
Relevance:	does the evidence cover the most important elements of the competencies?
Intensity:	over what period of time have the competencies been developed?
Variation:	how great is the variation in contexts and can any of the competencies be transferred?

The questions below are derived from the evidential factors; they give the participant an insight into how a committee will form a general impression of the portfolio and the evidence.

- Does the portfolio include a **description of activities and products**?
These descriptions are assessed in more detail at a later stage with the help of fixed criteria (see this chapter). In more general terms, attention should be paid to the following:
 - Does the portfolio have an overall coherent appearance?
 - Is the information in the portfolio recent?
 - Is the portfolio sufficiently selective?
 - Is there a balance in the diversity and nature of the items that have been included (e.g. items made by the participants themselves, by others; from the learning process or student results from of the learning process), so that a more objective assessment of the conduct of the teacher can be made?
- Does the portfolio contain **validations**?
- Does the portfolio contain **self-reflections**?

Applying the assessment criteria

As well as gaining a general impression of the portfolio and the evidence, the committee will assess the evidence in terms of its content and depth.

The assessment criteria for evidence are listed in the following chapter. The committee does not apply the assessment criteria as a checklist: the list of criteria is actually more like a list of areas for attention that serve as a guide to assessing the evidence.

⁴ E. Driessen, D. Beijaard, J. van Tartwijk and C. van der Vleuten (2002). *Portfolio's. Hoger Onderwijsreeks*, Wolters Noordhof BV. Groningen.

5 UTQ competences and assessment criteria including ideas for evidence and assignments

5.1 Introduction

This chapter considers how you can prove you have mastered the UTQ competences. Each paragraph starts with the specification of the competence and the corresponding assessment criteria. These criteria will help you to select evidence for your portfolio. To put you on the way, a few examples of products you may include in your portfolio are listed. Each paragraph also includes an assignment. If you carry out this assignment well, you have proved the competence and met the assessment criteria. However, these assignments are not obligatory: you may choose to prove your competencies by doing the assignments or you may prove them in any way you feel is appropriate. You can discuss your ideas on evidence with your portfolio supervisor.

Please keep in mind that next to evidences, you also have to use validations and reflections to prove the competences. If suitable, add suggestions for future improvement as well.

In all cases we advise you to evaluate your work through self-assessment on the basis of the assessment criteria. You can also have your work evaluated by colleagues, faculty supervisor, portfolio group members or portfolio supervisor, using the same criteria.

5.2 Competences: ideas for evidence and assignments

Competence 1: Developing teaching

Competence	Assessment criteria
<i>Developing teaching; the lecturer can:</i>	<i>The product(s) show(s):</i>
1. (re)develop a course using specifically formulated learning objectives	SMART formulated objectives and their relation to the competencies of the degree program
2. develop effective, efficient and active learning methods and also choose and/or develop suitable study materials in order to achieve the learning objectives	A justified alignment between objectives, instructional methods and assessment. The effectiveness of the instructional methods to <ul style="list-style-type: none"> ▪ transfer the disciplinary knowledge and skills ▪ motivate en stimulate students
3. take the teaching context of the institute/faculty into account.	How the course is embedded in the curriculum as a whole. The relation between the course and <ul style="list-style-type: none"> ▪ other courses in the same year / semester ▪ the pedagogical principles and learning themes of the degree programme The relevance of the chosen subject matter in the course and the connection with the academically context.
4. take the entry levels of the students into account	Complete and relevant descriptions of how in teaching the entry level of the students is addressed.
take the specific pedagogical requirements of the discipline into account.	A relation between subject matter, instructional methods, future field of occupation and/or field of research
5. demonstrate a relationship between the content of the course components he/she teaches and the academic research performed in his/her discipline.	A good connection between the teaching and ongoing research

Examples of items of evidence:

- A course plan including learning objectives, study tasks, etc.
- Justification of the choices that have been made
- A digital learning environment
- All kinds of course material:
 - Online assignments
 - Course guide/prospectus
 - Syllabus/book
 - Project guide
 - Project assignment
 - Handbook for project supervisors
 - Introductory presentation for project launch meeting
- A description of the participant's subject field in relation to the programme he/she is following in terms of competences and professional profile
- A description of the teaching organization principle of the programme that is used and the consequences this has on the participant's own teaching
- Reflection on the final design and the design process
- Etcetera

You may also choose to prove the competence by doing the assignment.

Assignment:

Design a new, or redesign an existing, course in which *you are the responsible teacher*, and which exists of *six sessions minimal*.

To (re)design a course it is advisable to use a systematic design methodology. In one of the UTQ-courses '*course design*' a possible route map for course design is presented. This route map, based on the ADDIE-model, consists of five intermediate stages.

The end product(s) meet the assessment criteria for the competencies mentioned above

Activity 1:

In this assignment you will (re)design a course by following the intermediate stages ('steps') mentioned below. This is a selection of the stages of the above mentioned ADDIE-methodology.

Step 0: Determine the conditions of your course design:

- Time: EC's, teacher hours, contact time
- Other: SA's commitment, including other teachers, etc

Step 1: Analysis (of the context / starting situation)

- To which competencies of the degree programme should the course contribute?
- What is the place of the course in the curriculum? (pre-knowledge, preparation for...?)
- Who is the audience and what features do the students have?
- To which learning themes does the course contribute?
- What organization form should be considered? (influence on planning, teaching methods, assessment method)

Step 2: Design (blueprint)

- What are the learning objectives that students should achieve?
- How do you measure whether learning objectives have been achieved? (*general* assessment plan, a detailed assessment plan is part of competence 3)
- What content is covered in the course? (subject matter)
- What teaching methods will you use (lectures, tutorials ...)?
- How is the distribution of subjects over time, including the central theme? (planning)

Step 3: Realization / Production

- Analysis and selection of study material (articles, book, PowerPoint-slides).
- Description of the meetings in more detail; activating elements, assignments, etc.
- Description of activities between the meetings (homework, assignments, method for feedback).
- Make the course design *transferable*: i.e. make it as concrete as possible in such a way that your colleague, who might have to take over your course, is able to execute this design with limited preparation.

Activity 2:

- Justification of the design: give arguments for chosen content and instructional methods.
- Clarify the relation between objectives – methods and ideas about assessment.
- Reflect on the final design and the design process

Total size: 4 to 6 pages and possible supplements e.g. an assignment, slides, link to Blackboard site.

Total time: Approximately 55 hrs

Competence 2: Teaching

Competence	Assessment criteria
<i>Teaching; the lecturer can:</i>	<i>The product(s) show(s):</i>
1. provide insight into the formulated learning objectives or competences	A true reflection of the objectives in teaching, in such a way that the objectives are clear for the students
2. use the formulated learning objectives and the students' entry levels to choose effective and efficient teaching methods and offer suitable study materials.	Use of instructional methods and material to <ol style="list-style-type: none"> a. achieve the objectives b. motivate and stimulate students to learn c. relate to the specific qualities of the students
3. motivate students to interpret and design their own learning process	Stimulation of initiative, independence and autonomy of students
4. use technical aids in a pedagogical suitable manner.	Mastery and effective use of technical aids
5. supervise groups and individual students and give them effective feedback during the learning process	That students in several different learning situations are <ul style="list-style-type: none"> ▪ given feedback in a proper manner ▪ motivated, activated and that their own responsibility is stimulated ▪ treated with respect
6. assess the learning process of groups and individual students.	Insight in the process of learning of the students and good guidance by the teacher
7. support students in their development of academic skills	The significant contribution to the achievement of academic skills of students

Examples of items of evidence:

- Reflections of the participant's own teaching of the course and where the participant's own contribution is mentioned
- A lesson plan
- An evaluation by one or more students of the course
- Suggestions for future improvement
- Video recordings
 - Video recording (DVD, internet) of the lesson (lecture or similar)
- Representation of the supervisory activities
 - Supervision plan for graduating student/intern
 - Timetable of graduation process (of student)
 - Feedback on progress of student
 - Reflections on the supervision given to the participant, where the supervisory aspects are dealt with in detail
 - An evaluation / reflective report by a student or group of students who has/have received supervision.
 - etc

You may also choose to prove the competence by doing the assignment.

Assignment:

The evidence for the competence 'Teaching' consists of 3 parts:

- part I: a lesson plan,
- part II: implementing a course,
- part III: supervising students.

The end product(s) meet the assessment criteria for the competence mentioned above.

Part I: Teaching and reflecting on a lesson

Activity 1: a lesson plan

Develop a lesson plan

Enclose a short description of the context of the lesson:

- the course concerned
 - the students' discipline, background, foreknowledge
 - the preparation you expect from your students
- Make a lesson plan; a detailed plan for one specific lesson (min 2 hrs) for the course you are teaching (see example below). In this schedule you should at least include:
- the learning objectives of the lesson
 - a time schedule of the activities during the lesson
 - the different educational functions during the lesson, including the relevant activities of both you as a teacher as well as the students.
- Make the lesson plan *transferable*, i.e. make it as concrete as possible in such a way that your colleague, who might have to take over your course, is able to execute this design with limited preparation.
- Justify your plan: give arguments for design choices, relate instructional methods to learning objectives and relate methods to the motivation and stimulation of students.

Possible format of a lesson plan:

Time	Teacher activity	Function	Students activity	Extra information

Total size: 2 to 4 pagers and possible supplements (e.g. an assignment, slides for lecture, etc.)

Total time: Approximately 5 hrs

Activity 2: Implementing the lesson plan.

You have two options to accomplish this activity:

Option A:

- Make a video recording of this lecture, in which you at least show the first and last 15 minutes of the lecture. In the recording you show how you use different instructional formats, teaching materials and how you make use of technical tools.
- After the lesson you watch the recording and write a reflection report.
- Add the recording and your reflection to your portfolio.

Total size: reflection 1 to 2 pages + recording

Total time: Approximately 3 hrs

Option B:

- Ask an employee of the Educational Services (via your portfolio supervisor) to assess your lecture. Write a reflection report of the lecture (how did you do?).
- Discuss the lecture with the assessor, including his/her assessment report (with his/her judgment) and your reflection report.
- After this discussion the assessor will report the most important findings of the discussion and will hand over a summary report.

Total size: 2 to 4 pages (assessment report and reflection)

Total time: Approximately 3 hrs

Part II: Implementing a course

- Write a reflection report on teaching a course. Preferably this lecture is part of the course in assignment 1: competence 'developing education'
- In this reflection report you reflect on the instructional methods, your role as a teacher, the learning process of the students, etc. (the organization of the course will be covered in competence 4).

Total size: 3 to 5 pages

Total time: Approximately 3 hrs

Part III: Reflection of supervising student(s)

- Describe a case in which you have supervised one or more students for a longer period. In this description you should at least include:
 - o a sketch of the situation (when, context, etc);
 - o a supervision plan, including:
 - your vision regarding the supervision of students and what you see as your tasks during the supervision process;
 - an outline of planning your actions. First meeting – meetings in between – last meeting.
 - o how you actually have supervised the student(s) (include a few specific examples of what you have said and/or done in relation to student behaviour)
 - o feedback of the supervised students on your role as a supervisor.
 - o a reflection report on the process, your own actions as a supervisor and the feedback from the student(s).

Total size: 3 ½ - 5 ½ pages

Total time: Approximately 4 hrs

Competence 3: Testing and Assessment

Competence	Assessment criteria
<i>Testing and assessment; the lecturer can:</i>	<i>The product(s) show(s):</i>
1. design a test plan, including assessment criteria and, using this, develop tests to check whether the students have met the learning objectives sufficiently well.	Responsible assessment: <ol style="list-style-type: none"> a. congruence between assessment method, content, objectives and activities in a course b. the assessment meets the quality requirements: validity, reliability and transparency
2. use student test results to assess whether learning objectives have been achieved	A responsible grading of the results of learning of groups and individual students, based on beforehand formulated criteria and cutting score
3. analyse test results and draw conclusions on the quality of learning, teaching and testing	An elucidation and justification of the used method for analysis and an analysis of the assessment with conclusions about the quality of the assessment and the teaching methods and material.

Examples of items of evidence:

- Test and assessment plan including:
 - assessment matrix
 - Examination
 - Assessment criteria
 - Weighting
 - Etc

You may also choose to prove the competence by doing the assignment.

Assignment:

Finishing a course often happens by means of an exam. The ideal test is constructed in such a way that it really checks whether the student has reached the learning objectives sufficiently. An assessment plan is an excellent tool to accomplish this.

The end product(s) meet the assessment criteria for the competence mentioned above.

Activity 1: develop a test matrix

Make an assessment matrix (preferably for the course you designed for competence 1 'developing education') and include the following components:

- a description and a justification of the chosen test method (related to the learning objectives and instructional methods), the weighting and the cutting score.
- a test matrix
- the test and corresponding assessment criteria

A possible format for an assessment matrix:

Learning objectives	Question/ assignment format (mc, essay)	Level (knowledge, insight, application)	Total points	Percentage of total score

Activity 2: analysis of the assessment results

- Judge and analyze the learning results of the students.
- Determine the results of the exam
- Describe the way you judged the students and the acquired assessment results (rates, spreading, percentage of passes)

- Analyse the exam with regard to the acquired assessment results (related to the learning objectives), and formulate suggestions to improve the exam.
- Reflect on how you judged the students, the assessment results and the exam analysis, and relate the exam results to the content and activities of your course (learning objectives, instructional methods, etc.).

Total size: 2 - 2 ½ pages + test + assessment criteria

Total time: Approximately 7 hrs

Competence 4: Organizing and Coordinating teaching

Competence	Assessment criteria
<i>Organizing and coordinating teaching; the lecturer can:</i>	<i>The product(s) show(s):</i>
1. work in a team (e.g. course committees, semester/annual meetings) to agree on activities and to collaborate with colleagues.	Participation in meetings related to the degree program: <ul style="list-style-type: none"> ▪ Constructive contribution ▪ Fulfil agreements made ▪ Include a proportion of the work
2. plan teaching materials, exams, integration of administrative tasks and completion of teaching activities so they are logistically feasible and are implemented on time.	A realistic plan in which actions / milestones, timelines, responsibilities and required recourses and facilities are included
3. describe university and faculty regulations that are relevant to the teaching process, such as the Course and Examination Regulations (OER) and the role of relevant bodies, such as the Board of Examiners, Board of Studies and the department administration.	Knowledge of the relevant university and faculty regulations and the role of relevant agencies and the relationship with the own role in the degree

Examples of items of evidence:

- Description of education committees
- Description of education regulations
- Reflections on experiences with competency-related matters.

You may also choose to prove the competence by doing the assignment.

Assignment: Organizing and Coordination teaching

As a teacher you have, besides designing education and teaching, the responsibility for organizing your education well. And probably you will have to participate in a committee or other educational body. This assignment is about how to organize and coordinate education.

The end product(s) meet the mentioned assessment criteria for the competence.

Activity 1: participation in educational committee

- Describe an educational committee in which you participate(d), e.g. a commission for quality control, for course development, a chair meeting etc. Define the function/purpose of this body, the division of activities and describe your own specific contribution.
- Reflect on your contribution to this body and the resulting activities you had to do.
- Next, ask a fellow-member to give feedback on your role as a participant: what did you do well and what might be improved? Give your reaction to it. Formulate conclusions and recommendations.

Total size: 2 - 3 pages (description, feedback, reflection and conclusions)

Total time: Approximately 4 hrs

Activity 2: planning a course

- Construct a realistic planning for a course which shows: actions to be taken/ milestones for the course (*what?*), division of tasks (*who?*), in time (*when?*), and the necessary aids and facilities (*how?*).
- Reflect on the implementation of your education regarding the organizational aspects, e.g. was it realistic (in time), complete, supportive?

Total size: 3 - 4 pages

Total time: Approximately 3 hrs

Activity 3: educational regulations of university and faculty

- Describe (min.3) relevant educational regulations of university and faculty, and the role of relevant committees, e.g. the Course and Examinations Regulations, the Board of Examiners, Board of Studies and the department administration.
- Explain the relation of these regulations and committees to your education.

Total size: 3 - 4 pages

Total time: Approximately 3 hrs

Competence 5: Evaluating Teaching

Competence	Assessment criteria
<i>Evaluating teaching; the lecturer can:</i>	<i>The product(s) show(s):</i>
1. compile an evaluation plan, implement and analyse the evaluation results and draw conclusions about his/her teaching quality.	Alignment between purpose and approach to the evaluation and a complete description of the results and conclusions. In addition a retrospective on the process and results of the evaluation
2. formulate and implement enhancements that have been recommended for both teaching processes and products	Specific plans for the own teaching activities based on results of evaluation and analysis of assessment results

Examples of items of evidence:

- Evaluation plan including:
 - Method of data collection from various sources
 - Justification of the methods
- Analysis of evaluation results and conclusions based on the analysis

You may also choose to prove the competence by doing the assignment.

Assignment:

Good teachers do not only take care of the design and the implementation of teaching, but also strive for continuous improvement of their own education. This means that they reflect/evaluate on their activities, the results of their activities, and how these can be improved.

- Make an **evaluation plan** (preferably for the course you designed for competence 1 'developing education') which should at least contain:
 - a. The purpose of evaluation
 - b. A clear research question for your evaluation
 - c. A description and justification of the evaluation methodology you used
- Construct the **evaluation instruments** required for this evaluation and add them to your portfolio
- Execute the evaluation and add the results to your portfolio.
- Analyse the evaluation results and draw conclusions on the quality of the education, based on this analysis.
- Formulate intentions to improve your education, based on the evaluation and analysis.
- Reflect on the evaluation plan: was it the right method for your purpose?

Total size: 3 - 4 pages + evaluation questionnaire + evaluation results

Total time: Approximately 10 hrs

Competence 6: Professionalization

Competence	Assessment criteria
<i>Professionalization; the lecturer can:</i>	<i>The product(s) show(s):</i>
1. acquire an understanding of developments in the pedagogical aspects of higher education and also apply them in such a way that the methods used match established learning objectives or competences.	Alignment between literature and innovative educational products and methods to the learning objectives
2. reflect on his/her own work and the students' work, and is aware of any problem areas in the way he/she performs.	Reflection on competencies. The reflections contain a <ul style="list-style-type: none"> ▪ description of choices made and ▪ justification of the choices made and ▪ description of the own learning results
3. reflect on his/her own performance and then formulate resolutions to improve activities and personal objectives relating to professional development.	Intentions regarding the own professional development in which concrete proposals and action points are incorporated for: <ul style="list-style-type: none"> ▪ own professional development ▪ improvement of education

Assignment

Teaching is all about learning: not only of the students, but also of you as a teacher. Being a continuous learner requires that you look back on what you have done, think about the results and specify concrete intentions for what you will do in the future. If you have executed all other assignments well, including reflections and your intentions for future improvements, you have shown that you are working on your professionalization.

To prove that you master competence 6 completely we ask you to do the following assignment: Write a reflection report of 2 - 3 pages about your UTQ-project. In this report you should describe at least the following:

1. Compare your learning objectives (see self assessment form) with what you feel you have learned from this project; describe the similarities and differences
2. The activity plan: which parts of the activity plan did you execute according to plan and which not; explain why you diverted from your plan
3. What are the (at least three) most important things you have learned from this project
4. Combine your vision on teaching and being a teacher with what you have written at 3; what are your intentions regarding your future teaching (e.g. how will you design your course, how will you teach etc)
5. How are you going to keep improving your teaching skills (and didactical knowledge) in the future?

Total size: 2 to 3 pages

Total time: Approximately 4 hrs

Appendix I: UTQ Competences

Developing teaching; the lecturer can:

1. (re)develop a course using specifically formulated learning objectives
2. develop effective, efficient and Active learning methods and also choose and/or develop suitable study materials in order to achieve the learning objectives
3. take the teaching context of the institute/faculty into account.
4. take the entry levels of the students into account
5. take the specific pedagogical requirements of the discipline into account.
6. demonstrate a relationship between the content of the course components he/she teaches and the academic research performed in his/her discipline.

Implementing teaching; the lecturer can:

7. provide insight into the formulated learning objectives or competences
8. use the formulated learning objectives and the students' entry levels to choose effective and efficient teaching methods and offer suitable study materials.
9. motivate students to interpret and design their own learning process
10. use technical aids in a pedagogical suitable manner.
11. supervise groups and individual students and give them effective feedback during the learning process
12. assess the learning process of groups and individual students.
13. support students in their development of academic skills

Testing and assessment; the lecturer can:

14. design a test plan, including assessment criteria and, using this, develop tests to check whether the students have met the learning objectives sufficiently well.
15. use student test results to assess whether learning objectives have been achieved
16. analyse test results and draw conclusions on the quality of learning, teaching and testing

Organizing and coordinating teaching; the lecturer can:

17. work in a team (e.g. course committees, semester/annual meetings) to agree on activities and to collaborate with colleagues.
18. plan teaching materials, exams, integration of administrative tasks and completion of teaching activities so they are logistically feasible and are implemented on time.
19. describe university and faculty regulations that are relevant to the teaching process, such as the Course and Examination Regulations and the role of relevant bodies, such as the Board of Examiners, Board of Studies and the department administration.

Evaluating teaching; the lecturer can:

20. compile an evaluation plan, implement and analyse the evaluation results and draw conclusions about his/her teaching quality.
21. formulate and implement enhancements that have been recommended for both teaching processes and products

Professionalization; the lecturer can:

22. acquire an understanding of developments in the pedagogical aspects of higher education and also apply them in such a way that the methods used match established learning objectives or competences.
23. reflect on his/her own work and the students' work, and is aware of any problem areas in the way he/she performs.
24. reflect on his/her own performance and then formulate resolutions to improve activities and personal objectives relating to professional development.

Appendix II

Reflection

Reflection means that you look into the mirror to become well aware of how you operate, which choices you make, which skills you use and how that feels.⁵ After realising this, you can form an opinion about the result of your actions: is it in accordance with your original goal and what do you think about the results? As a final step you can state intentions about what you are going to do (different) in the future. Very often this looking back on your actions and the result of that action, leads to different actions in the future. Reflection is thus, in a way, a means to overcome the next pitfall:

“If you always do what you have always done, you will always get what you always got⁶”.

Reflection can be done according to the reflection circle of Korthagen (Korthagen, 1982, 1992).

The first phase is **action**, doing something concrete. With this we mean intentional action: first think about what you want to achieve, and then think about alternative actions, followed by a choice for one alternative.

The second phase is **looking back**. In this phase you describe what you said and/or did, as concrete as possible. Furthermore, you give the results of your actions, which in most cases is the action of other people. You then describe how you responded to this reaction.

The third phase is **realisation**: think about why you said/did what you said/did, what is the relation between the students’ reactions and what I did (both before as well as after the students’ reactions). If possible this phase gives an explanation of the reactions between you as a teacher and the students.

The fourth phase is **developing alternatives**. You think about alternative ways of responding in the same situation, including a possible reaction by the students. Like: “if I would do this, then what could happen?” From these alternatives you chose the best option and write it down as specific as possible.

The fifth phase is the **actual execution** of this chosen alternative, which is in fact phase 1 of the next cycle.

The reflection circle can be depicted as follows:

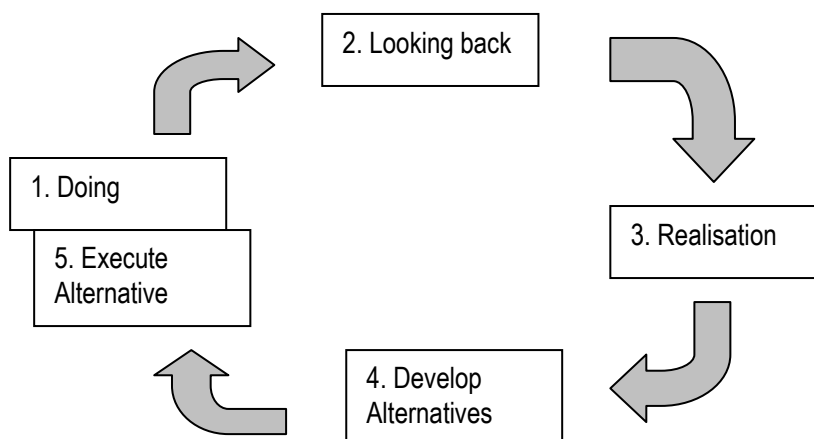


Figure 1: Reflection Circle by Korthagen (Korthagen, 83.)

⁶ From: *Leren en doceren in het hoger onderwijs, H16 reflecteren op onderwijs*, (Kallenberg e.a., 2009)

Appendix III

3TU. University Teaching Qualification (UTQ)

The 3TU UTQ verification procedure

3TU UTQ project group, June 2007

There are two committees in the 3TU UTQ verification procedure.

The portfolio committee is responsible for the actual assessment of the portfolios of the participants. The verification committee plays a quality assurance role with regard to the verification and assessment. A description of the both committees and the procedure is given below.

The 3TU UTQ Portfolio Committee

Introduction

This document contains the UTQ verification procedure for the three TUs (universities of technology). It is the result of close collaboration between HRM advisors, managers and didactical advisors from the three TUs. The first part describes a step-by-step plan for the verification procedure, and this is then followed by a description of the various committees. The third and final part describes the basic structure of a pilot scheme for the introduction of the verification procedure.

The step-by-step plan is aimed at all future UTQ participants – teachers, including those who are new to the profession, who are taking part in a didactic training track in which they are coached in putting together the portfolios with which they ultimately hope to gain their UTQ qualification.

1. Step-by-step plan for the 3TU UTQ verification procedure

This step-by-step plan starts at the moment that you and your portfolio supervisor have decided that the portfolio is ready. The step-by-step ends with the award (or not) of the UTQ certificate.

Step 1. You decide in consultation with your portfolio supervisor that the portfolio is ready.

Step 2. When your portfolio supervisor believes that the portfolio contains sufficient evidence of the required standard, he/she reports to the UTQ coordinator that the verification procedure can be started for you.

Step 3. After the request has been made for the verification procedure to be applied, the UTQ coordinator puts together a portfolio committee (see *Committee Membership*).

Step 4. If any of the approached candidates is not willing participate in the portfolio committee, alternative members will be sought.

Step 5. The members of the portfolio committee receive the *Handleiding Beoordeling Portfolio* (Portfolio Assessment Handbook). The handbook includes the verification procedure, the assessment criteria and the portfolio procedure. The background to the UTQ and a vision of good teaching are also included, and an answer is provided to the question ‘*What is Assessment?*’ In addition, the members are also informed about the other members of the committee.

Step 6. The members of the portfolio committee gain access to your digital portfolio.

Step 7. The members of the portfolio committee have a maximum of three weeks to assess the portfolio after being granted access to it. The individual assessments by each of the members will be given in a brief assessment report (about one A4) and then put forward to the other members of the committee. The members will then consult with each other with the findings of each member being discussed and compared, before an overall assessment is agreed upon.

Step 8. Within four weeks of having been granted access to the portfolio, the portfolio committee will inform the UTQ coordinator in writing of its findings, who will in turn inform you and your portfolio supervisor.

Step 9. If the portfolio committee is unable to reach a consensus, or if it makes a negative assessment with which you do not agree, the portfolio is put before the 3TU verification committee which will bring out a binding verdict within four weeks.

Step 10. If a negative assessment is made the first time and you accept this, you will be given the opportunity to modify the contents of the portfolio within three months. Within this period of time, you may hand in your improved portfolio to the portfolio committee for a second time. If it is again rejected, you will not receive the UTQ certificate, as portfolios may only be modified once.

2. Committee Membership

The proposed verification procedure entails two committees: the portfolio committee that determines whether the portfolios of individual participants are of the required standard, and the 3TU verification committee, which has a monitoring role.

The **portfolio committee** consists of:

1. a didactics expert from a service department, the faculty of the participant, or another faculty (but not the portfolio supervisor of the participant);
2. the director of education or a delegate from the participant’s director of education;
3. an independent third person from another faculty or another university (such as one of the other TUs).

The primary function of the portfolio committee is to assess the portfolios of the UTQ participants.

The 3TU UTQ Verification Committee

3TU UTQ project group UTQ, 4 October 2007

This document is an addition to the one entitled 'The 3TU UTQ Verification Procedure', which contains a proposal for a verification procedure involving a multi-stage system with two committees:

1. the **portfolio committee**, consisting of a didactics expert, a director of education and an independent third party, which has the primary task of assessing the portfolios of UTQ participants;
2. the **3TU verification committee**, consisting of representatives from each of the three TUs, the primary function of which is to monitor the quality requirements of the UTQ certificate.

This document deals mainly with the composition and the procedures of the latter committee.

The tasks of the 3TU UTQ Verification Committee

In order to fulfil its primary function (monitoring the quality requirements of the UTQ certificate), the committee has the following tasks:

1. providing an independent and binding assessment of portfolios about which the portfolio committee has been unable to reach an agreement;
2. providing an independent and binding assessment of portfolios in cases where the participant does not agree with the assessment of the portfolio committee;
3. conducting random quality checks of the portfolios of successful participants;

In order to be able to carry out these tasks successfully, the committee requires a kind of Education and Examination Regulation (OER) and Rules and Guidelines. In this document an inventory has been drawn up of the questions to which answers should be available. The next step includes details of desirable answers, while in the final step the answers should be formulated in the correct legal terms.

The committee

- in order to come to a carefully considered opinion, the committee should consist of enough members, but not too many, and preferably an odd number. We believe seven to be about right – two from each university (i.e. three directors of education, three didactics experts, and perhaps a 3TU UTQ coordinator);
- in order not to overload the committee, there will be a quorum of three members;
- the committee members should be experts in the field of education, but should first and foremost be widely acknowledged on account of their integrity;
- the members elect their own chairman;
- membership is in principle for two years, for the sake of continuity;
- of the first members, about half will leave after two years, and the other half after three years;
- membership may be extended;
- the members of the committee will be appointed by the Administration of the 3TU Graduate School;
- in general, the committee will address the proposals twice a year;
- possible reasons for extra meetings include appeals and requests for settlement of disputes.

Committee support

- the committee is supported by a secretary, preferably the 3TU UTQ coordinator;
- the committee will get its own P.O. Box and e-mail address to which documents may be sent;
- the secretary will be responsible for:
 - o registering incoming items;
 - o storing decisions that have been made, including argumentation;
 - o registering certificates that have been awarded;

- planning and preparing meetings;
- distributing documents that will be needed at meetings;
- publishing annual reports.
- it is estimated that these tasks can be performed by 0.1 FTE;
- the committee has its own budget.

Decision-making

- decisions will be taken on a majority of votes;
- at least three members must be present;
- all members (including those who are absent) must vote in writing.

Arbitration (in cases where the portfolio committee has been unable to reach an agreement)

- arbitration is requested by the local UTQ coordinator following a report from the portfolio committee;
- the committee will arbitrate and announce the result within four weeks;
- the committee will assess the candidates on the basis of their portfolio;
- for the purposes of the assessment, the committee will use the criteria that were made available in advance in the verification handbook [still under development];
- neither the portfolio committee nor the candidate will be seen by the committee;
- the reasons for the final assessment will be given in writing;
- the final assessment (with reasons) of the committee will be announced to the local UTQ coordinator, who will then inform the relevant portfolio committee and the candidate;
- there is no possibility of appeal against the decision of the committee.

Appeal (where the candidate does not agree with the assessment of the portfolio committee)

- the committee will arbitrate and announce the result within four weeks;
- the application must be submitted by the candidate;
- the committee will assess the candidates on the basis of their portfolio;
- for the purposes of the assessment, the committee will use the criteria that were made available in advance in the verification handbook;
- neither the portfolio committee nor the candidate will be seen by the committee;
- the reasons for the final assessment will be given in writing;
- the final assessment will be announced to the candidate and the local UTQ coordinator, who will then inform the portfolio committee;
- there is no possibility of a further appeal against the decision of the committee.

Random checks

- at each meeting, the committee of each university will assess one portfolio. In other words, they will assess a total of six candidates a year;
- for the purposes of the assessment, the committee will use the criteria that were made available in advance in the verification handbook;
- the reasons for the final assessment will be given in writing;
- the final assessment of the committee will be announced to the Administration of the 3TU Graduate School and to the local UTQ coordinator who can, if necessary take action against the portfolio committee;
- if there is a difference of opinion between the portfolio committee and verification committee, the latter will examine possible causes (perhaps through consultations with the portfolio committee) and will make recommendations for improving the method of assessment;

- the candidate him/herself will not be seen or informed by the committee where there is a difference of opinion; the outcome of the consultations between the two committees will have no consequences for the candidate;
- the committee reports annually on its findings to the Administration of the 3TU Graduate School.

Basic criteria

- in all the decisions it takes, the committee will take account of the following:
 - o upholding the quality of education;
 - o effectiveness;
 - o preventing loss of time;
 - o circumstances beyond the candidates' control.

Fraud

- cases of suspected fraud will be registered in writing immediately;
- the committee will set down rules for hearings, appeals, and possible penalties.