

UTQ manual for experienced teachers

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1. Introduction to the University Teaching Qualification

Why UTQ?

By means of a UTQ (University Teaching Qualification) certificate you demonstrate as a teacher that the (university) teaching you provide is of (demonstrably) high quality and that you have the necessary competences to teach in a university environment. The UTQ certificate is recognised by all Dutch universities.

The Executive Board has agreed with the Ministry of Education, Culture and Science that in 2015 45% of the teachers will have a UTQ qualification and this objective has been laid down as a matter of policy.

For you as an experienced teacher employed with the UT this means that you are expected to obtain the UTQ certificate and to demonstrate that you have the required competences in the area of:

- (Re)developing teaching;
- Teaching and supervising students;
- Testing and assessment;
- Organising and coordinating education;
- Evaluating teaching and providing quality assurance;
- Professionalization in the field of education.

What does the UTQ procedure entail for experienced teachers?

Starting point upon commencement is the knowledge, skills and experience the teacher already has. During the trajectory to demonstrate the qualifications, you can - where necessary or desired - make use of training opportunities and personal support to supplement your knowledge and skills in the field of teaching. Expert assistance is provided to get you on your way with your own (learning) questions, solving educational problems or experimenting with for example new forms of teaching or testing.

Ultimately your portfolio will be assessed by an assessment committee.

How much time will it cost?

Starting point is that you can complete the trajectory in 20 to 40 hours, depending on your experience.

How do you demonstrate competences?

By means of a portfolio you will demonstrate that you meet the UTQ competences. Based on an intake interview an educational advisor will give you a tailor-made advice on the most efficient way for you to collect supporting evidence in this context.

Depending on your experience and wishes there will be the following possibilities:

1. Independently

You independently demonstrate the UTQ competences and collect supporting evidence in a UTQ portfolio. During this process you can call on individual support from an educational consultant.

2. Two-day UTQ session (in combination with working on Bachelor reform)

You participate in a two-day UTQ session.

Several times a year Educational Services will organise intensive two-day sessions for experienced staff. During the two-day session under the direction of an educational advisor you will get started with collecting and supplementing the supporting evidence. At the end of the session you will have collected a substantial part of the supporting evidence and will practically be ready for an assessment.

The two-day session is also suitable for working on educational reform. During the session the participants (possibly in groups), under supervision, can work at designing new teaching activities. The material developed in the context of educational reform can be included in the portfolio.

3. Working group (in combination with working on Bachelor reform)

If you work in a working group with fellow teachers on improving your own educational programme and/or educational reform, you can include the material developed in your portfolio. Educational Services can provide support in designing these sessions and, if desired, an educational advisor can attend a session of a teachers' working group and if required provide additional training or support.

4. Competences workshop

Several times a year Educational Services will organise workshops under the direction of an educational consultant which focus intensively on the UTQ competences. The aim of the workshops is to provide support in the (further) development of your competences and to help you to have sufficient supporting evidence at the end of the workshop that can be included in your portfolio.

5. UTQ courses

During the intake or during the work on your portfolio it may become apparent that you lack sufficient command of a specific competence. Of course, as an experienced teacher you can also sign up for the UTQ courses offered by Educational Services. During these courses you will work on developing the competences. For each UTQ competence Educational Services offers a specific course.

6. Combination

Of course you can also opt for a combination of the above possibilities.

2. Procedure

The procedure for the UTQ trajectory for experienced teachers is described below:

1. You can sign up for the UTQ trajectory via:
http://www.utwente.nl/so/od/Cursusaanbod/BKO/Contact_Form_UTQ/
2. You will be invited for an intake interview with an educational advisor of Educational Services. Prior to the intake interview you will send the Educational CV and Self-evaluation (see appendices 1 and 2) completed by you to the educational advisor. (The intake can also take place in a different manner, for example in a group context, if arrangements have been made on this with teachers and the programme director concerned.)
3. You conduct an intake interview with an educational advisor to discuss your Educational CV and Self Evaluation, and also to identify your possible specific learning questions.
4. In the intake interview with the educational advisor you will be given an advice as to an efficient way for you in which to complete the UTQ trajectory. The intended commencement and end date and the variant for completing the UTQ trajectory will be indicated.
This concise proposal will be sent to you, your programme director and HR adviser by mail. If this is approved, you can start your UTQ trajectory.
5. You carry out the UTQ trajectory advised and fill your UTQ portfolio with evidence per competence. You can do this via a Blackboard site.
6. You submit your complete portfolio, containing the material with which you demonstrate your UTQ competences, to the educational advisor. Subsequently you will be invited to an assessment interview.
7. In an assessment interview with an (independent) educational advisor assessor and your programme director it will be determined on the basis of the portfolio whether you meet the UTQ assessment criteria:
 - In the event of a positive assessment you will receive an UTQ certificate.
 - In the event of an insufficient assessment the programme director and the teacher will discuss the further approach to the UTQ trajectory to be adopted. Subsequently you can reapply for an assessment.

For your information: The progress of the UTQ trajectory constitutes a regular component of the annual performance appraisal. HR will continue monitoring the process. The dean – with in his wake the superior – is responsible.

The following facilitation is applicable to this trajectory:

- You are entitled to a maximum of 6 hours of educational advisor supervision in compiling the UTQ portfolio.
- Where possible the faculty (process monitoring HR, implementation faculty educational advisor) will facilitate you by making available quality information (course evaluations, etc.) and, for example, by arranging for a DVD recording of a teaching session given by you.
- Where possible the faculty in cooperation with Educational Services and the programme director will look into how educational reform can be used in a (group) approach to the UTQ trajectory for teachers (consider for example development teams being set up).

3. The Portfolio

3.1 Introduction

The main purpose of the UTQ track for experienced teachers is **to prove and** reflect on the competences in relation to developing courses, teaching, testing and assessment, organising and coordinating teaching, evaluating teaching and shaping your own professional development. These competences are formulated by the three Dutch Technical Universities and they are listed in chapter 4.

To prove the competences teachers have to fill a portfolio with evidence; material which shows that one meets the 6 UTQ competences.

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

You can use 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 competence structure.

3.2 General requirements for portfolio

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

- Evidence: material you made yourself;
- Validation: a statement on your qualities as a teacher by a colleague;
- Reflection: 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.

Evidence

Your portfolio will contain many items of evidence, 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)

Validation

Some of your items of evidence 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.).

Reflection

Teaching is all about learning, not only by the students, but also by you as a teacher. One of the prerequisites of being a continuous learner is that you (explicitly) look back on what you have done, think about the results and specify concrete intentions for what you will improve or continue in the future. This is what we call reflection.

A good reflection:

1. is **personal**, written from the **first-person 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 **did not go well**, including an **explanation** as to 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** on how you will act in the same situation in the near future

Gathering evidence for proof of competence

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

Below is a concise description of the step-by-step plan.

1. The participant decides in consultation with the educational advisor whether the portfolio is ready.
2. When the portfolio is ready the UTQ coordinator starts the assessment procedure.
3. The UTQ coordinator sets up 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. In an assessment interview with the teacher, an (independent) educational advisor assessor and the programme director it will be determined on the basis of the file/portfolio whether the teacher meets the UTQ assessment criteria.
 - a. In the event of a positive assessment the teacher will receive an UTQ certificate.
 - b. In the event of an insufficient assessment the superior and the teacher will discuss the further approach to the UTQ trajectory to be adopted. Subsequently the teacher can re-apply for an assessment.

3.3 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 competences 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 competences 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 factors¹

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 competences?
Intensity:	over what period of time have the competences been developed?
Variation:	how wide is the variation in contexts and can any of the competences be transferred?

¹ E. Driessen, D. Beijaard, J. van Tartwijk and C. van der Vleuten (2002). *Portfolio's. Hoger Onderwijsreeks*, Wolters Noordhof BV. Groningen.

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 overall have a 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 the learning process), so that a more objective assessment of the conduct of the teacher can be made?
- Does the portfolio contain **items of validation**?
- Does the portfolio contain **items of self-reflection**?

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. UTQ competences and assessment criteria

4.1 Introduction

This chapter considers how you can prove that 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 your way, a few examples of products you may include in your portfolio are listed.

Please keep in mind that besides items of evidence, you also have to use items of validation and reflection 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 or a portfolio advisor, using the same criteria.

4.2 UTQ Competences & examples for evidence

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 competences of the degree program.
2. develop effective, efficient and active learning methods and also choose and/or develop suitable study material 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 academic 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.
5. 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.
6. 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 research field in relation to the educational programme he/she is teaching in, in terms of competences and professional profile.
- A description of the teaching organisation 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.

Competence 2: Implementing 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 material.	Use of instructional methods and material to <ul 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 pedagogically 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.	A significant contribution to the achievement of academic skills of students.

Examples of items of evidence:

- Reflection 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 a 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;

- Reflection 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.

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: <ul 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 criteria and cutting score formulated in advance.
3. analyse test results and draw conclusions on the quality of learning, teaching and testing.	An elucidation and justification of the method used 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.

Competence 4: Organization of education

Competence	Assessment criteria
<i>Organization of education; 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 programme: <ul style="list-style-type: none"> ▪ Constructive contribution; ▪ Fulfil agreements made; ▪ Include a proportion of the work.
2. plan teaching material, exams, integration of administrative tasks and completion of teaching activities so that 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	Knowledge of the relevant university and faculty regulations and the role of relevant agencies and the relationship with the own role in the degree programme.

department administration.	
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Examples of items of evidence:

- Description of education committees;
- Description of education regulations;
- Items of reflection on experiences with competence-related matters.

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.

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 be aware of any problem areas in the way he/she performs.	Reflection on competences. 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.

Teaching is all about learning: not only by the students, but also by 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.

Example of items of evidence:

- A reflection report of 2 - 3 pages about your educational experiences.
- List relevant literature that you have read on higher education pedagogics.
- Description of the way in which pedagogic knowledge is applied to your own teaching.
- Innovative teaching products and/or methods.
- Items of self-reflection on your own teaching and on the learning results of students.
- List of intentions with respect to your own professional development.

Appendix 1: 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 programme 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 programme, including minors			
Other Bachelors programmes:.....			
Your own Masters programme			
Other masters programmes:.....			

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: ...			
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3. Subjects you were responsible for as a teacher:

	Course name	Teaching methods ²	Study load Hrs/ EC's	Degree programme and year of teaching
1				
2				
3				
4				
5				
6				

4. Subjects you taught as a (co) teacher:

	Course name	Teaching methods ²	Study load Hrs/ EC's	Degree programme 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: ...			

² See question 2

Appendix 2: 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 material 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 programme you are working for; ▪ knowledge of the competences of the degree programme 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 material <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 pedagogically 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 organisation 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, such 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 be 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; ▪ analyse a recording of your own performance; ▪ design a Personal Development Plan regarding your competences as a teacher (in Dutch: 'Persoonlijk Ontwikkelings Plan (POP) and adjust this over time).Masters 						
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"/>