

4TU UTQ regulations

Delft University of Technology

Eindhoven University of Technology

University of Twente

Wageningen University

Prepared by the 4TU UTQ working group

Last revision: February 2025

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Revised version: June 2024

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1 Introduction

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

This document contains the agreements between the four technical universities (i.e., TUD, TU/e, WUR and UT) on the UTQ, made within the 4TU Federation. The agreements provide a common framework within which each TU arranges its own UTQ.

1.1 National agreements on the UTQ

Dutch national agreements on the UTQ, between the 14 Dutch universities, are in existence since 2008. In 2008, the vice-chancellors of the Dutch universities reached the agreement (see appendix 1A) that the institutes would recognise each other's UTQs, provided that the UTQ programme and assessment meet a number of conditions:

1. The level of the academic lecturer is defined at institute level in the "University Teaching Qualification" regulations.
2. The institute grants lecturers the University Teaching Qualification based on prior assessment.
3. The regulations at institute level meet the defined requirements formulated by the Universities of the Netherlands (UNL) (see Appendix 1B).

1.2 The UTQ regulations in the 4TU Federation

The result of the agreement mentioned above, is therefore that every university has its own UTQ regulations. The Universities of Eindhoven, Delft, Twente and Wageningen (4TU) decided to set up one common set of UTQ regulations for the technical universities. For this purpose, a UTQ working group was created by the 4TU Education Management Committee, with the task of setting up regulations with common basic principles, procedures, and manuals. In addition, a 4TU UTQ Appeals Committee was set up, functioning as an appeal authority and as advisory body. Appendix 2 describes the authority and mode of operations of the UTQ Appeals Committee.

This document presents the 4TU UTQ regulations, consisting of agreements between four TU's on the setup of the UTQ. Under these 4TU agreements, each of the four universities organises its own UTQ programme, whereby the programme for each institute is attuned to its own situation. So, there is certainly also room for differences between the institutes when it comes to the practical implementation of the UTQ (see also Appendix 4). Similarly, it is up to the respective institutes to determine which categories of lecturers are obliged to acquire a UTQ¹. And of course, if they so wish, the institutes can make their own policy in respect of the teaching qualities of lecturers who are not obliged to acquire a UTQ, or for further professionalisation beyond the UTQ etc.

1.3 Organisation of the document

The 4TU UTQ regulations consist of:

- agreements on embedding the UTQ in the HR cycle (Chapter 2)
- teaching competences required of lecturers (Chapter 3)
- requirements for the manner of testing and assessment of UTQ candidates (Chapter 4)

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

- agreements concerning exemptions and dispensations (Chapter 5)

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

2 Embedding the UTQ in the Human Resources cycle

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

2.1 The UTQ as a function requirement

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

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

2.2 Facilitation by the institute

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

Moreover, it is important that the supervisor enables the lecturer to follow the UTQ programme and is given sufficient time and relevant teaching tasks to develop and demonstrate the required competences.

Since 2021, the collective labour agreement¹ states that when the university demands certain professionalisation from lecturers, time to obtain this further professionalisation must be given. This means that when the university has a mandatory UTQ track for lecturers, time must be given to the lecturers to obtain such a UTQ certificate. Estimates for the time spent per UTQ trajectory per university can be found in appendix 4.

2.3 Monitoring / management information

The institutes keep a record of which lecturers have acquired the UTQ and monitor the implementation of the policy.

¹ <https://www.universiteitenvannederland.nl/en/cao>

3 Teaching Competences

The objective of the UTQ is that lecturers acquire the following five teaching competences with their sub-competences as formulated in the 4TU Federation:

1. *Designing or redesigning teaching*

The lecturer can:

- a. explain how the course¹ is embedded in the curriculum or degree programme.
- b. design teaching based on the principles of 'constructive alignment.'
- c. design active, effective, and efficient learning methods and learning materials.
- d. design the teaching with respect to the specific (curricular) characteristics and needs of the students.
- e. design the teaching in a practically and logistically feasible (do-able) way.

2. *Teaching and supervising*

The lecturer can:

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

3 *Assessment*

The lecturer can:

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

4 *Evaluating teaching*

The lecturer can:

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

5 *Professionalization*

The lecturer can:

- a. formulate an own vision on teaching and student learning.
- b. Manage the work as a lecturer and can collaborate in a teaching team.
- c. reflect on the work as a lecturer and on future professional development in teaching.

¹ The term 'course' stands for any substantial and specific part of a university educational programme that the lecturer designs or teaches. This could be a course or a module but also a series of educational meetings.

4 Assessment of UTQ for starting lecturers

4.1 Assessment

To acquire a UTQ, lecturers must show that they possess the competences in question. To do this, the lecturer assembles a dossier¹ according to the directions of the own institute. The material in the dossier does not have to come only from one of the four TU's, but can, for example, also come from relevant tasks in earlier jobs as lecturer, trainer, or coach in other situations. If the Assessment Committee decides that the lecturer possesses a sufficient level of UTQ competences, the lecturer is granted with the UTQ.

4.2 Procedure

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

- Assessment is conducted based on the UTQ dossier assembled by the candidate.
- In the dossier, the candidate reflects on their own UTQ competences, and validates this with examples of products and the opinions of relevant third parties.
- The lecturer aims to include recent material in the dossier. In principle, the documents in the dossier should have originated within the previous five years. However, exceptions to this are possible, but always in consultation and taking account of the applicable circumstances. What matters is the quality of the material.
- An Assessment Committee² is constituted for each candidate. This comprises:
 - a teaching expert (not their own coach if the candidate is supervised by a coach).
 - the Director of Education or a representative of the Director of Education of the candidate.
 - if desired, an independent third person (for example, a teaching advisor) from a different faculty or TU.
- The members of the Assessment Committee are provided with an assessment manual that includes, among other things, the assessment criteria and testing procedures.
- A final judgement is reached by consensus. A final interview with the candidate can form part of the assessment procedure.
- The Assessment Committee qualifies the competences of the candidate as 'competent' or 'not yet competent.' In every case the Assessment Committee provides a written justification. If the competences of the candidate are assessed as 'not yet competent,' advice is included on how the candidate should bring the dossier to the required standards.
- If the Assessment Committee is unable to reach consensus, the Assessment Committee submits the dossier to the UTQ Committee of Appeal. The UTQ Appeals Committee gives a binding decision on the dossier within four weeks. (For the procedure see Appendix 2.)
For WUR: if the committee is unable to reach consensus, the dossier is submitted with argumentation to the UTQ examining board. This board provides a decision to the lecturer. The lecturer can appeal this decision via the WUR Board of Education.
- If a 'not yet competent' is given in the first assessment, the candidate has, in principle, three months to amend the dossier before again submitting it to the Assessment Committee. This time limit can be extended for practical reasons.

¹ A dossier can consist of any form of evidence to prove a competence. E.g., visuals, recordings, teaching materials.

² Since WUR is only one faculty, this assessment is delegated to TLC staff members.

- If the candidate does not agree with a negative assessment by the Assessment Committee, this can be appealed to the Executive Board of the relevant university. The Executive Board requests advice from the UTQ Appeals Committee. The UTQ Appeals Committee gives a binding decision on the dossier within four weeks (for the procedure see Appendix 2). For WUR the Executive Board can request advice from the UTQ examining board.

4.3 Requirement to retain dossiers.

The assessing bodies are required to retain the documents on which the participants are assessed (the dossiers including the Appendices) in accordance with GDPR regulations after the date on which the UTQ is granted.

5 Exemption and dispensation regulations

In certain circumstances, lecturers can be given an exemption or a dispensation from the requirement to acquire a certificate. The following agreements have been made at 4TU level.

5.1 Exemption regulations

By 'exemption' is meant exemption from the obligation to acquire a UTQ certificate because the lecturer possesses a comparable certificate or diploma. It can be assumed that the teaching competences of lecturers with an exemption are at an equivalent qualitative level to those of lecturers who have acquired a UTQ certificate. Each of the 4TU universities has developed their own procedure for partial exemptions.

Basic principles for the 4TU UTQ exemption:

- 4TU UTQ (partial)exemption is/are given for qualifications that are equivalent to the UTQ. An exemption gives the same rights as the UTQ (partial)certificate(s). In case of a complete UTQ exemption, no UTQ certificate will be issued.
- A request for exemption must be submitted to the Dean of the faculty or the director of the institute where the candidate is employed. The Dean/director determines (after consulting a teaching expert) whether the candidate is eligible for the exemption. For WUR this is mandated to the UTQ examining board.
- A request for exemption must be accompanied by documentary evidence that establishes the equivalence of the qualification.

Exemptions that satisfy the above principles, are reciprocally recognised, and adopted in the 4TU Federation.

5.2 Dispensation regulation

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

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

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



OVEREENKOMST

INZAKE WEDERZIJDE ERKENNING BASISKWALIFICATIE ONDERWIJS

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

- aandacht voor de kwaliteit van de academische opleiding en het universitaire docentschap;
- voortgezette ontwikkeling van de competenties van docenten binnen de eigen universiteit;
- meer gespecialiseerde versterking inzake de 'kwaliteit van personeel' en inzake 'personeelsbeleid' ten behoeve van NVAO-accrediteerde opleidingen;
- vastlegging van het basiskwaliteitsniveau van docenten, zoals in andere onderwijssectoren (PO, VO, BVE, HBO) al langer gebruikelijk is;
- wisselen van beleidsmaten in het geval van interuniversitaire mobiliteit van docenten.

het volgende overeen:

1. Het niveau van de academisch docent is op instellingsniveau vastgelegd in een regeling Basis kwalificatie Onderwijs.
2. De instelling verzoekt docenten de Basis kwalificatie Onderwijs op basis van voorgaande toetsing.
3. De regeling stemt overeen met de in bijlage I opgenomen kenmerken, zodat de gecertificeerde docent zonder nadere toetsing door alle deelnemende instellingen als gekwalificeerd docent in academisch onderwijs wordt erkend.

UNIVERSITEIT LEIDEN



HANDTEKENING

15 Januari 2008

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UNIVERSITEIT UTRECHT



HANDTEKENING

15 Januari 2008

Prof. Dr. J. C. (Jan) Theuvs

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OPEN UNIVERSITEIT NEDERLAND



HANDTEKENING

15 Januari 2008

Prof. Dr. H. T. (Hans) Meijer

The Executive Boards of:

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

with the aim of:

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

agree the following:

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

Appendix 1B: Characteristics of the University Teaching Qualification (UTQ) regulations

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

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

Content characteristics:

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

Characteristics of the testing:

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

Characteristics of the process:

- The content, extent, and form of lecturers’ development programmes (such as courses, coaching, portfolio) are derived from the requirements in the UTQ regulations that lecturers must satisfy.

- In the development programme, lecturers learn to apply the knowledge of teaching, and the current research results of this domain.
- The institute facilitates the professional development of lecturers to the level of the UTQ.

Appendix 2: The 4TU UTQ Appeals Committee

The 4TU UTQ Appeals Committee is one of the bodies that controls the quality of 4TU UTQ assessment and is chaired by Prof. dr. M.J. de Vries (M.J.deVries@tudelft.nl).

The UTQ Appeals Committee has the following duties:

1. To provide an independent advice on the assessment of a dossier if the Assessment Committee is unable to reach a consensus.
2. To provide an independent advice on a dossier if a candidate does not agree with the judgement of the Assessment Committee.

1. The UTQ Appeals Committee

1. Consists of eight persons (two from each university), four of whom are professors and the other four, teaching or HR experts.
2. The members of the UTQ Appeals Committee have educational expertise.
3. The members themselves choose their chair.
4. In principle, in the interests of continuity, members are appointed for two years.
5. Membership can be extended.
6. The members of the UTQ Appeals Committee are appointed by the 4TU Education Management Committee.
7. In principle, the UTQ Appeals Committee oversees incoming applications.

2. Assistance for the UTQ Appeals Committee

1. The UTQ Appeals Committee has the services of a secretary, preferably the 4TU UTQ coordinator.
2. Contact for the Appeals Committee is via the 4TU UTQ working group.
3. The UTQ Appeals Committee declares costs to the 4TU Education Management Committee.

3. Decision-making

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

4. Arbitration

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

1. Arbitration is requested by the local UTQ coordinator after receiving a report from the Assessment Committee.
2. Arbitration must take place, and the result published, within four weeks.
3. The UTQ Appeals Committee assesses the candidates based on their dossier. In principle, the committee members from the university of the candidate in question do not take part in this assessment.
4. In performing the assessment, the members use the criteria that have been made known beforehand in the 4TU competence list.
5. Neither the Assessment Committee nor the candidate is interviewed.
6. The argumentation for the decision is provided in writing.
7. This decision and argumentation of the UTQ Appeals Committee is made known to the local UTQ coordinator. This UTQ coordinator informs the relevant Assessment Committee and the candidate.

5. Objection

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

1. Within six weeks of the announcement of a decision of the Assessment Committee, a UTQ candidate can register an objection with the Executive Board.
2. Before the Executive Board takes a decision on the objection, the Assessment Committee involved and the UTQ candidate in question must consider within two weeks whether an amicable settlement can be reached, and they must inform the Executive Board of the result in writing.
3. If no amicable settlement can be reached, the Executive Board requests the advice of the UTQ Appeals Committee.
4. The UTQ Appeals Committee hears the assessment committee and the candidate (in case a committee member is not available they will be replaced by the UTQ coordinator) and issues advice to the Executive Board. This advice includes a report of the hearings.
5. Within 12 weeks of receiving the objection, the Executive Board decides on the objection. This decision is binding.

6. Criteria Appeals Committee

In all decisions, the committee takes account of:

1. maintenance of the quality of the education.
2. effectiveness.
3. avoidance of time wasting.
4. circumstances that have nothing to do with the candidate.

7. Fraud

1. Any suspicion of fraud is immediately documented in writing.
2. The Appeals Committee sets rules for hearing both sides and sanctions.

Appendix 3: Recommendations for HR

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

Recruitment and selection

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

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

Appointment

At the appointment interview, inform the new lecturer about the UTQ and specifically about the obligation to acquire the UTQ certificates. Confirm this in the letter of appointment. HR communicates regularly with the department providing the UTQ training on the UTQ situation in general and about new candidates for the UTQ programme.

Presentation of the certificate

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

Annual performance review

Ask supervisors to discuss annually:

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

Include these subjects in the standard forms for performance reviews.

Progression

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

Registration of exemptions:

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

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

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

Overview of the most important characteristics of the UTQ programmes

	UT	TU/e	TU Delft	WUR
Compulsory for whom?	All academic staff (whether permanent or temporary, part-time, or fulltime) with UFO profile HGL, UHD, UD, Lecturer.	Newly appointed academic staff with UFO profile HGL, UHD, UD, Docent 3, 2, and 1. UTQ is a pre-condition for promotion. Academic staff members whose teaching skills need improvement.	All newly appointed academic staff with UFO profile HGL, UHD, UD, and Lecturers, who, at the time of appointment, have less than five years teaching experience. Within the Academic Career Track a UTQ certificate is required for the midterm evaluation or to be promoted from UD2 to UD1.	All teaching staff. UTQ is a pre-condition for promotion in Academic Career framework.
Start / intake for UTQ	Intake interview with faculty educational specialist.	Intake interview with director of education (or a representative) and UTQ advisor.	Intake form + optional intake interview.	Information meeting on contents of UTQ Personal intake interview with coach from UTQ team including self-assessment and contract.
Assessment on basis of	Assignments and Final interview	Competence assignments and final interview	Attendance of four compulsory UTQ courses (or exemption) (teach, supervise, develop, assess). Dossier, consisting of four aptitude tests based on targeted assignments. Final interview + presentation.	Attendance of four compulsory UTQ courses (or exemption) (teach, supervise, design, assess). + certification assignment for each course Final interview on dossier with Evaluation and reflections on 5 UTQ competences

Assessment committee	Director of Education plus independent educational specialist chosen for each occasion	Permanent committee per faculty.	Director of Education (or delegate) plus central educational advisor chosen for each occasion	Educational advisors T&A team, UTQ examining board
Presentation of certificates	Plenary with Programme director	Organised by the faculty	Individually	Individually
Supervision during programme	Faculty	Central	Central via personal mentor/mentor group	Central via personal coach
Training / activities	Mandatory, tailored support as required by candidate.	Introduction course and 4 mandatory modules.	Mandatory, in some cases, after consultation with UTQ coordinator, (aptitude) tests can be written independently without following courses.	Intro meeting + Four mandatory courses
Estimated load of UTQ programme	Max. 180 hours	150 hours	160 hours	155 hours
Further information	www.utwente.nl/utq	TEACH@tue.nl	www.tudelft.nl/teaching-support/training-events/university-teaching-qualification-utq-bko	Info.utq@wur.nl , intranet page and Brightspace for UTQ

University of Twente

Which lecturers are obliged to acquire a UTQ?

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

Staff with a temporary contract ≤ 3 years are also obliged to acquire the UTQ. The load (max. 180 hours over three years) is the same as for permanent staff (depending on the standard or “with experience” programme) and will have to be fitted into the period of the shorter contract. The temporary nature of the contract can necessitate individual arrangements. Staff with a part-time contact (even those with ≤ 16 hours) are also obliged to acquire the UTQ. The load (max. 180 hours over three years for full-timers depending on the standard or “with experience” programme). Depending on the part-time percentage, the time limit for acquiring the UTQ can be extended.

(Temporary) dispensation from the UTQ requirement:

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

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

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

The UTQ programme

UTQ process and elements of University of Twente

1. Starting lecturer called up by HR: "UTQ required."
2. Intake interview with educational consultant of specific faculty
3. Working on the UTQ (learning path according to what fits best with educational tasks)
 - Lecturer takes mandatory (UTQ) courses.
 - Lecturer uploads assignments that are required for each course. When sufficient, the lecturer receives a partial certificate for the concerning course.
 - Lecturer attends faculty-level coaching group.
 - Upload assignments and dossier (competence 5) in Canvas
4. Assessment of the dossier
 - Assessment committee: own director of education + educational consultant
 - Oral assessment of dossier i.e. competence 5.
 - Assessment report: result (pass/fail) & feedback
5. UTQ ceremony à distribution of the certificates
 - In own faculty with own programme director.
 - Approximately two to three times a year.

Eindhoven University of Technology

Which lecturers are obliged to acquire a UTQ

- Newly appointed UD, UHD, and HGL are obliged to acquire the UTQ certificate within three years of their appointment.
- Newly appointed Teachers 3 are obliged to obtain the UTQ withing two years of their appointment.
- Acquiring the UTQ certificate is a precondition for promotion from UD2 to UD1, for promotion from UD1 to UHD2, for promotion from UHD2 to UHD1, for promotion to professor, and for promotion from Teacher 3 to Teacher 2.
- Acquiring the UTQ certificate is a requirement for academic staff who need to improve the quality of their teaching, as determined through the performance reviews, for example, based on the teaching evaluations.

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

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

The UTQ programme

The UTQ programme (see Figure 1) consists of an introduction course, four modules focused on the UTQ competences and a final assignment + interview with the departmental assessment committee. The modules consist of training sessions and a competence assignment. If the competence assignment is assessed as passed, teachers receive a partial certificate. The four partial certificates are needed to plan the final interview.

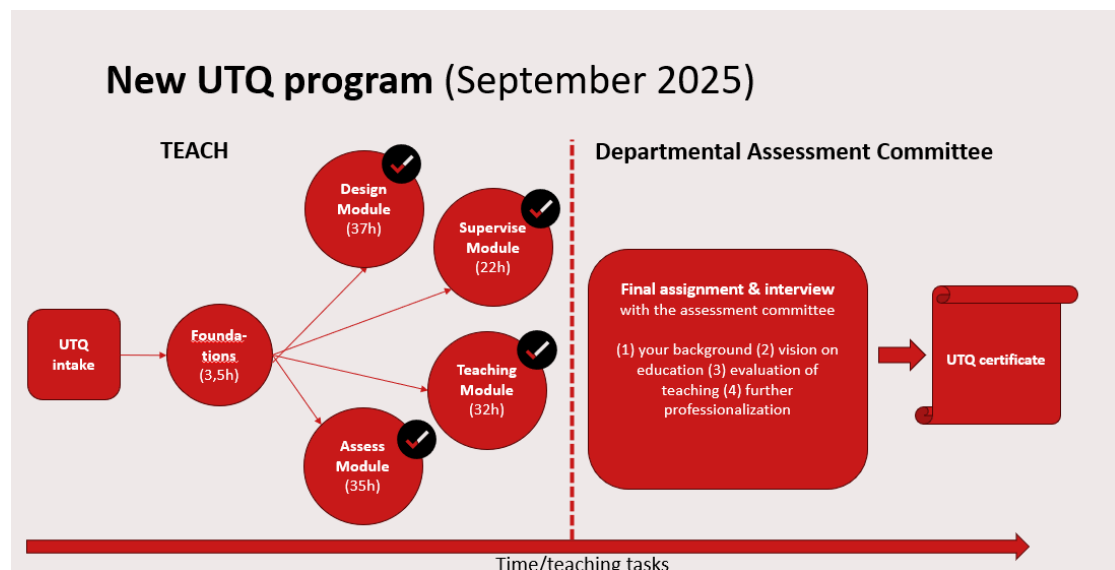


Figure 1: UTQ program TU/e

Delft University of Technology

Which lecturers are obliged to acquire a UTQ?

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

Starting lecturers

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

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

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

Within the Academic Career Track a UTQ certificate is required for the midterm evaluation or to be promoted from UD2 to UD1.

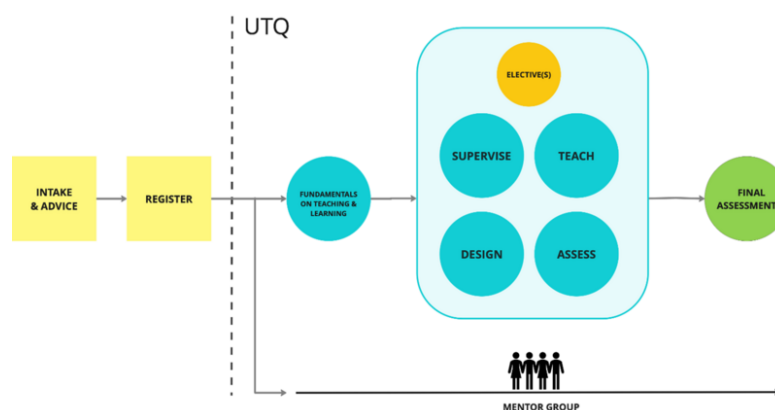
Experienced lecturers

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

The UTQ programme

The TU Delft UTQ programme is organized centrally. It has a modular set-up and a study load of 160 hours. After an intake teachers join a mentor group and follow the UTQ modules, which includes four core modules and electives.

The diagram below outlines the UTQ pathway, illustrating the sequence of modules



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

For each core module, the teachers undertake a 'Proof of Competence.' After completing a module, teachers receive a partial certificate for one of the 4TU UTQ competences. The UTQ assignments are based on the teachers own teaching experience, with Professionalization as a continuous competence threading through the programme. After completing all four partial certificates and electives, the programme is concluded with a Final Assessment (presentation & interview with teachers' director of education or delegate and educational expert) focusing on the Professionalization competence. Together, the Proofs of Competence form the dossier on which the teacher is assessed.

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

Wageningen University

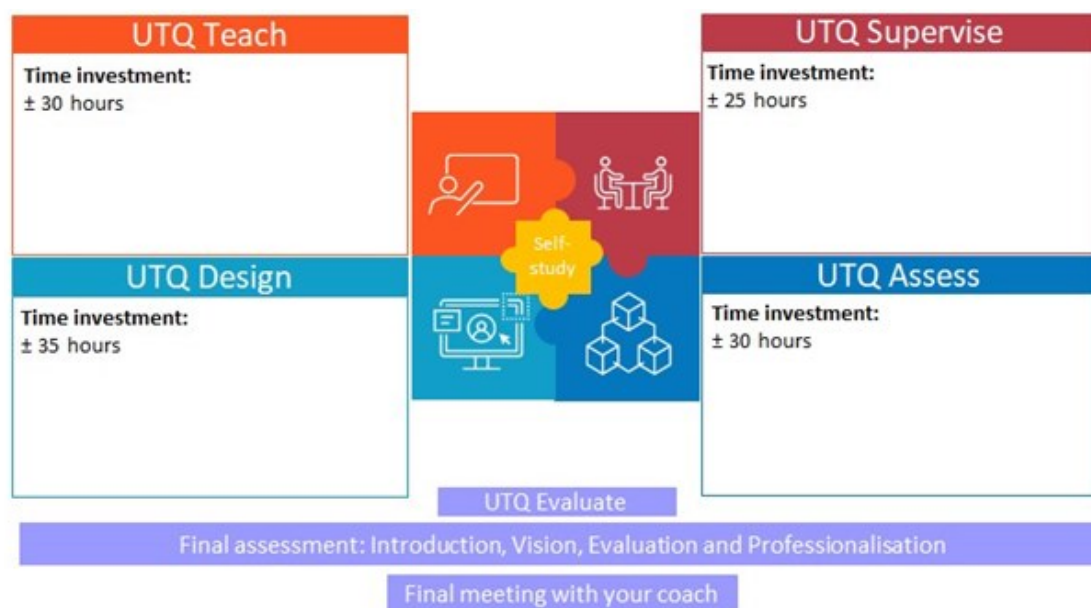
Which lecturers are obliged to acquire a UTQ?

All teachers at Wageningen University need to be in possession of a UTQ.

The UTQ programme

1. Information meeting for all teaching staff who wish to obtain a UTQ certificate. Including explanations on (partial-)Exemption procedures, and how to acquire a coach for the UTQ trajectory.
2. Intake interview with coach from Teaching and Learning Centre (TLC) at WUR.
 - a. UTQ explanation, resume, self assessment, UTQ plan for the mandatory courses: Teacher, Supervise, Assess, Design.
 - b. Working on the UTQ courses with regular updates to coach.
3. Submission of Evaluation and further Professionalisation information to Brightspace to obtain an assessor for the final interview.
4. Assessment is delegated to an assessor from the TLC
5. Assessment report with final result: competent/ not yet competent
6. Feedback and feedforward is discussed in a final meeting with the coach.

Overview of WUR UTQ trajectory



Orange: UTQ Teach course. The course team also assesses if competences are demonstrated*.
Red: UTQ Supervise course. The course team also assesses if competences are demonstrated*.
Light blue: UTQ Design course. The course team also assesses if competences are demonstrated*.
Dark blue: UTQ Assess course. The course team also assesses if competences are demonstrated*.
Purple: UTQ evaluate, Final Assessment and final meeting with coach. The participant hands in the remaining documents needed to show all 4TU UTQ competences: Evaluation and Further Professionalisation.

After the final meeting with the coach the participant receives the UTQ certificate.

*Yearly the UTQ examining board checks each course on their assessment of the competence.