



University Teaching Qualification

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1. Introduction

Our collective aspiration is to offer students an outstanding learning experience. This entails, fostering meaningful discussions during tutorials, offering constructive feedback, and delivering engaging and memorable lectures. Achieving excellence in education demands unwavering dedication, determination, and a constant commitment to self-reflection regarding our teaching methods. The University Teaching Qualification (UTQ) program is designed to support your growth as an educator and encourages you to evaluate and enhance your teaching competences.

To promote the quality of university education and the professional development of their teaching staff, in 2008, Dutch research universities agreed to mutually recognize the University Teaching Qualification (UTQ). They also agreed on the characteristics and content of the UTQ qualification and adopted these qualification criteria in their UTQ programmes. The recognition means that certified teachers are recognized as being qualified to teach at university by all participating institutions without any further assessment.

Maastricht University (UM) offers a UTQ programme to all teaching staff. It is mandatory for UFO Teacher 4-1 profiles, Assistant Professor (UD), Associate Professor (UHD) and full Professors, recommended for (postdoctoral) researchers, and optional for motivated PhD students with at least 10% of teaching activities. Completion of the Problem-Based Learning (PBL) training serves as an essential prerequisite, ensuring all participants are well-versed in the foundational didactical approach before advancing in the UTQ programme. Some faculties have additional prerequisites.

The UTQ requirement is discussed in the application procedure and, upon appointment, agreements are made on obtaining the UTQ. These agreements as well as the progress in the UTQ trajectory are discussed in annual interviews and appraisals. Wherever necessary, supervisors will facilitate teaching staff gaining relevant teaching experience.

Problem-Based Learning (PBL)

Since its foundation, UM has introduced an educational vision by implementing Problem Based Learning (PBL), which places our students at the center of the learning process. PBL is based on the principles that learning is **constructive, collaborative, contextual, and self-directed**. These help our students to reflect on, take responsibility for and steer their own development, leading to better acquisition of the knowledge, professional attitudes, and skills needed for their futures.

Aim of the UTQ programme

The aim of the UTQ programme is to support teaching staff as they develop and improve with regard to the competences needed for teaching at Maastricht University (UM), and to guide them in obtaining a UTQ certificate. The competences are directly related to the core tasks of educators, namely:

1. developing education and assessment,
2. delivering education
3. professional conduct.

We formulated criteria for the three core competences, which clearly indicate what we expect of educators in terms of behavior, knowledge and skills at the end of the UTQ trajectory (see Appendix 1). The various roles help in determine which competences are most relevant to focus on during the UTQ trajectory. For example, the focus of an Assistant Professor (UD) with 5 years of experience might be different from a Teacher-4 (D4) with limited experience in teaching. The pursuit of professional growth extends beyond the achievement of the University Teaching Qualification (UTQ), with opportunities for Continuing Professional Development (CPD) hours readily available.

2. Outline of the UTQ programme

The UTQ programme consists of **three phases**:

1. self-assessment,
2. competence development and
3. evaluation.

2.1 Self-assessment

Staff members complete a self-assessment form (see Appendix 2), reflect on their teaching competences, provide an educational CV (focusing on the various educational roles fulfilled, research details are not required), and collect programme evaluation data (if available). Based on teaching experience and the self-assessment, they set personal learning goals for their competence development in the UTQ trajectory and create an action plan on how to achieve these goals. These documents are discussed in the UTQ programme and are used as starting point for the competence development phase.

2.2 Competence development

In this phase, staff members improve their competences by acquiring (additional) relevant teaching experience. Meetings, literature, coaching, and feedback support them in completing the UTQ programme. An important goal is that teaching staff, based on educational principles, learn to evaluate their own teaching performance (and that of their colleagues), in order to come up with improvement proposals. Reflection is therefore a key component of the UTQ programme. Staff members compose a **UTQ portfolio** (see 2.2.2) in which they demonstrate that they have developed the UTQ competences and can apply them in their teaching. Reflecting on their own teaching performance and competences and formulating learning goals in the portfolio helps them to consider the methods and rationales behind their educational approaches and *to* explore alternative, more effective strategies.

2.2.1 Meetings

During the UTQ programme, participants engage in workshops or meetings with peers. These meetings take place within the faculties to encourage effective peer learning and the development of a teaching community where staff feel facilitated in their learning. This also means that the focus can be effectively tailored to the related subject areas and degree programmes. In the UTQ workshops or meetings, under the guidance of an experienced colleague and/or the UTQ coordinator, educators discuss relevant literature and theories, exchange insights and experiences and practice important teaching tasks and professional skills. The topics discussed in the meetings relate directly to the UM teaching competences (outlined in Appendix 1).

In addition to the UTQ meetings, teaching staff may participate in workshops and discussion meetings on education and teaching organized by the faculties, EDLAB, and UM. These meetings may increase knowledge regarding educational issues, while engaged in the UTQ trajectory.

Staff members for whom the UTQ is mandatory receive 40 teaching hours to compensate for participation in the UTQ meetings. Participants can receive hours throughout the program's duration or receive them upon obtaining their UTQ certificate, providing flexibility in how professional development hours are awarded. In addition, participants are asked to invest time in learning from experience by working on the assignments, applying educational knowledge in practice, and composing the UTQ portfolio. To a large extent, learning from experience overlaps with performing regular teaching tasks. How much time is needed to complete the UTQ programme depends on the individual experience, activities, and approach. For all teaching staff at UM, a reference list will be made available with educational literature that can be used to design, improve, and innovate education. We actively encourage participants to independently search for educational literature, fostering a proactive approach to their own learning and professional development.

2.2.2 Portfolio

Composing a portfolio is an important tool for stimulating development in the UTQ programme, which essentially is a *work-based* training programme. In addition, the portfolio is used to evaluate whether educators meet with the UTQ qualification criteria. To support staff members in composing their portfolio, guidelines are provided (see Appendix 3). These guidelines describe how they can shape their portfolio and what kind of descriptions, justifications and reflections regarding competences and fulfilled educational roles are expected. Before staff members submit their UTQ portfolio for assessment, they will receive feedback.

2.3 Evaluation

The assessment of UTQ competences involves an evaluation of the candidate's portfolio in accordance with the established UTQ criteria. The UTQ evaluation committee, consisting of an educational director or other educational management representative and the UTQ coordinator (or representative), evaluate the portfolio. If candidates have shown that they meet the qualification criteria, they will receive a UTQ certificate. The members of the UTQ evaluation committee evaluate the UTQ portfolio independently, but decide together on the preliminary evaluation, advice, and further questions for the UTQ candidate. In a final interview, the members of the evaluation committee discuss the UTQ competences, the portfolio and the questions with the candidate. The candidate is also given feedback on the evaluation.

The final interview is primarily intended as a good discussion about education and the teacher role and how these can be further improved, also after receiving the UTQ. As UTQ is an important part of HRM policy and UM strives for continuity in the HRM assessment processes, the candidate's supervisor is present at this interview. After the final interview, the conclusions are summarized in an evaluation form (see Appendix 4) which is signed by the members of the evaluation committee and the candidate. The signed evaluation form and a PDF of the UTQ certificate are included in the staff member's personnel file.

Presentation of UTQ certificates

Once a year a ceremony takes place in which the Rector presents the UTQ certificates to the staff members who have completed the UTQ programme.

3. Previously Acquired Competences (PAC) trajectory

Staff members with **ample theoretical and practical teaching experience** in all relevant educational roles linked to the UTQ competences and criteria may be eligible to follow a trajectory based on their previously acquired competences (PAC trajectory). Acknowledging the unique model employed by the University of Maastricht (UM), we have developed a specialized trajectory as an alternative to granting a complete exemption from the UTQ program. This tailored approach ensures that all educators align with UM's distinctive teaching and learning strategies, while still recognizing their existing qualifications and experience

In this PAC trajectory, staff members go through the first and third phase of the regular UTQ programme, but may obtain exemptions for the second phase of competence development based on their experience. Staff members can submit a request for the PAC trajectory to the faculty UTQ assessment committee, explaining this with an education CV, programme evaluation data on their teaching performance and the self-assessment of UTQ competences (Phase 1). The UTQ assessment committee discusses these documents and, if applicable, proposes a tailored UTQ trajectory (phase 2). The trajectory is concluded with the assessment of a UTQ portfolio in which candidates demonstrate they comply with the UTQ qualification criteria (Phase 3). Ample practical teaching experience is considered to be at least 5-10 years of experience in teaching at higher education institutions. Theoretical teaching experience can be demonstrated with previous acquired teaching certificates, for example.

4. Enrolment and faculty UTQ coordinators

During the appointment interview, the HRM advisers provide all teaching staff with information about the UTQ programme. Staff can enrol in the UTQ programme by emailing the UTQ secretariat or, if there is none at their faculty, by emailing their faculty's UTQ coordinator. They will then receive information about the organisation of the UTQ programme at their faculty. The names of the faculty UTQ coordinators are listed below, as well as the email address of any corresponding secretariat.

Faculty	UTQ coordinator(s)	Contact
FASoS	Bart Zwegers	b.zwegers@maastrichtuniversity.nl
FHML	Pascal van Gerven	doc-prof-fhml@maastrichtuniversity.nl
FSE	Stefan Jongen & Lonneke Bevers	fse-bko@maastrichtuniversity.nl
FoL	Jennifer Sellin	jennifer.sellin@maastrichtuniversity.nl
SBE	Inken Gast & Bas Giesbers	sbe-la_utq@maastrichtuniversity.nl
FPN	Arie van der Lugt & Henry Otgaar	fpn-utq@maastrichtuniversity.nl
EDLAB	Donna Carroll	edlab-profdev@maastrichtuniversity.nl

Appendix 1: The UM teaching competences

1 Developing education & assessment

Role: Course Coordinator

The curriculum of a degree programme is build up from a variety of different courses, these are teaching units (for example content courses, projects and skill courses). Each course falls under the responsibility of a coordinator or multiple coordinators. The coordinators report to the programme coordinator or director. The course coordinator is responsible for the design, planning, execution/implementation, assessment, evaluation and regular update of their course. They establish the course's Intended Learning Outcomes (ILOs) and ensure alignment with the predetermined programme learning outcomes (or the final qualifications of the degree). The course coordinator instructs, informs, and supports the tutors within the course.

We follow the philosophy of PBL because we believe students should be at the centre of the learning process –they can construct their own knowledge, together with others and by drawing on relevant contexts, and they are therefore in the best position to direct their own learning. Our job as teachers is to facilitate students' knowledge construction and their academic and professional development. We commit to finding optimal and creative ways, complemented by technology where beneficial, of stimulating Constructive, Collaborative, Contextual and Self-directed (CCCS) learning, using the full potential of UM's PBL philosophy, in order to deliver independent and critical thinkers, skilled communicators and collaborators, well-equipped researchers and professionals, experienced problem analysers and solvers, and furthermore, lifelong learners.

As a **course coordinator**, you are able to:

1. Apply **constructive alignment** by formulating **Intended Learning Outcomes (ILOs)** informed by existing taxonomies and that also align with the overarching degree programme and other courses within that programme.
2. Apply **constructive alignment** by designing appropriate **teaching and learning activities** that will lead to the achievement of the ILOs and that take into account different spatial (physical, online, remote) and temporal (synchronous and asynchronous) contexts.
3. Apply **constructive alignment** by designing **assessment** activities that stimulate learning and competence development and that take into account different spatial (physical, online, remote) and temporal (synchronous and asynchronous) contexts.
 - a. Design assessment that is *meaningful* for student learning by providing opportunities for feedback.
 - b. Design assessment for *formative* evaluations and *summative* decision-making.
 - c. Design *group* and *individual* assignments, as appropriate.
 - d. Design and use *rubrics* and/or assessment criteria that promote student learning.
4. Use the **CCCS (Constructive, Collaborative, Contextual, Self-directed learning) principles** for designing effective, engaging, student-centred learning.
5. Integrate **technology** (such as the Learning Management System and other tools) as part of your educational design.
6. Design **inclusive and accessible materials** (such as handouts, videos, course manuals, etc.) that aid students' learning.
 - a. Justify the *provision of learning resources*.

7. Work with other staff teaching on the same curriculum to ensure the effective contribution of your course(s) to the overall **student development journey** on a programme level.
8. Demonstrate how your **implementation of education** aligns with the UM vision on education.
9. Design education (including assessment) in a way that conforms to the **departmental rules and regulations**.

Role: Programme Director / Coordinator / Leader (if applicable)

The programme director or coordinator is responsible for the programme content and oversees the coordination and administration of planning, organising and controlling the programme activities. The programme leader assures coherence in content, optimises the configuration of courses and assessment, and identifies areas for improvement. Effective communication with the course coordinators (and tutors) is essential. The programme leader is able to create support and establish consensus amongst the teaching staff on relevant issues.

As a **programme director**, you are able to:

1. Apply **constructive alignment** on a programme level by ensuring the curriculum makes use of (diverse) approaches to teaching, learning and assessment that enable the achievement of the Final Qualifications of a degree programme.
 - a. Use the CCCS (Constructive, Collaborative, Contextual, Self-directed learning) principles as an integral part of a degree programme.
 - b. Develop Final Qualifications for a degree programme that focus on appropriate knowledge development, skills and professional attitudes (*competences*).
 - c. Design curricula that provide students with freedom to develop or opportunities to influence their own learning pathways (*self-directed learning*).
2. Work with curriculum teams to ensure coherence and **alignment in student learning and assessment** throughout a degree programme.
3. Use various instruments (assessment programmes, curriculum maps, and assessment plans) for safeguarding the **quality of education and** (formative and summative) **assessment** across the programme.

2 Delivering education (including supervising students)

Role: All UM teaching staff

Providing education at UM means embracing student-centred education. Being an UM educator can mean taking various roles such as lecturer, workshop facilitator, project supervisor or skills trainer, for example. The use of different teaching and learning activities (including assessments) should always align to the Intended Learning Outcomes (ILOs) of a course.

As a **UM educator**, you are able to:

1. Apply the **CCCS (Constructive, Collaborative, Contextual, Self-directed learning) principles** in educational practice to facilitate effective learning.
2. Use **teaching and learning activities** as well as **different spatial** (physical, online, remote) and **temporal** (synchronous and asynchronous) **contexts** to move students towards achieving the Intended Learning Outcomes (ILOs) of the course.
3. Use diverse **assessment** activities taking into account **different spatial** (physical, online, remote) and **temporal** (synchronous and asynchronous) **contexts**.
4. Use information from assessment to **provide meaningful feedback** to students to improve their learning and long-term development (relating to ILOs and final qualifications).
5. Use information gathered from assessments to **improve the teaching and learning experience**.
6. Facilitate effective learning in an **international, diverse and inclusive learning environment**.
7. Provide education (including assessment) in a way that conforms to the **departmental rules and regulations**.

Role: Supervisor

Supervision is one of many roles that UM educators can have. Supervision could mean supervising groups, for example during project work (comparable with the tutor role) and could mean guiding individual students during a specific period of time (such as during their thesis) or during their time on the programme (for example as an academic advisor, mentor or coach).

As a **UM supervisor**, you are able to:

1. Help learners to **reflect, prioritise, and plan** their work or (academic) development.
2. Provide **constructive feedback** (for individual and group work).
3. Facilitate safe, open discussion, listen effectively and pose questions to **encourage self-directed learning**.
4. Identify when and how to **intervene** when necessary.

3 Professional conduct

Role: All UM teaching staff

As a member of the **UM teaching staff**, you are able to:

1. Improve **educational design and/or delivery** based on, for example:
 - a. Information gathered from student assessment.
 - b. Student evaluations.
 - c. Feedback from colleagues.
 - d. Teaching experience.
 - e. Information from (evidence-informed) literature or professional development activities.
2. Reflect on your performance as a teacher by **analysing strengths and points for improvement**.
3. Integrate **elements of your (research) expertise into teaching practice** to enrich the student learning experience.
4. Use **evidence-informed practice** to inform your teaching practice and **keep up to date** with developments in education.
5. **Work collaboratively** with other colleagues on education **and contribute actively to knowledge exchange**, sharing experiences with and learning from the wider teaching community.

Appendix 2: Self-assessment form

In the self-assessment, you evaluate yourself as a teacher based on the criteria for the three core competences. You indicate for each competency whether you mastered the competency or if it needs improvement. In this case, having mastered a competency means you consider being very well able to show this competency and justify your choices based on educational principles.

Subsequently, you will explain for each of the UTQ competences what you know and are capable of, the experiences this is based on, and which aspects require further attention. After the self-assessment of the criteria, you give a summary of your strengths and points of attention (i.e. what competences need to be developed or improved). The points for improvement are the starting point for formulating personal learning goals of your UTQ trajectory. In order to achieve these goals, it is important to think about what you could do as a teacher to further develop yourself and to elaborate this in an action plan.

Name:

Date:

Developing education & assessment

Knowledge and/or skills

	As expected	Needs improvement
<i>As a course coordinator, you are able to:</i>		
1 Apply constructive alignment by formulating Intended Learning Outcomes (ILOs) informed by existing taxonomies and that also align with the overarching degree programme and other courses within that programme.	<input type="checkbox"/>	<input type="checkbox"/>
2 Apply constructive alignment by designing appropriate teaching and learning activities that will lead to the achievement of the ILOs and that take into account different spatial (physical, online, remote) and temporal (synchronous and asynchronous) contexts.	<input type="checkbox"/>	<input type="checkbox"/>
3 Apply constructive alignment by designing assessment activities that stimulate learning and competence development and that take into account different spatial (physical, online, remote) and temporal (synchronous and asynchronous) contexts.		
a. Design assessment that is <i>meaningful</i> for student learning by providing opportunities for feedback	<input type="checkbox"/>	<input type="checkbox"/>
b. Design assessment for <i>formative</i> evaluations and <i>summative</i> decision making	<input type="checkbox"/>	<input type="checkbox"/>
c. Design <i>group</i> and <i>individual</i> assignments, as appropriate	<input type="checkbox"/>	<input type="checkbox"/>
d. Design and use <i>rubrics</i> and/or assessment criteria that promote student learning	<input type="checkbox"/>	<input type="checkbox"/>
4 Use the CCCS (Constructive, Collaborative, Contextual, Self-directed learning) principles for designing effective, engaging, student-centred learning.	<input type="checkbox"/>	<input type="checkbox"/>
5 Integrate technology (such as the Learning Management System and other tools) as part of your educational design.	<input type="checkbox"/>	<input type="checkbox"/>

6 Design **inclusive and accessible materials** (such as handouts, videos, course manuals, etc.) that aid students' learning.

a. Justify the *provision of learning resources*.

7 Work with other staff teaching on the same curriculum to ensure the effective contribution of your course(s) to the overall **student development journey** on a programme level.

8 Demonstrate how your **implementation of education** aligns with the UM vision on education.

9 Design education (including assessment) in a way that conforms to the **departmental rules and regulations**.

Explanation of knowledge, skills and experience:

Developing education & assessment**Knowledge and/or skills**

As a programme director, you are able to:

Not applicable

As
expected

Needs
improvement

1. Apply **constructive alignment** on a programme level by ensuring the curriculum makes use of (diverse) approaches to teaching, learning and assessment that enable the achievement of the Final Qualifications of a degree programme.

a. Use the CCCS (Constructive, Collaborative, Contextual, Self-directed learning) principles as an integral part of a degree programme.

b. Develop Final Qualifications for a degree programme that focus on appropriate knowledge development, skills and professional attitudes (*competences*).

c. Design curricula that provide students with freedom to develop or opportunities to influence their own learning pathways (*self-directed learning*).

2. Work with curriculum teams to ensure coherence and **alignment in student learning and assessment** throughout a degree programme.

3. Use various instruments (assessment programmes, curriculum maps, and assessment plans) for safeguarding the **quality of education and assessment** across the programme.

Explanation of knowledge, skills and experience:

Delivering education**Knowledge and/or skills**

As a UM educator, you are able to:

As expected	Needs improvement
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1. Apply the **CCCS (Constructive, Collaborative, Contextual, Self-directed learning) principles** in educational practice to facilitate effective learning.

2. Use **teaching and learning activities** as well as **different spatial** (physical, online, remote) and **temporal** (synchronous and asynchronous) **contexts** to move students towards achieving the Intended Learning Outcomes (ILOs) of the course.

3. Use diverse **assessment** activities taking into account **different spatial** (physical, online, remote) and **temporal** (synchronous and asynchronous) **contexts**.

4. Use information from assessment to **provide meaningful feedback** to students to improve their learning and long-term development (relating to ILOs and final qualifications).

5. Use information gathered from assessments to **improve the teaching and learning experience**.

6. Facilitate effective learning in an **international, diverse and inclusive learning environment**.

7. Provide education (including assessment) in a way that conforms to the **departmental rules and regulations**.

Explanation of knowledge, skills and experience:

Delivering education**Knowledge and/or skills**

As a UM supervisor, you are able to:

As
expected

Needs
improvement

1. Help learners to **reflect, prioritise, and plan** their work or (academic) development.

2. Provide **constructive feedback** (for individual and group work).

3. Facilitate safe, open discussion, listen effectively and pose questions to **encourage self-directed learning**.

4. Identify when and how to **intervene** when necessary.

5. Use information gathered from assessments to **improve the teaching and learning experience**.

6. Facilitate effective learning in an **international, diverse and inclusive learning environment**.

7. Provide education (including assessment) in a way that conforms to the **departmental rules and regulations**.

Explanation of knowledge, skills and experience:

Professional conduct**Knowledge and/or skills**

As a member of the UM teaching staff, you are able to:

As
expected

Needs
improvement

1. Improve **educational design and/or delivery** based on, for example:

a. Information gathered from student assessment.

b. Student evaluations.

c. Feedback from colleagues.

d. Teaching experience.

e. Information from (evidence-informed) literature or professional development activities.

2. Reflect on your performance as a teacher by **analysing strengths and points for improvement**.

3. Integrate **elements of your (research) expertise into teaching practice** to enrich the student learning experience

4. Use **evidence-informed practice** to inform your teaching practice and **keep up to date** with developments in education.

5. **Work collaboratively** with other colleagues on education **and contribute actively to knowledge exchange**, sharing experiences with and learning from the wider teaching community.

Explanation of knowledge, skills and experience:

Strengths:

Points for improvement:

Learning goals and action plan:

Appendix 3: Guidelines for UTQ portfolio

Goal of the UTQ portfolio

The goal of the UTQ portfolio is twofold. First of all, the UTQ portfolio is an instrument to gain insight into your own competences and development as a teacher and, if necessary, to help you make adjustments. Secondly, your UTQ portfolio shows the evaluation committee that you have developed the UTQ competences and apply them in your teaching and so comply with the UTQ qualification criteria (see Appendix 1).

Content of the UTQ portfolio

Your education CV, programme evaluation data on your teaching performance, the self-assessment form, and the personal learning goals and action plan from the first phase of the UTQ trajectory are the starting point for composing the UTQ portfolio. Based on the strengths and weaknesses analysis and the experiences gained in both teaching and the UTQ programme, and reflect on the three core competences. The learning process in the UTQ trajectory revolves around practical teaching experience and reflecting on this and the UTQ competences.

The following topics should at least be included in the UTQ portfolio:

- Education CV
- Self-assessment form
- Programme evaluation data on teaching performance
- Learning goals and action plan
- Reflections on the UTQ competences:
 - Developing education and assessment
 - Delivering education
 - Professional conduct
- Appendices
 - Self-assessment form
 - Programme evaluation data on teaching performance
 - Other illustrative material (such as assignment texts, course manuals, etc)

Reflecting on the core competences of developing education and assessment, delivering education and professional conduct

For each competence, describe and reflect upon three different examples from your teaching practice. The examples preferably should cover different curriculum components and teaching methods. To further illustrate the examples, refer to appendices including relevant materials from your teaching practice and the feedback you received from colleagues and students.

Your personal UTQ portfolio

The UTQ portfolio is a personal document in which you present yourself as a teacher. You are responsible for composing the portfolio. Decide based on your learning goals and the teaching experiences, which of your teaching practices are important to reflect upon. Gather materials to illustrate your approach and your development as a teacher and analyse your strengths and weaknesses. It is important to critically assess which weaknesses you want to work on and which strengths you want to employ more. Composing the portfolio then becomes a useful tool for evaluating and adjusting your development. Working on the portfolio will also allow you to develop skills that are important to your role as a teacher, such as self-reflection, problem analysis and developing a critical attitude.

Guidelines for descriptions and reflections

In composing the portfolio, it is important to not only describe what you did, but also why you did it in this way, what the effect was, and what you would like to improve in the future. The aim is to clarify your educational vision, your role as a teacher, and your considerations in designing educational materials and teaching delivery. Also explain the reasons for your approach, show that you can analyse difficult situations and explain the way you handle these. Refer to relevant literature to explain and justify the choices made.

For each example that you use to demonstrate your core competences and development, include the following information in your description and reflection:

1. Which educational component, where in the curriculum, what educational objectives, how was it designed?
2. Why: line of reasoning and justification (including literature references).
3. Evaluation, feedback, analysis and reflection.
4. Conclusions for the future.

Form of the UTQ portfolio

Submit the UTQ portfolio as an electronic document (Word or PDF). The length of the descriptions and reflections is unimportant; quality is what matters. Decide on a clear portfolio structure that allows assessors to easily review whether you have met the UTQ qualification criteria.

Criteria for the quality of the UTQ portfolio

Before submitting your portfolio to the UTQ coordinator and the UTQ evaluation committee, you should consider whether the portfolio meets the following criteria:

- **Form:** The portfolio has been carefully edited in terms of layout, organisation, sentence structure and spelling.
- **Completeness:** The portfolio contains the prescribed elements.
- **Learning goals and action plan:** Based on the self-assessment, learning goals have been formulated that helped to gain relevant experience in the UTQ trajectory and develop the UTQ competences.
- **Development:** The portfolio shows that you have worked sufficiently on developing your competences.
- **Description and justification:** The portfolio clearly describes what you did and why. You refer to relevant literature.
- **Analysis:** The portfolio shows that you are able to identify strong and weak points in teaching, the related situation and your own actions, as well as to explain these. Analysis is more than summing up facts or situations.
- **Reflection:** You have looked critically at yourself, teaching and other educational aspects. The themes and teaching tasks discussed are relevant and varied.
- **Use of feedback:** The portfolio shows that you are able to deal properly with feedback and use it to improve your teaching and your competences as a teacher.
- **Quality of appendices:** Wherever possible, refer to materials that illustrate how you approached your teaching tasks in your descriptions and reflections (relevant and varied appendices).
- **Conclusions for the future:** On the basis of the analyses and reflections, formulate goals to improve your teaching and to further develop as a teacher

Appendix 4: Evaluation form

UTQ Evaluation Form	UTQ obtained?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<hr/>			
Name			
<hr/>			
Department			
<hr/>			
Job Title			
<hr/>			
UM Number 700			
<hr/>			
Attendees evaluation interview		Date interview	
<hr/>			
Assessor 1			
<hr/>			
Assessor 2			
<hr/>			
Supervisor			
<hr/>			
Evaluated by		Signature	
<hr/>			
Assessor #1			
<hr/>			
Assessor #2			
<hr/>			
Seen by			
UTQ candidate			
<hr/>			

	Evaluation		
	Above expectations	Meets expectations	Below expectations
Developing education & assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Delivering education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Professional conduct	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General Evaluation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Feedback (summary and points for improvement)

