# Notes on the Assessment of the UTQ Portfolio

The goal of the UTQ portfolio is for lecturers to provide insight into their skills as a teacher. The focus of the UTQ competences is on skills, not knowledge. The idea is that lecturers link their own practical examples to the required competences and that they provide the reader with insight into their thought processes.

In the self-reflection instrument (ZRI), lecturers have already stated that they have sufficient command of some of the competences. The portfolio must provide insight into those competences through the use of good examples accompanied by a reflection about the lecturer’s actions: why does the lecturer think that the example shows that they have sufficient command of the required competences?

Lecturers have marked other competences in the ZRI as requiring further development during the UTQ program. This was achieved with the help of learning goals that they drafted themselves. A well-formulated learning goal (Specific, Measurable, Achievable, Realistic, Timely, and preferably, Inspiring) is engaging and provides a clear framework for development. Learning activities were attached to those learning goals. Ideally, the whole process should be described in the portfolio: how did they work on their learning goals, what was the result, how was this expressed, how was it implemented in teaching practice, and in what way did the lecturer become more competent?

# Assessment for Each Competence Cluster

To determine whether a lecturer can be awarded a UTQ, you, the assessor, can form an impression for each cluster of competences.

* Were the competences reflected on sufficiently?
* Does the reflection refer to the lecturer’s actions? Does it provide you with an insight into how the lecturer views the competences, and are examples of these provided?
* Is there enough evidence provided to verify that lecturers have a sufficient command of the competences that they have indicated this for in the ZRI?
* Has sufficient progress been shown for the competences that were included in the learning goals?

There is space to note down an overall opinion of each cluster and/or to provide feedback for the lecturer. You can also use this for your written final recommendation with feedback for the lecturer.

# Overall Assessment and Recommendation

You can use the separate competence cluster assessments to develop an opinion on the overall portfolio and to substantiate your recommendation to grant or not grant the UTQ. The notes on your recommendation are particularly useful and informative for lecturers. This feedback will be enclosed for the lecturer so they can use it to guide their further development.

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| **Teaching Skills Competences**  |
| You are able to develop education, perform teaching activities, and supervise students in the main modes of instruction in academic education.  |
| You base your design, development, and performance of education and your supervision on: * your in-depth knowledge of the background, starting principles, final qualifications, structure, content, and testing of the curriculum;
* education and teaching methodology literature;
* scientific insights about learning;
* developments in education and new teaching and learning aids, including learning aids that are specific to your field of expertise;
* your up-to-date knowledge of the field of expertise you are teaching.
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| The learning materials (sources, assignments) that you design and develop: * help students reach the expected learning objectives efficiently;
* provide students with sufficient information to make decisions about their use in their studies;
* link to other learning materials in the same phase of the study;
* are placed, whenever possible, in a context that is meaningful for the student and the professional practice, and includes the patient perspective;
* are varied in form, structure, and use of medium;
* are explained and justified in their didactics;
* contain opportunities for assessment or self-assessment with feedback that students can use to evaluate and guide their own learning process.
 |
| The teaching and guidance activities that you perform: * challenge the students to engage in constructive, self-managing, practice-oriented, and collaborative study;
* match with the requirements and personal characteristics of the students; relate to the learning objectives of the students insofar as they fit into the goals of the program.
 |
| As required, you can: * explain the structure, content, organization, testing, and rules and regulations (EER) of the curriculum to students, and direct them towards further information;
* assess the quality of the professional information that students use in their study, and provide adequate feedback.
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| Your interaction with students: * matches the dynamics of the group;
* contributes to their and your academic development.

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| **Teaching Skills Assessment**  |
|   | **Not yet clear**  | **Clear**  |
| **Reflection**  |  Reflection includes an insufficient number of competencies.  |  |  | Reflection includes a sufficient number of competencies. |
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|  |  |  Reflection is structured as a list of facts (“and then...and then...”) |  |  |  Reflection refers to the actions of the lecturer: the how and the why. |
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| **Appendices**  |  |  |  This cluster is insufficiently supported by relevant appendices. |  |  |  This cluster is sufficiently supported by relevant appendices.  |
|  |  |
|  |  |  There is insufficient cohesion between competences, appendices, and reflection. |  |  |  There is sufficient cohesion between competences, appendices, and reflection. |
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|  **Overall opinion of this cluster/feedback to lecturer (strong points and points for improvement)**   |

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| **Testing and Feedback Competences**  |
| All educational and grading assessments that you develop and administer and the associated feedback you provide are based on: * the background, organization, rules and regulations, starting principles, structure, content, and testing of the curriculum;
* your knowledge of the educational and grading functions of testing;
* pro-actively gathered advice from colleagues and experts;
* advice from students where this was useful and possible;
* your expertise, this includes:
	+ your up-to-date knowledge of teaching methodology of your own field,
	+ your up-to-date knowledge of your own field,
	+ your understanding of the medical and biomedical sciences,
	+ your knowledge of the field that this test relates to.
 |
| The test questions, assignments, and assessment requirements that you develop: * have been discussed with colleagues and testing experts beforehand;
* align with the key principles of the curriculum;
* connect to other testing in the quarter and the curriculum;
* relate to the objectives of the unit of study, quarter, or curriculum;
* provide the student with insight into their skills and opportunities for improvement;
* provide the lecturer/supervisor with insight into the development of the student;
* provide the examiner the information that is required for a reliable assessment.
 |
| You assess your students’ performance transparently and fairly, and you provide students with sufficient personal feedback about your assessment.  |
| The feedback you provide your students gives them insight into the strong and weak points in their knowledge, skills, attitude, and behavior and the opportunities to focus on them for improvement.  |
| For oral exams and practical assessments you ensure that your interaction with the students provides them with the opportunity to demonstrate their competence in a way that allows you to provide a valid and reliable assessment.  |
| When assessing student portfolios(1), you keep the dual function of the portfolios in mind because you: * assess the extent to which the student has achieved the objectives and you provide these findings with feedback;
* examine the extent to which the student has used their portfolio as a learning instrument. You provide these findings with feedback and discuss them with the student where possible.

(1)it may pertain to portfolios within the coaching groups, portfolio booklets during internships, but also different types of documented progress over a longer period of time.  |
| You encourage students to: * individually or collectively test their progress for educational purposes;
* ask for, give, and process feedback among themselves;
* focus on the feedback received for educational and grading assessments to improve their learning process.
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| **Testing and Feedback Assessment**  |
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| **Individual Professionalism Competences**  |
| You maintain the balance between the different activities because you: * know what is expected of you;
* perform your teaching tasks in addition to your other tasks;
* acknowledge an excessive workload or lack thereof in a timely fashion, and you discuss this with your colleagues.
 |
| You ask for and process feedback from others, such as students, colleagues, supervisors, coaches, and patients.  |
| You reflect on your performance in the teaching roles you fulfill. You do this systematically: * using situations from your own practice;
* based on feedback from different sources as well;
* in relation to key principles in the curriculum.
 |
| You continuously develop your lecturer competences because you: * design your own learning plan;
* base this on descriptions of lecturer competences that are relevant to you;
* make use of the opportunities for learning, coaching, and peer consultation;
* or decline those and opt for and justify your own alternative methods.
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|  **Overall opinion of this cluster/feedback to lecturer (strong points and points for improvement)**   |

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| **Team Professionalism Competences**  |
| For each of the teaching activities in which you are involved you know the other lecturers inside and outside your field who are also working on this, you consult with them, and you collaborate with them as required and whenever possible. |
| You align your activities with the educational vision of your department and the opportunities, limitations, and developments for education that apply to it.  |
| You ask, receive, and use feedback from your colleagues, and you provide them with effective feedback upon request or voluntarily.  |
| You consciously pay attention to the practical and social performance of each team in which you perform your teaching activities as well as the performance of each of the members of the team.  |

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| **Space for feedback to the lecturer and the final assessment of this portfolio**  |
|  **Overall opinion of this cluster/feedback to lecturer (strong points and points for improvement)**   |

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| **Content Competencies**  |
| You keep your professional knowledge up to date to be able to teach well and adequately appraise student performance. You do this by: * following recent developments in research;
* assessing the relevance of these developments for the program;
* linking it to scientific theory that will be addressed in the program as well as outside of your own field of expertise.
 |
| You are knowledgeable about the context in which your field is developing, and you use this knowledge to ensure that your students can place your field of expertise in the context of the program.  |
| You preserve a secure and safe internship and practical environment by adequately using your knowledge of: * current and new methods and techniques;
* the safety requirements for people and environment;
* the patients and patient materials confidentiality regulations;
* the correct management of research data.
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|  **Overall opinion of this cluster/feedback to lecturer (strong points and points for improvement)**   |

# OVERALL ASSESSMENT AND RECOMMENDATION

You can use the separate competence cluster assessments to develop an opinion on the overall portfolio and to substantiate your recommendation to grant or not grant the UTQ. This written feedback is particularly valuable for lecturers: strong points and points for improvement.

# Recommendation

It is my opinion that the UTQ **may be granted** to this lecturer because

It is my opinion that the UTQ **may not yet be granted** to this lecturer. Before a modified portfolio can be processed, it requires additional information in the following areas: