



Portfolio

University Teaching Qualification (UTQ)

Name:

Department:

Contents

Appendices for each competence cluster	3
UTQ self-reflection instrument	4
Appendices	8

Appendices for each competence cluster

During your UTQ program, you will work with specific situations from your teaching practice. Through thoughtful reflection you will gain insight into which competences you have demonstrated, developed or further developed.

In your portfolio, you will write a reflection report with your reflection for each competence cluster on all the material collected for this purpose. In doing so, you will pay explicit attention to all the required competence clusters (teaching approach, assessment and feedback, etc.).

Please indicate for each competence cluster below which appendices have been used for the reflection report. This will help the assessors in searching for the correct appendices during the assessment.

	The reflection report refers to the appendices:
Teaching approach	
Assessment and feedback	
Individual professionalism	
Team professionalism	
Course content	

UTQ self-reflection instrument

Using this self-reflection instrument, you can determine at the start of your UTQ program which competences you have already mastered and whether you can reflect on them sufficiently based on insightful examples from your teaching practice. You can also use this self-reflection instrument to determine which competences you are going to work on during the UTQ program, based on learning objectives related to specific teaching situations you encounter.

Final qualifications	What can I already do and demonstrate	What will I develop during my program
Teaching approach		
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: <ul style="list-style-type: none"> ▪ 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 specific to your field of expertise; ▪ your up-to-date knowledge of the field of expertise you are teaching. 		
The learning materials (sources, assignments) that you design and develop: <ul style="list-style-type: none"> ▪ 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: <ul style="list-style-type: none"> ▪ challenge the students to engage in constructive, self-managing, practice-oriented and collaborative study; ▪ match the needs 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: <ul style="list-style-type: none"> ▪ 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. 		
Your interaction with students: <ul style="list-style-type: none"> ▪ matches the dynamics of the group; ▪ contributes to their and your academic development. 		

Final qualifications	What can I already do and demonstrate	What will I develop during my program
Assessment and feedback		
<p>All educational and grading assessments you develop and administer and the associated feedback you provide are based on:</p> <ul style="list-style-type: none"> ▪ 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. 		
<p>The test questions, assignments and assessment requirements that you develop:</p> <ul style="list-style-type: none"> ▪ 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. 		
<p>You assess your students' performance transparently and fairly and you provide students with sufficient personal feedback about your assessment.</p>		
<p>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.</p>		
<p>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.</p>		
<p>When assessing student portfolios⁽¹⁾, you keep the dual function of the portfolios in mind because you:</p> <ul style="list-style-type: none"> ▪ 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. <p>⁽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.</p>		
<p>You encourage students to:</p> <ul style="list-style-type: none"> ▪ 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. 		

Final qualifications	What can I already do and demonstrate	What will I develop during my program
Individual professionalism		
<p>You maintain the balance between the different activities because you:</p> <ul style="list-style-type: none"> ▪ 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. 		
<p>You ask for and process feedback from others, such as students, colleagues, supervisors, coaches and patients.</p>		
<p>You reflect on your performance in the teaching roles you fulfill. You do this systematically:</p> <ul style="list-style-type: none"> ▪ using situations from your own practice; ▪ based on feedback from different sources as well; ▪ in relation to key principles in the curriculum. 		
<p>You continuously develop your lecturer competences because you:</p> <ul style="list-style-type: none"> ▪ 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. 		
Team professionalism		
<p>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 them, you consult with them and you collaborate with them as required and whenever possible.</p>		
<p>You align your activities with the educational vision of your department and the opportunities, limitations and developments for education that apply to them.</p>		
<p>You ask, receive and incorporate feedback from your colleagues, and you provide them with effective feedback upon request or voluntarily.</p>		
<p>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.</p>		

Final qualifications	What can I already do and demonstrate	What will I develop during my program
Course content		
<p>You keep your professional knowledge up to date to be able to teach well and adequately appraise student performance. You do this by:</p> <ul style="list-style-type: none"> ▪ 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. 		
<p>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.</p>		
<p>You preserve a secure and safe internship and practical environment by adequately using your knowledge of:</p> <ul style="list-style-type: none"> ▪ 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. 		

Appendices

After this, you collect your appendices, which must include:

- a reflection report with your reflection for each competence cluster on all the material collected for this purpose. This reflection report forms the core of your portfolio, in which you describe how your competences have been (further) developed based on specific teaching situations. In doing so, pay explicit attention to all the required competence clusters (teaching approach, assessment and feedback, etc.).
- completed UTQ self-reflection instruments
- material that has been collected to demonstrate that the required competences have been fulfilled. This may include:
 - examples of own products
 - evaluations/ student feedback
 - collegial feedback (may also be assessment by the educational supervisor)
 - reports from peer review of various forms of education
 - insights gained from courses, literature, conferences, symposiums, etc.
- an evaluation report of the UTQ program completed with other lecturers
- an overview of the student's own educational activities (teaching CV).

