University Regulations on Teaching Qualifications (UTQ, STQ)

Starting date: 1 October 2021

Contents

Reading guide
- These regulations contain information for lecturers who wish to obtain a teaching qualification (UTQ or STQ).
- This document can be downloaded from the UU Intranet (log in with Solis ID). The appendices are also available here as separate files.
- Some aspects have been further elaborated upon by each faculty[1]. The faculty supplements are available on the same intranet page; the information for the UMCU is available on this website.
- Information on research qualifications can be found in a separate document; the *Utrecht University framework for research qualifications*. This framework can be downloaded on the intranet (log in with Solis ID).

These regulations were adopted by the Executive Board in agreement with LO on 29 September 2021. From October 1, 2021, these regulations will replace the previous *Framework on Qualifications for Academic Staff* dated September 2009.

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[1] The term 'faculty' in these regulations also refers to University College Utrecht (UCU) and University College Roosevelt (UCR).

1. Why obtain a teaching qualification?

Utrecht University attaches great importance to the quality of teaching, educational innovation and the development of lecturers. In particular, this requires lecturers to reflect on their own day-to-day teaching and develop as professionals. In order to stimulate and guarantee its lecturers' teaching quality, Utrecht University introduced the University Teaching Qualification and Senior University Teaching Qualification (UTQ and STQ) in 1995 – the first university in the Netherlands to do so. The Dutch abbreviations are BKO and SKO. In 2008, Dutch universities agreed at VSNU level (Association of Universities in the Netherlands) to mutually recognise UTQs obtained at another university. In 2009 and in 2021[2], the framework for qualifications at Utrecht University was updated. The teaching qualifications allow lecturers to demonstrate that they have mastered the necessary competences. But, of course, development does not stop there. There are numerous ways to continue your development as a lecturer (see Chapter 6).

In addition to teaching qualifications, Utrecht University also offers research qualifications, whereby the basic research qualification is equivalent to a doctoral degree. More information can be found in the Utrecht University framework for research qualifications (available on the intranet) and the accompanying faculty-specific documents. The university's Academic Staff-FLOW regulations indicate which qualifications are stipulated as conditions for appointment to a particular position and thus for pursuing an academic career. These conditions can be met by acquiring qualifications; however, obtaining a qualification does not guarantee promotion.

> **Teaching**
> In these regulations, the terms 'students', 'lecturers', 'training programme' and 'teaching' are used in a broad sense. Students can be Bachelor's and Master's students as well as other groups, such as professionals and PhD candidates. Supporting these students can take place at all scales (individual, small or large groups of students, workplace learning, clinical training, online teaching, etc.).

2. For whom?

Assistant Professors
Academic staff at or above Assistant Professor (UD) level with a permanent employment contract of more than 0.2 FTE are required to have or to obtain a University Teaching Qualification (UTQ). By awarding the UTQ, the university declares that a lecturer can be entrusted with teaching a university course since they have mastered the required UTQ competences (Appendix A). In this respect, the UTQ is a starting qualification: *it forms the basis for further development and deepening* in the field of teaching. See also Chapter 6 on continuous professional development.

Associate Professors and Full Professors
According to the Academic Staff-FLOW regulations, candidates who wish to be promoted to the position of Associate Professor (UHD) must hold a senior qualification in either research (SRQ) or teaching (STQ)[3]. For an appointment as Full Professor, both qualifications are required.[4] By

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[2] These regulations were drawn up in collaboration between the HR department, the Centre for Academic Teaching (CAT), Educational Consultancy & Professional Development (O&T) and Educate-it. They are an elaboration of the recommendations (in Dutch) of the UTQ/STQ task force. Vice Deans of Education, Directors of Education and a broad-based sounding board group provided regular feedback throughout the drafting process.
[3] The Senior Research Qualification and the Senior Teaching Qualification are abbreviated as SRQ and STQ respectively in order to clearly distinguish between them.
[4] An exception applies to the UMCU: professors with a research or clinical focus are only expected to have a UTQ.

awarding the STQ, the university declares that a lecturer can be entrusted with (part of) the curriculum since they have mastered the required STQ competences (Appendix A). As with the UTQ, lecturers can also continue to work on their professional development after obtaining the STQ. See Chapter 6 on continuous professional development.

Temporary lecturers, PhD candidates and postdocs
Utrecht University encourages all staff members to work on their professional development. Temporary lecturers with an employment of several years are often given the opportunity to obtain an UTQ, and are encouraged to do so, wherever possible. For this purpose, they get dedicated development time (see Chapter 6). Obtaining an UTQ is not obliged for temporary lecturers. In exceptional cases, PhD candidates and postdocs with a substantial education component can obtain an UTQ, too. In all three cases, they must have a sufficient range of teaching tasks and experience to be able to achieve the UTQ competences. Temporary lecturers, PhD candidates and postdocs discuss the possibilities with their manager. Those who are not yet eligible may, in consultation with their manager, obtain a modular UTQ certificate (see Chapter 5). PhD candidates, postdocs and temporary lecturers can also participate in other components of lecturer development opportunities offered by the Centre for Academic Teaching (CAT) or activities offered through their own faculty. The manager and the faculty contact person (listed on the UTQ/STQ intranet page) can provide advice on this. Utrecht University has developed the Start to Teach training programme specifically for junior lecturers.

3. The UTQ track

The UTQ track essentially consists of drawing up and executing a development document, teaching and receiving feedback, and reflecting on those teaching activities, following a training programme, having discussions with a tutor, compiling a portfolio and the assessment of that portfolio by a faculty committee. By obtaining a UTQ, a lecturer lays the foundation for further development and deepening in the field of teaching.

UTQ: What is expected of the lecturer?
By awarding the UTQ, the university declares that a lecturer can be entrusted with teaching a university course because they have mastered the UTQ competences. Appendix A describes the competencies that can be expected of a lecturer after gaining the qualification. In this respect, the UTQ is a starting qualification that the lecturer can use as a springboard for their further development.

In order to meet the UTQ competences, upon completion of the UTQ track, the lecturer must have experience with a sufficient range of teaching tasks: experience in carrying out teaching activities, providing feedback, assessments and designing courses. Lecturers may have gained this experience either within or outside Utrecht University. Broader experience, for example in post-Master's education or in secondary education, may also be taken into account. A lecturer does not necessarily need to have experience with all the individual components of the UTQ competencies but they must demonstrate that they are capable of meeting them, for example through experience in various sub-aspects or through training courses.

In general, the expectation is that around 1,000 hours of experience (hands-on experience)[5] should provide a sufficient basis for meeting the UTQ competences. However, this is neither a fixed requirement nor a goal in itself: the quality and diversity of the lecturer's experience is what counts, not the number of hours. Lecturers with a lack of experience in different areas of teaching may be eligible for a UTQ modular certificate (see Chapter 5).

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[5] This is roughly equivalent to 0.6 FTE for one year, but in practice is usually spread over several years.

UTQ: Where to start? – First steps for lecturers

1. Your manager informs you about the UTQ.[6] You discuss the possibilities, conditions and your own wishes and development goals. You can also initiate this discussion yourself.
2. Your manager determines whether you are eligible for the UTQ track or a UTQ modular certificate and, where necessary, seeks advice from the faculty's UTQ contact person (listed on the UTQ/STQ intranet page) and/or the assessment committee.
3. You then make agreements about the track, including the expected time commitment and relevant tasks that may need to be added to your range of tasks and responsibilities. You choose a tutor together.
4. You draw up your development document in consultation with your manager and tutor. The development document is then submitted to the assessment committee for a cursory check: do the planned activities meet the requirements? Sometimes an initial meeting with the committee takes place.
5. You start the track (training programme, lesson observations, discussions with your tutor, working on your portfolio, etc.).

UTQ: Scope of the qualification process

For full-time staff members, the UTQ track covers a period of a maximum of two years. Lecturers are allocated time within their range of tasks to work on their UTQ activities. The scope and duration of the track depend on the lecturer's teaching experience and expertise at the beginning of the programme and on their development needs. This is laid down in the development document. A standard UTQ track consists of a minimum of 125 hours of training and compiling the portfolio. See below.

UTQ: Training

A. Standard UTQ training programme

UTQ candidates follow a training programme, which is a fixed component of their UTQ track. A standard UTQ programme consists of three core modules and a number of optional components. The core modules are: 1) Teaching, 2) Feedback and assessment, 3) Designing courses. These modules also include peer reviews, lesson observations and reflection on one's own teaching. The participants form a community of fellow lecturers. Interaction with colleagues is a key element of all courses and modules of the training programme. The three core modules, including working on the portfolio, amount to approximately 125 hours. This is the minimum amount of time that is spent on the UTQ training programme at each faculty. In addition to the core modules, faculties may decide to make extra modules from the range of optional courses compulsory.

In addition to the core modules, participants can also follow optional courses. They record this in their development document. The options consist of faculty-specific activities (e.g. clinical or humanities programmes) and other in-depth elements that tie in with current learning needs, for example the international classroom, diversity and inclusiveness, honours programmes, blended learning, education for professionals and interdisciplinary education.

Professional development is by no means limited to taking formal training courses. Informal learning in day-to-day teaching practice and from colleagues is just as important and forms part of the development document and the reflection component of the portfolio. See also Chapter 6.

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[6] Managers of newly appointed lecturers are actively informed by the faculty's HR department.

B. Tailored track for experienced lecturers

If a lecturer has already obtained relevant modular certificates and/or is able to demonstrate substantial relevant teaching experience and expertise, the Dean may decide, on the advice of the UTQ assessment committee, that the lecturer may follow a fast-track programme or be awarded the UTQ certificate solely on the basis of a portfolio. The faculty assessment committee is often mandated to make this decision. The content of a fast-track programme is tailored to the individual lecturer and is agreed in consultation between the lecturer, the manager and a member of the assessment committee. The UTQ certificate is always awarded based on a portfolio. Other preconditions and the procedure for fast-track programmes are outlined in the faculty supplements to these regulations.

UTQ: Tutor

All UTQ candidates have a tutor for the entire duration of the UTQ track. Lecturers choose a tutor in consultation with their manager. A tutor is an experienced colleague who has at least a UTQ certificate and is familiar with the UTQ competences and procedures. The tutor may not be the lecturer's UTQ assessor. The tutor is the lecturer's first point of contact throughout the process. The exact role of the tutor varies for each track. The tutor and the lecturer make agreements about this at the start of the process, for example; assistance in preparing the development document, (interim) feedback on the UTQ portfolio and reflection on experiences and development, for example through meetings and lesson visits. A guide for tutors can be found in Appendix C.

UTQ: Development document

At the beginning of the track, UTQ candidates draw up a development document, in which they briefly describe their teaching experience and training programmes previously followed. It also includes a plan, in which they indicate the areas in which they need and want to develop in order to meet the UTQ competences (see Appendix A). In the case of full-time staff members, the plans cover a period of a maximum of two years. A template can be found in Appendix B.

The development document is discussed with the manager in order to plan specific activities: Which tasks (e.g. designing courses or coordinating a course) are relevant and may need to be added to the lecturer's range of tasks and responsibilities? What additional activities (such as lesson observations) and what optional modules are relevant? The tutor can advise on this. The development document is then submitted to the assessment committee for a cursory check: Do the planned activities meet the requirements? Sometimes an initial meeting with the committee takes place.

The development document later forms part of the UTQ portfolio. At the end of the UTQ track, the lecturer, in consultation with their manager, adds any follow-up steps for professional development after obtaining the UTQ certificate. The content of the development document will also be discussed during the annual A&D interview (see Chapter 6).

UTQ: Portfolio
During the UTQ track, lecturers reflect on their knowledge, skills and experiences related to the UTQ competences (see Appendix A). They then use this reflection to compile a portfolio, in which they also include supporting material, for example course evaluations. The tutor can advise on this. A template for the portfolio can be found in Appendix B.

UTQ: Assessment
When the tutor and the manager are satisfied that the portfolio is complete, it is submitted to the faculty assessment committee. The secretary of the committee first checks whether the portfolio is indeed complete, after which it is forwarded to the assessment committee for the substantive assessment. The portfolio forms the basis for the assessment, supplemented with a verbal explanation by the candidate.

The assessment committee assesses whether the candidate meets the requirements. See the UTQ competences in Appendix A. For the assessment, the committee may request additional information from the candidate or, for example, from the manager and/or tutor. Some committees use an assessment form. The university does not currently have a standard assessment form. The committee strives to reach a consensus. If the decision is positive, the Dean signs the UTQ certificate on behalf of the Executive Board. Dutch universities have agreed at VSNU level to mutually recognise UTQ certificates. This means a UTQ certificate is also valid outside Utrecht University.

UTQ: Assessment committee
A faculty UTQ assessment committee is appointed by the Dean. The committee consists of at least a chair, a number of members (all of whom have obtained an STQ certificate), a student member[7] and an educationalist. The committee is supported by a permanent secretary. The student member and the educationalist have an advisory vote. At least one assessor from outside the candidate's department is involved in the assessment. It is useful if some of the committee members are permanent, for the sake of the continuity; some of the members may be appointed on a case-by-case basis. The committee's procedure is laid down in the individual faculty supplements to these regulations.

UTQ: English-and Dutch language proficiency
Utrecht University is a broad-based Dutch and international university. Our degree programmes are offered in an increasingly diverse and international environment and we strive to be an inclusive community. Within the university, we have therefore made agreements (login with Solis ID) on how to address language and intercultural skills. All lecturers who teach in English are expected to master at least level C1 of the Common Framework of Reference (CEFR) or level 3 of the Lecturer Assessment Grid (LAG). Faculties are free to set additional requirements for lecturers to lead an international classroom in English (e.g. intercultural competencies). Proof of these requirements forms part of the portfolio. The UTQ committee may waive the C1 language requirement if there is a good reason to do so. Lecturers can take advantage of the range of assessments and courses in the Development Guide (log in with Solis ID).

Equivalent to the above requirement, academic staff active in Dutch-language education must meet language requirement C1, too. Each faculty decides whether and within what time frame non-Dutch-speaking academic staff is expected to learn sufficient Dutch to teach in Dutch.

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[7] Faculty UTQ assessment committees have an advisory student member to monitor the student perspective regarding the impact of lecturers on students. A student member should preferably take on this role from a position from which they can view the teaching qualifications in a broader context, for example as a student member of a department, programme or faculty board or as a student member of the board of studies.

After the UTQ

Of course, professional development does not stop after obtaining the UTQ certificate. In the development document, the lecturer and their manager make agreements about the follow-up steps after achieving the UTQ. There are numerous ways to continue your development as a lecturer, for example by following a training course or by actively participating in conferences and lectures. Informal learning in day-to-day teaching practice and from colleagues also plays a key role in the development process. The faculty contact person (listed on the UTQ/STQ intranet page) can advise on the possibility of taking the first steps towards the STQ. More information on continuous professional development can be found in Chapter 6.

4. The STQ track

An STQ track is less formally organised than a UTQ track, but it still includes the drawing up and execution of a development document, the compilation of a portfolio and the assessment of that portfolio. STQ candidates have the option of following training courses and/or being supported by a tutor. Lecturers are allocated time within their range of tasks to work on their STQ activities and, if they wish, to follow training courses. An STQ track usually lasts around two years, although the duration very much depends on the lecturer's starting situation.

STQ: What is expected of the lecturer?

By awarding the STQ, the university declares that a lecturer can be entrusted with (part of) the curriculum since they have mastered the required STQ competences. The STQ is an important milestone, but by no means the end of a lecturer's development. In order to demonstrate that they meet the STQ competences, upon completion of the STQ track the lecturer must have gained experience with a sufficient range of teaching tasks that transcend multiple courses (see STQ competences in Appendix A). Lecturers may have gained this experience either within or outside Utrecht University. Broader experience, for example in post-Master's education or in secondary education, may also be taken into account. A lecturer does not necessarily need to have experience with all the individual components of the STQ competencies but they must demonstrate that they are capable of meeting them, for example through experience in various sub-aspects or through training courses.

STQ: Where to start? – Step-by-step plan for lecturers

1. Discuss your intention to start an STQ track with your manager. You may also seek advice from the faculty's STQ contact person (listed on the UTQ/STQ intranet page) and/or consult a member of the assessment committee.
2. You then make agreements about the track, including the expected time commitment and relevant tasks that may need to be added to your range of tasks and responsibilities. If desired, you then choose a tutor together.
3. You draw up your development document in consultation with your manager and tutor (if you have one). The development document is then submitted to the assessment committee for a cursory check: do the planned activities meet the requirements? Sometimes an initial meeting takes place.
4. You start your STQ track.

STQ: Training programme

Although it is not compulsory for STQ candidates to take a training programme, it is recommended that they do so. The Centre for Academic Teaching (CAT) & partners and a number of faculties offer a range of courses.

- Courses that respond to current educational trends or specific (in-depth) subjects, for example interdisciplinary programmes or honours programmes. Lecturers may also take UTQ courses, provided they take their reflection a step further than that which is required for the UTQ portfolio, because the level of functioning (curriculum instead of course level) and the level of impact (on fellow lecturers instead of students) is different from that of a UTQ lecturer.
- Courses that are geared towards experienced lecturers, such as the modules on quality assurance, educational leadership and scholarly teaching.
- STQ-specific courses for reflecting on the STQ competences.

In consultation with their manager, STQ candidates can also choose to take courses and modules offered by external parties. Professional development is by no means limited to formal training courses. Informal learning in day-to-day teaching practice and from colleagues is just as important and can be included in the development document and the reflection component of the portfolio. Candidates can also develop STQ competences by initiating and actively participating in activities geared towards academic education, for example, organising the Education Parade, participating in conferences, work visits, joining a Special Interest Group (SIG), carrying out an educational innovation project or being a member of an education committee, an education advisory committee or a quality assurance committee. More information on professional development can be found in Chapter 6.

STQ: Tutor
For STQ candidates, a tutor is optional but is recommended. Lecturers choose a tutor in consultation with their manager. A tutor is a highly experienced colleague who has at least an STQ certificate and is familiar with the STQ competences and procedures. The tutor may not be the lecturer's STQ assessor and, preferably, the tutor should not be the lecturer's manager. The tutor is the lecturer's first point of contact throughout the process. The exact role of the tutor varies for each track. The tutor and the lecturer make agreements about this at the start of the process, for example; assistance in preparing the development document, (interim) feedback on the STQ portfolio and reflection on experiences and development, for example through meetings and lesson observations. A guide for tutors can be found in Appendix C.

STQ: Development document
At the beginning of the track, STQ candidates draw up a development document, in which they briefly describe their teaching experience and training programmes previously taken. It also includes a plan, in which they indicate the areas in which they need and want to develop in order to meet the STQ competences (see Appendix A). A template can be found in Appendix B.

The development document is discussed with the manager in order to plan specific activities: Which tasks are relevant and may need to be added to the lecturer's range of tasks and responsibilities? Which additional activities and which training courses and modules are relevant? The Director of Education and the tutor, if the lecturer has one, can advise on this. The development document is then submitted to the assessment committee for a cursory check: Do the planned activities meet the requirements? Sometimes an initial meeting with the committee takes place.

The development document later forms part of the STQ portfolio. At the end of the STQ track, the lecturer, in consultation with their manager, adds any follow-up steps for professional development after obtaining the STQ certificate. The content of the development document will also be discussed during the annual A&D interview (see Chapter 6).

STQ: Portfolio
During the STQ track, lecturers reflect on their knowledge, skills and experiences related to the STQ competences (see Appendix A). They then use this reflection to compile a portfolio, in which

they also include supporting material. The portfolio is assessed by a faculty panel of the university's Teaching Qualifications committee.

STQ: Tips and tricks
Read the tips and tricks for and by lecturers who help you write the STQ portfolio.

STQ: Assessment committee
Refer to Chapter 7 for details of the composition and procedures of this committee.

STQ: Assessment
When the manager (and tutor, if applicable) is satisfied that the portfolio is complete, it is submitted to the faculty panel of the university's Teaching Qualifications committee. The secretary of the panel first checks whether the portfolio is indeed complete. It is then forwarded to the assessors for the substantive assessment. The portfolio forms the basis for the assessment, supplemented with a verbal explanation by the candidate.

The faculty panel assesses whether the candidate meets the requirements. See the STQ competences in Appendix A. For the assessment, the committee may request additional information from the candidate or, for example, from the manager and/or tutor. Some panels use an assessment form. The university does not currently have a standard assessment form. The assessors strive to reach a consensus. If the decision is positive, the Dean signs the STQ certificate on behalf of the Executive Board.

STQ: Fast-track programme
When a new Associate Professor or Full Professor with a great deal of teaching expertise joins Utrecht University, the Dean may decide, on the advice of the Teaching Qualifications committee, that the lecturer may follow a fast-track programme or be awarded the STQ certificate solely on the basis of a portfolio. If an Associate Professor or Full Professor joins the university from abroad, chances are that they will not yet have obtained the UTQ certificate. In such cases, the UTQ assessment committee will also be involved in the decision. The STQ certificate is always awarded based on a portfolio. Other preconditions and the procedure for fast-track programmes are outlined in the faculty supplements to these regulations.

After the STQ
Of course, professional development does not stop after obtaining the STQ certificate. In the development document, the lecturer and their manager make agreements about the follow-up steps after achieving the STQ. There are numerous ways to continue your development as a lecturer, for example by taking a training course or by actively participating in conferences and lectures. Informal learning in day-to-day teaching practice and from colleagues also plays a key role in the development process. More information on continuous professional development can be found in Chapter 6.

5. UTQ modular certificate

Utrecht University expects its lecturers to be highly skilled teachers. In return, they are given the opportunity to continue to develop and qualify as lecturers throughout their career. From 2021, lecturers who are not eligible to follow a UTQ track because they have too few different teaching duties, can obtain a modular certificate. Modular certificates will allow lecturers to obtain a qualification in stages, in line with their teaching duties and the phase of their career.

UTQ Modular Certificate in Teaching
From 2021, Utrecht University offers the first modular certificate: 'Teaching'. This certificate is equivalent to the eponymous core module on the UTQ training programme. If the lecturer wants to obtain a full UTQ qualification at a later stage, they may be granted an exemption from this part of the programme. The 'Teaching' module is particularly interesting for PhD candidates[8], postdocs, medical specialists and trainee medical specialists and, occasionally, temporary lecturers with limited teaching duties. During this module, they develop the didactic skills and expertise that they currently require. The modular certificate also serves as recognition of the teaching experience they have gained.[9] Having proof of teaching skills may also be very valuable when applying for a future job. Although it is not compulsory to obtain a UTQ modular certificate, it is highly recommended.

Utrecht University has developed the Start to Teach training programme specifically for junior lecturers. The UTQ modular certificate follows on from this.

UTQ modular certificate: What is expected of the lecturer?
A lecturer can start working towards the UTQ modular certificate in consultation with their manager. The competencies under 'Teaching (UTQ)' in Appendix A outline the competencies covered in the eponymous module/the modular certificate. To be able to start the modular certificate, the lecturer must provide small-scale teaching at course level. Preferably, lecturers should have already completed the Start to Teach training programme before starting on their UTQ modular certificate.

UTQ modular certificate: Training programme
The lecturer follows the 'Teaching' module from the range of UTQ training courses and modules. This module consists of approximately three to four half-days of face-to-face instruction plus preparatory work and time for reflection. The exact details may vary slightly from one faculty to another. Please refer to the faculty specific information on the UTQ/STQ intranet page (login with Solis ID) for more details.

UTQ modular certificate: Completion
Upon completion of the entire 'Teaching' module, the lecturer receives a certificate of participation. This certificate can later be used to apply for exemption from the eponymous module if the lecturer wishes to obtain a full UTQ certificate later on. No assessment takes place at this time.

English- and Dutch language proficiency
The university expects all lecturers who teach in English to master at least level C1 of the Common Framework of Reference (CEFR) or level 3 of the Lecturer Assessment Grid (LAG). This is only compulsory from UTQ level onwards, but everyone who teaches in English is strongly advised to obtain proof of their English-language proficiency as early as possible. Lecturers can take advantage of the range of assessments and courses in the Development Guide (log in with Solis ID). Equivalent to the above requirement, academic staff active in Dutch-language education must meet language requirement C1, too. Each faculty decides whether and within what time frame non-Dutch-speaking academic staff is expected to learn sufficient Dutch to teach in Dutch.

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[8] PhD candidates with permanent teaching duties always take a suitable training course. If they have limited teaching duties, they may take Start to Teach and/or a training course on thesis supervision, for example. For more information, see the PhD Manual. PhD candidates who teach courses more often may benefit from completing this modular certificate or, in some cases, the entire UTQ track.
[9] From 2021, discussions take place between Dutch universities about the possibility of mutually recognising UTQ modular certificates.

6. Continuous professional development

Professional development is a continuous process. The teaching qualifications allow lecturers to demonstrate that they have mastered the necessary skills. But, of course, development does not stop there. There are numerous ways to continue your development as a lecturer, for example by taking the courses in Educational Leadership, Interdisciplinary Education or Honours Teaching. These are just a few examples from the broad range of development activities and courses for lecturers at Utrecht University.

Professional development is by no means limited to taking formal training courses. It can also be something that you do on an individual basis, such as initiating or actively participating in activities geared towards academic education (e.g. the Education Parade, conferences, lectures of the Centre for Academic Teaching), a work visit, joining a Special Interest Group (SIG), reading literature, adjusting to a new task or role or a professional consultation. Informal learning in day-to-day (teaching) practice and from colleagues also plays a key role in the development process as well as in the implementation of educational innovations with a team or as part of a USO/educational innovation project.

The university values its members of staff who are committed to their own professional development, and encourages and assists them in this as much as possible.

A.   Lecturers are given time and funding to work on their development.

Development time
Lecturers are allocated time within their range of tasks to work on their UTQ or STQ track. This refers to the time required to attend training, as a minimum. The extent and duration of the UTQ or STQ track depend on the teaching experience and expertise of lecturers at the beginning of the track, and on their development needs. The core modules of the standard UTQ training programme comprise about 125 hours, including working on the portfolio. In addition to the core modules, faculties may decide to make extra modules compulsory (see Chapter 3). For STQ candidates, following training is not mandatory, yet recommended (see Chapter 4). At the start of the track, UTQ and STQ candidates make agreements about the required time investment with their manager.

Staff members are also given time to continue developing as lecturers even after they have obtained their teaching qualifications. According to the Collective Labour Agreement for Dutch Universities (CAO NU), every staff member is entitled to *at least* two development days per year. This concerns development in the broadest sense, i.e. it is not limited to attending formal training courses (see above) or to development in the field of teaching. Staff members and managers make individual agreements about this.

The CAO NU also stipulates that temporary lecturers are entitled to extra development opportunities. At Utrecht University, temporary lecturers with an employment contract of four years and a minimum of 0.7 FTE may spend at least 10% of their appointment on their professional development, for example to obtain a UTQ modular certificate or a full UTQ certificate. In addition, the university has created a range of development activities specifically for temporary lecturers (log in with Solis ID).

Utrecht University expects its staff members to work on their development alongside their duties. Since the UTQ and STQ are compulsory for many staff members, the university expects managers to provide adequate support throughout the process. By allocating time (at least to attend training), the manager emphasises the importance of development and the lecturer assumes responsibility. This also facilitates the discussion for both sides because they can discuss what they

want to do in the allotted time as well as the results they achieve. It helps the manager and lecturer initiate the development dialogue.

Development budget
Utrecht University has budgets available for development at various levels. Staff members are entitled to make use of these funds. There are university-wide budgets, for instance through the Centre for Academic Teaching (CAT) and the HR department. Many of these programmes and courses are available to Utrecht University staff members free of charge or for a small fee. The CAT also provides subsidies specifically for educational innovation, research by lecturers into their own teaching and for exchanges and collaborations. In addition, funding is also available at faculty and/or department level, and sometimes within divisions, schools, institutes or projects. In most cases, this does not concern a fixed amount per person, but rather general budgets. Staff members can apply for funding from those budgets in consultation with their manager. Managers and HR advisors can provide more information on this.

B. Utrecht University stimulates and facilitates (discussions about) development

A&D interview
Development is a standard component of the annual A&D interview. This is an important, but not the only, moment at which to initiate a discussion and make agreements about development. The university provides information and offers training courses to help staff members prepare for the A&D interview (log in with Solis ID).

Development document
A development document is an integral part of the UTQ and STQ tracks. At the end of the track, lecturers add their personal learning objectives and development steps they are going to take after obtaining the qualification to their development document. It is advisable to keep the development document up to date even after completing the track; it is a useful tool for preparing for the annual A&D interview. This helps lecturers to keep working on their professional development in the longer term.

Indicators for teaching achievements
This instrument helps lecturers and managers to identify development opportunities at different stages of an academic career and to assess teaching achievements.

Remote expert
After obtaining their UTQ certificate, lecturers are advised to have regular (e.g. once every five years) development interviews with an expert who is not a close colleague. This may be an experienced colleague from another research group or an educational consultant. For a lecturer with an STQ certificate, it can be a highly experienced colleague from another department or a senior educational consultant, but also a senior fellow of the CAT, a Director of Education or a Vice Dean. The results of this interview can be discussed in the A&D interview. The Centre for Academic Teaching can assist in finding a remote expert.

Centre for Academic Teaching (CAT)
Lecturers can use the CAT for information, knowledge-sharing, support and training that focuses on their own professional development and educational innovation. The CAT has a helpdesk (Teaching Support) to assist lecturers with their teaching questions. The centre offers a physical place to work and meet for all lecturers and it maintains a grassroots community of lecturers: TAUU.

Development activities and courses
An overview of activities and courses specifically for lecturers can be found on the Centre for Academic Teaching website. A list of all development courses is available in the Development Guide (login with Solis ID). These courses focus on personal and professional development in the

broadest sense, including training courses on leadership, intercultural competencies, diversity and inclusion, tackling undesirable behaviour, giving feedback, working together and many other relevant topics. Wherever possible, Utrecht University's development courses are demand-driven, and many of them are available to Utrecht University staff members free of charge or for a small fee. Lecturers can contact their manager and/or HR advisor for advice or help in finding specific courses. The UTQ/STQ intranet page contains an overview of contact persons who are specialised in professional development.

Feedback tools and reflection
A reflection cycle can help lecturers to develop as teachers and to achieve their goals. On Utrecht University's website, lecturers can find information and tools to help them through this process.

7. Quality assurance of teaching qualifications

Teaching Qualifications committee
Utrecht University has a university-wide Teaching Qualifications committee, which is charged with two tasks:
> (1) Assessing STQ portfolios (in faculty panels)
> (2) Ensuring the quality of teaching qualifications obtained at Utrecht University.

The committee has faculty panels for assessing STQ portfolios. The chairs of the faculty panels together form the Teaching Qualifications committee, which is responsible for quality assurance. The committee is supported by an administrative secretary from the Centre for Academic Teaching. The committee falls under the direct responsibility of the Rector Magnificus. The Rector Magnificus appoints the members (the chairs of the panels) for a period of four years, on the recommendation of the Deans.

Assessment of STQ portfolios
The committee has faculty panels for assessing STQ portfolios. Each panel consists of at least a chair, a number of members (all of whom have obtained an STQ certificate), a student member[10] and an educationalist. The members are appointed by the Dean. The student member and the educationalist have an advisory vote. To ensure a broader perspective and facilitate exchanges between faculties, the faculty panel engages at least one external assessor for each STQ assessment. This is a rotating member from another panel of the committee. The procedures of each panel are described in the faculty supplements to these regulations.

Quality assurance
The committee monitors the quality of teaching qualifications obtained at Utrecht University and the associated processes. The principles are described in the Utrecht University Code of Conduct, the frame of reference for conduct and reflection for the university's staff members and students. In addition, the committee monitors compliance with the Netherlands Code of Conduct for Research Integrity, the Code of Conduct concerning Inappropriate Behaviour and the principles of Equality, Diversity & Inclusion and Recognition and Rewards.

The committee ensures that the agreements in these regulations are observed and that the level of teaching qualifications is the same throughout the university. Its remit covers both the basic and the Senior University Teaching Qualification and its tasks include at least:

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[10] Faculty panels have an advisory student member to monitor the student perspective regarding the impact of lecturers on students. A student member should preferably take on this role from a position from which they can view the teaching qualifications in a broader context, for example as a student member of a department, programme or faculty board or as a student member of the board of studies.

- Calibrating recently assessed UTQ and STQ portfolios, paying particular attention to fast-track programmes and exemptions.
- Calibrating the structure of faculty UTQ and STQ tracks.
- Calibrating the content of UTQ core modules.
- Discussing cases in which there is an element of doubt.
- Discussing UTQ and STQ lecturer evaluations.

The committee maintains good contact with the chairs of the faculty UTQ committees and convenes this group on a regular basis. The committee advises the Executive Board on the quality assurance of teaching qualifications.

The committee sets out its tasks with regard to quality assurance in a working method.

Registration of teaching qualifications
Each faculty registers the teaching qualifications of its staff. Teaching qualifications are recorded in the staff member's personnel file.

Annual report
The Teaching Qualifications committee reports to the Executive Board every year. The annual report contains at least the following:
- Information on the certificates awarded that year.
- The total number and the percentage of teaching qualifications among permanent staff (that is, including qualifications obtained elsewhere).
- Information on evaluations carried out that year.
- Any advice issued (either solicited or unsolicited).

Disputes
The committee discusses disputes and complaints about processes and decisions within faculty assessment committees or panels. It also involves the responsible Dean in these discussions.

Faculty supplements to these regulations
These university regulations apply to all faculties. A number of elements have been specified in more detail in the faculty supplements to these regulations. These include at least the following:
- Working method of the faculty UTQ assessment committee.
- Working method of the faculty panel of the Teaching Qualifications Committee (STQ assessments).
- Periods within which submissions and assessments of applications for qualifications should be completed (at least four times a year).
- Any additional compulsory components of the UTQ training programme (in addition to the core modules).
- A list of faculty contact persons for teaching qualifications and for development opportunities in general (e.g. programme directors, HR advisors, etc.).

Faculty supplements and contact persons
Specific information and contact persons for each faculty are available on the UTQ/STQ intranet page[11] (log in with Solis ID). The university regulations and faculty supplements can be downloaded on the same page.

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[11] https://intranet.uu.nl/en/knowledgebase/senior-university-teaching-qualification

Appendix A: UTQ and STQ competences

The competencies describe what can be expected of a lecturer after gaining the qualification.[12] This means that a lecturer does not necessarily need to have *experience* with all the individual components, but they must demonstrate that they are capable of meeting them, for example through experience in various sub-aspects or through training courses. In this respect, the qualifications are a starting qualification (comparable to a driving licence.) The basic principle is that you can entrust a lecturer with a UTQ certificate with all aspects of a course and a lecturer with an STQ certificate with all aspects of a curriculum.

Basic principles
Academic lecturers at Utrecht University:
- Contribute *to the increase in students' knowledge of a subject and to their academic schooling* by designing courses, teaching those courses and assessing students' performance on those courses.
- *Raise students' awareness* of the course component's place within the entire curriculum, and of the career prospects and the social context.
- *Create an academic climate that inspires students to learn*, paying particular attention to interaction between the lecturer and students and between students themselves.
- Take the students' learning as the starting point when designing courses, teaching those courses and assessing students' performance on those courses. *Stimulate and support students' learning*.
- *Collaborate creatively* with colleagues both within and outside the discipline when designing courses, teaching those courses and assessing students' performance on those courses.

> **Teaching**
> In these regulations, the terms 'students', 'lecturers', 'training programme' and 'teaching' are used in a broad sense. Students may be Bachelor's and Master's students as well as other groups, such as professionals and PhD candidates. Supporting these students can take place at all scales (individual, small or large groups of students, workplace learning, clinical training, online teaching, etc.).

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[12] The competences were formulated by the UTQ/STQ Revision Task Force (2018/19).The wording and categorisation are consistent with the categorisation used for the mutual recognition of the UTQ as agreed at VSNU level (vsnu.nl/bko).Utrecht University policy documents (Academic Staff-FLOW regulations and Indicators for teaching achievements) were also used. A review of internationally accepted competencies of university lecturers was also used ('What makes an expert university teacher? A systematic review and synthesis of frameworks for teacher expertise in higher education' (2020)).

![Utrecht University logo]

University Teaching Qualification competences (UTQ)

By acquiring the University Teaching Qualification (UTQ), a lecturer demonstrates that they are an effective lecturer as formulated by Graham (2016) and in the tool for assessing teaching achievements. An effective lecturer has an impact on students'/participants' learning. The lecturer demonstrates that they have a professional attitude and are able to effectively design a course, teach that course and assess students' performance on that course.

I – Professional development (UTQ)	
Competency area	The academic lecturer is able to:
I a – Subject-related knowledge	• Keep subject-related knowledge and skills up to date. • Master the latest developments in the field to such an extent that they are able to integrate them in their teaching and design course components about them.
I b – Didactic knowledge	• Keep course-related didactic knowledge and skills up to date. • Have a well-founded vision of the role of a lecturer in good academic education.
I c – Focus on development	• Reflect on their own functioning and their own development as a lecturer.
II – Teaching (UTQ)	
Competency area	The academic lecturer is able to:
II a – Teaching	• Use a variety of subject-relevant and educationally sound modes of instruction, teaching material and learning activities appropriate to the learning objectives and current developments in teaching. • Fulfil various teaching roles appropriate to the chosen learning activity. • Take into account and anticipate the diversity of the student population when teaching, by responding to differences in prior knowledge, aptitude, background and individual circumstances. • Create a stimulating, active and motivating academic environment, among other things by adopting an enthusiastic and involved attitude. • Evaluate and receive feedback on their own teaching and make changes where necessary.
II b – Supervision of students/participants	• Supervise students/participants and encourage them to take responsibility for their own learning and development process. • Supervise individual students/participants as a tutor or coach. • Supervise students/participants on individual study assignments such as a thesis or internship.
II c – Working in a team	• Work in a team and consult colleagues and/or other relevant individuals about the content and form of their teaching.
III – Feedback and assessment (UTQ)	
Competency area	The academic lecturer is able to:
III a – Testing and assessment of students/participants	• Give feedback and assess students in a substantiated way, allowing room for learning, including making mistakes and errors.

	• Assess various types of (partial) results and form a final assessment[13] after weighting individual components.
III b – Designing (instruments for) tests and assessments	• Make a didactically sound choice from various forms of testing and align these with the learning activities and objectives of the course. • Design appropriate tools to assess both knowledge and skills.
III c – The evaluation of teaching	• Evaluate the quality of testing and assessment instruments and adjust the instruments based on the results. • Converse with committees from the quality assurance cycle, e.g. the Programme Committee and the Board of Examiners.

IV – Designing courses (UTQ)	
Competency area	The academic lecturer is able to:
IV a – Designing teaching situations	• Organise a course in a systematic and didactically sound way so that it is compatible with the objective of the course, taking into account and anticipating the (diversity in) prior knowledge, aptitude, background and individual circumstances of the students/participants. • Align a specific part of the course with the curriculum as a whole.
IV b – Design evaluation	• Evaluate and investigate their own teaching (or have it evaluated and investigated by someone else) and make adjustments if necessary.
IV c – Coordination	• Design the objectives of the course(s) in an organisational manner in accordance with the organisation of the faculty education or the programme.
IV d – Innovation	• Able to update/innovate (parts of) a course.

V – Contribution to knowledge, teaching and impact (UTQ)	
Competency area	The academic lecturer is able to:
V a – Outreach	• Share findings through outreach activities (with the professional field, prospective students, etc.) and thereby contribute to knowledge about academic education.
V b – Inreach	• Actively participate in peer-to-peer exchanges of teaching experiences, ideas and evidence of successful improvements in teaching.

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[13] 'Final assessment' does not necessarily mean a final grade for a course.

Senior University Teaching Qualification competences (STQ)

By acquiring the Senior University Teaching Qualification (STQ), a lecturer demonstrates their ability as an accomplished and amicable teacher. The STQ is more advanced than the UTQ due to the level of impact and different roles and duties: besides having an impact on students'/participants' learning, an STQ lecturer also has an impact on the skills of fellow lecturers. They also have roles and duties that transcend multiple courses. The lecturer works on their professional development, has experience teaching and designing courses and testing at course level, and is able to demonstrate their ability at curriculum level. In their portfolio, the lecturer demonstrates that they have mastered the following competencies in addition to the qualities mentioned under the UTQ.

I – Professional development (STQ)	
Competency area	The academic lecturer is able to:
I a – Expertise	• Keep knowledge and skills relevant to their own field up to date and maintain an overview of common ground with other relevant disciplines. • Apply this knowledge in their teaching.
I b – Didactic knowledge	• Keep curriculum-related didactic knowledge and skills up to date. • Propagate a well-founded vision on university education in a societal context.
I c – Focus on development	• Keep abreast of developments and innovations in university education. • Use that knowledge to formulate a well-founded vision on education. • Reflect on their own development and that of others.

II – Teaching (STQ)	
Competency area	The academic lecturer is able to:
II a – Teaching	• Use various teaching and supervision methods, both with regard to the subject matter and to academic skills, on the basis of broad experience with a wide variety of teaching methods and in different study phases.
II b – Supervision of students/participants	• Coach/supervise students/participants at Bachelor's, Master's or post-Master's (for example PhD) level. • Supervise and train/help to train lecturers.
II c – Coordination	• Consult colleagues regarding the coherence, form and content of the course/programme. • Provide inspirational leadership to several lecturers and any supporting staff regarding the form and content of the course/programme. • Coordinate (part of) the curriculum.
II d – The evaluation of teaching	• Critically evaluate teaching at course level and across multiple courses. • Apply quality assurance principles to curriculum components and monitor the implementation thereof. • Comply with the wider system of quality assurance that applies to their teaching. • Actively participate in committees from the quality assurance cycle, as a member or as chair.

II e – Managing teams	• Manage teams of lecturers and project teams that transcend multiple courses.

III – Feedback and assessment (STQ)

Competency area	The academic lecturer is able to:
III a – Testing and assessment of students/participants	• Assess students/participants in different study phases.
III b – Designing (instruments for) tests and assessments	• Draw up an assessment plan for the curriculum.

IV – Designing courses (STQ)

Competency area	The academic lecturer is able to:
IV a – Designing courses	• Produce teaching material or research at a course or curriculum level based on their expertise. • Design and develop (key parts of) a curriculum in an innovative yet systematic manner. • Design the objectives of a (sub)programme in a number of interrelated courses.
IV b – Design evaluation	• Design courses independently and in an evaluative manner. • Update courses on the basis of evaluation data, research, current developments in the field of study, didactics and society.
IV c – Innovation	• Contribute to policy-shaping discussions within the field of study. • Initiate innovation at a course and curriculum level.

V – Contribution to knowledge, teaching and impact (STQ)

Competency area	The academic lecturer is able to:
V a – Outreach	• Establish a connection between the university programme and the social fields related to it. • Share findings on academic education with colleagues outside their own department, at institution level or beyond.
V b – Inreach	• Actively participate in lecturers' meetings and be able to initiate and organise them. • Motivate colleagues to contribute to knowledge about teaching or the impact of their teaching.

Appendix B: Templates for the development document and portfolio

Template for Development document

Objective: Identify your competences and development opportunities at the start of your UTQ or STQ track.

1.   Where are you now?
Key question: *To what extent have you already met the requirements of the five UTQ/STQ competency areas (see Appendix A of the regulations)?*
Suggestions:
- Here you could include your CV, focus on teaching experience and training regarding teaching roles
- You could also mention a few experiences that have shaped you as a teacher
- You could give yourself a score based on the criteria and collect evidence, self-assessment
[…]

2.   What do you want to achieve?
Key question: *What are you working towards: UTQ and/or STQ? What competencies would you like to develop further? What are your development goals?*
Suggestions:
- What do you find interesting, what are your preferences, areas of interest?
- What progress do you need and want to make in order to fulfil the UTQ competences?
- What tasks should you be able to do well according to the department/your supervisor?
- How do these fit together?
[…]

3.   What are you going to do?
Key question: *What specific activities do you need to complete in order to achieve your development goals? Make a plan.*
Suggestions:
- What tasks (e.g. designing courses or coordinating a course) are relevant for your development? Are they already part of your job description?
- Training: which modules (course) and optional modules are suitable and relevant?
- What additional activities (such as lesson observations, evaluations) are relevant to you?
- When are you going to complete the training and other activities? Also come to agreements on guidance and the amount of time available for development
[…]

4.   How will you evaluate whether you are achieving your goals?
Key question: *How will you keep track of your progress?*
Suggestions:
- How, when and who will you ask for feedback (students, colleagues, tutor, educationalists, etc.)?
- What kind of evidence will you collect for your UTQ/STQ portfolio?
- What do you want to discuss in meetings with your UTQ/STQ tutor and your supervisor (e.g. A&D interview)?
[…]

Template for UTQ portfolio[14]

Explanation
The portfolio can be concise (10-15 pages may be enough), and it is usually a written document. If you would prefer to submit your portfolio in a different form, please discuss this with your tutor and with the assessment committee. When writing your portfolio, it is important that the assessment committee is able to identify the level you have achieved in the five competency areas and the progress you have made since you started teaching.

Faculties may specify further requirements for the template provided below. You can find your faculty's information on the UTQ/STQ intranet page.

Contents of a UTQ portfolio
The following elements must be included in every portfolio (see table below).

Key elements in a UTQ portfolio	Tips
Introduce yourself Suggestions for the introduction: - A teaching CV - Your vision on teaching - Examples that illustrate your authentic way of teaching - Refer to your development document	These points are suggestions and do not all have to be included in the portfolio. Decide for yourself which examples are most suitable for your introduction.
Reflection on your development and competences In this section, you reflect on your own development during the UTQ track and your competences. In your reflection, establish a link between your teaching experiences and literature from the UTQ track. Refer to the relevant appendices (see the section 'Documentary evidence as appendices to the portfolio'). Make sure that you address all five competency areas (see Appendix A of the University Regulations on Teaching Qualifications (UTQ, STQ)).	You can use examples of reflection questions to help you (see the section 'Advice and suggestions on how to start writing'). You are free to decide how you want to write and structure your reflection. You could do that in various ways, for example: - Based on the five competency areas - Using case studies (crucial experiences) to describe how you work, reflecting on the competencies demonstrated in that case study - Based on various teaching roles (coordinator, lecturer, tutorial teacher, thesis supervisor, tutor, etc.) - Based on assignments you have completed during the UTQ training programme or as part of core modules
Vision on teaching In this section, outline your vision on the role of a lecturer in good academic education. What are these ideas based on? And how do you put your vision into practice in your own teaching?	Topics often addressed in visions on teaching are (Schönwetter et al., 2002): "the purpose of teaching and learning; the role of the teacher; the role of the student; the methods used; evaluation and assessment of teaching and learning; and also includes two framing devices – a metaphor or a critical

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[14] The university does not currently have a standard portfolio template for the STQ. Read the tips and tricks for and by lecturers who help you write the STQ portfolio.

	incident and a device for acknowledging the impact that contextual factors have on teacher decision making." You can compare your vision with the Utrecht Teaching Model
Summary and looking ahead Help the assessment committee by briefly and explicitly discussing all five competency areas. Also outline the next steps in your development (use your development document).	

Documentary evidence as appendices to the portfolio

You can add the appendices described below to your portfolio as documentary evidence of your competences. Only add documentary evidence to your portfolio if you refer to it in your reflection. You may also decide to include other materials as evidence if they are relevant to your portfolio. Faculties may request additional examples or products.

Appendices per competency area	Tips, alternatives
Professional development Teaching CV, focusing on - your teaching experience - courses/workshops and other activities you have completed, related to the UTQ competency areas - articles you have written on teaching (if you have them) Your development document (start of your track) English certificate (if you teach in English)	
Teaching Reports of lesson observations (reflection on which is included in the portfolio): - by a colleague who observed you - of an observation you carried out on a colleague - by your tutor who observed you	You could also consider: - Course evaluations - Other evaluations focused on the behaviour of lecturers
Feedback and testing Description of the assessment of a course based on the test cycle (reflection on which is included in the portfolio).	You can also include appendices that illustrate how you provide feedback to your participants/students.
Designing courses Some examples of course and lesson designs, with supporting arguments for choices made regarding learning objectives, teaching methods and feedback/testing.	You could also include: - A handbook for a course that you teach (lesson plan: objectives, timing, teacher and student activities, feedback activities) - Quotations from a teaching manual or teaching materials

Contribution to knowledge, teaching and impact (inreach/outreach) Select evidence that is relevant to you.	For example: - Contributions to open days for prospective students - Columns - Articles (academic or otherwise) - Contributions at university (Utrecht), national or international conferences - Examples of exchanging ideas and experiences with colleagues

Advice and suggestions on how to start writing
Examples of reflection questions are listed below. Use them to help you write the portfolio, and only select the questions that are relevant to you.

General reflection questions

1. What did you want to achieve? How did you view yourself as a lecturer? Which experiences did you draw from, about feedback, testing, designing courses? How did that translate into your development plan?
2. How did you experience the track? How did it go? What went well, and what didn't? What kind of lecturer are you in practice? Is that different from what you first thought? What factors contributed to you achieving (or not achieving) your objectives?
3. What lessons have you learned from your experiences, working on the development plan and the courses you took? What have you gained from them? What worked and what didn't? And can you explain that using the theory on good teaching?
4. What lessons will you take from this in your role as a lecturer in the years to come? What do you still want to learn and develop, and how will you go about this?

Examples of reflection questions per competency area

Professional development

Expertise, didactic knowledge:
- How do you determine whether developments are relevant to education and how do you translate the latest developments in your field into your teaching? How do you coordinate this with, for example, block coordinators and colleagues?
- If you were to have an hour-long consultation with an educationist, what would you like to learn?
- What didactic skills have you acquired and how did you acquire them, and what did you learn from the activities or training undertaken?
- How did you use the acquired didactic knowledge in your own teaching? Do you have a specific example of how you used that knowledge and how that has affected your students' learning?

Vision on teaching:
- What do you think makes a good lecturer? How do you live up to your own vision of a good lecturer? What are your strengths, and which skills do you want to develop further?
- Why do you think a certain course component is important for your students' future? How do you communicate the importance of this component to them?

Teaching

Teaching:
- How do you try to encourage students to study and actively participate in the course, including coming prepared?
- In your opinion, what constitutes an optimal and safe learning climate and what do you do to achieve it? Does it work?
- Which of your own experiences and which theories do you use to motivate students?
- How do you use your own behaviour/teaching methods/questioning techniques to increase student involvement?
- How do you respond to, or make use of, the differences between students in your teaching?
- What changes have you made to your teaching based on previous experiences?

Supervision of students/participants:
- What are your experiences with solving students' problems or referring them to the relevant services/contacts?
- How did you experience being a tutor of a first-year group?
- How do you approach thesis supervision? What do you find difficult?
- What do you do when you notice that students struggle with writing?
- How do you encourage students to reflect and be critical?

Working in a team:
- What have you learned from fellow lecturers? For example, from observations, teaching together, lecturer meetings?

Feedback and testing
- How do you use testing (with or without grading) to stimulate student learning, and does it work?
- How do you ensure that students know whether they are already at a sufficient level? How do you deal with students who seem to be failing?
- Do you use peer feedback? What are your experiences with it?
- Using the test cycle, describe how testing is organised in one of your courses and reflect on efficiency and effectiveness, for example: are the types of tests appropriate (given the learning objectives), what does the pass rate say about whether students have learnt the right thing, are you satisfied with the testing on the course as a whole?
- What do you do with course evaluations? Do you adjust the questions? Are the students' responses useful? Do you use any other methods to evaluate your teaching?

Designing courses
- How do you determine the students' prior knowledge? How do you check whether students have the prior knowledge you expect them to have? And what do you do if they don't?
- How did you design the course or courses? What approach did you use? Substantiate the choices you made in terms of structure, learning objectives, teaching methods and feedback/testing by referring to relevant literature (e.g., from the UTQ core modules or course). Does it work?

Contribution to knowledge, teaching and impact (inreach/outreach)
- How do you share your knowledge and experience of teaching with fellow lecturers in your own department, faculty or beyond?

References

Schönwetter, D. J., Sokal, L., Friesen, M., & Taylor, K. L. (2002). Teaching philosophies reconsidered: A conceptual model for the development and evaluation of teaching

philosophy statements. *International Journal for Academic Development, 7*(1), 83-97. https://doi.org/10.1080/13601440210156501

Template for the STQ portfolio

The university does not currently have a standard portfolio template for the STQ. Read the tips and tricks for and by lecturers who help you write the STQ portfolio.

Appendix C: Guidelines for tutors

This appendix contains information for tutors who will be supervising a UTQ/STQ candidate.

For UTQ candidates, a tutor is compulsory; for STQ candidates, a tutor is optional but strongly recommended. Lecturers choose a tutor in consultation with their manager. The tutor provides support throughout the entire duration of the UTQ or STQ track.

The UTQ track
The UTQ track essentially consists of drawing up and executing a development document, teaching and receiving feedback and reflecting on those teaching activities, following a training programme, holding discussions with a tutor, compiling a portfolio and the assessment of that portfolio. The UTQ track usually takes two years to complete. More information about the UTQ and STQ tracks can be found in Chapter 3 of the University Regulations on Teaching Qualifications (UTQ, STQ).

The STQ track
An STQ track is less formally organised than a UTQ track, but it still includes the drawing up and execution of a development document, the compilation of a portfolio and the assessment of that portfolio. STQ candidates have the option of following training courses and/or being supported by a tutor. The duration of an STQ track varies considerably from person to person. More information about the STQ track can be found in Chapter 4 of the University Regulations on Teaching Qualifications (UTQ, STQ).

Tutor requirements
UTQ: A tutor is an experienced colleague who has at least a UTQ certificate and is familiar with the UTQ competences and procedures. The tutor has experience in setting learning objectives and implementing different teaching and testing methods. The tutor may not be the lecturer's UTQ assessor. If the tutor is a member of the qualification assessment committee, they do not participate in the assessment.

STQ: A tutor is a highly experienced colleague who has at least a STQ certificate and is familiar with the STQ competences and procedures. The tutor may not also be the lecturer's STQ assessor. If the tutor is a member of the qualification assessment committee, they do not participate in the assessment. Preferably, the tutor should not be the lecturer's manager.

Role of the tutor
As a tutor, it is your task to guide a fellow lecturer through the UTQ or STQ track. You act as a sparring partner for teaching-related questions and give feedback at various moments. The exact role of the tutor varies for each track. You will make agreements about this with the lecturer at the start of the process. Think about how you would like to support this lecturer and what you have to offer in particular as a tutor. You can evaluate expectations during the first meeting.

We expect tutors to provide at least the following guidance:

1. Assistance in drawing up a development document, including a training plan. You can do this by consulting the lecturer at the start of the track, preferably in the form of a meeting: what does the lecturer want to achieve and what do they need to do in order to do so (which development courses/activities, which teaching duties, etc.)? You should also provide feedback on the draft version of the document.
2. Sparring partner. Throughout the track, you act as a sparring partner for questions about the track, the portfolio and other teaching-related issues. You stimulate the lecturer to reflect on their own experiences. In difficult situations, you may also take on a more coaching role.

3. <u>Lesson observations (UTQ).</u> You observe the lecturer's teaching (various teaching methods) on several occasions. You can also give the lecturer the opportunity to observe your own teaching, especially if it concerns teaching methods in which the lecturer wants to develop and/or would not otherwise come across.
4. <u>Annual evaluation</u>. You conduct an evaluation interview at least once a year. The first interview takes place about six months after the start of the track, during which you can discuss: courses followed (and what they have learnt from them), schedule for evaluations/observations and writing the portfolio (how much have they already completed?; what do they still need to do in order to meet the requirements?).
5. <u>Feedback on the draft portfolio.</u> This consists of written feedback as well as a meeting. You are responsible for indicating, in consultation with the manager, when the portfolio is ready to be submitted for assessment by the assessment committee.
6. <u>Help the lecturer to incorporate the committee's feedback into their training plan and/or portfolio</u> (where necessary).

What's in it for me?
Being a UTQ tutor is beneficial, for example, for lecturers who are currently working on their own STQ portfolio. The role also offers an interesting perspective, including on their own teaching, for lecturers who have already obtained their STQ. You regularly pause to reflect on what constitutes good teaching and which qualities are associated with being a good lecturer. It is also an opportunity to allow a less experienced colleague to benefit from your experience and expertise: team spirit[15] in practice! To encourage tutors to learn from each other, the university advises faculties to organise regular (for example annually) tutor meetings. If you need more in-depth information or guidance, please visit the [Centre for Academic Teaching](...) (CAT) and [Educational Development & Training](...) (O&T) websites.

Agreements with your own manager
As a tutor, you contribute to the professional development of a colleague and thus to the quality of teaching at Utrecht University. You therefore fulfil an important role, which the university recognises and appreciates. At the start of the track, you make agreements with your own manager on the way in which you want to perform the tutor role and on the anticipated time commitment. The amount of time required depends on the lecturer's supervision needs. At Utrecht University, a minimum of ten hours of supervision time per lecturer to be supervised is recommended in order to be able to properly fulfil the above tasks.

More information
More information about the BKO/SKO is available on the intranet: https://intranet.uu.nl/en/knowledgebase/senior-university-teaching-qualification (log in with Solis ID). On this page you can also download the University Regulations BKO/SKO and its faculty supplements.

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[15] Teamwork/team spirit, in combination with good leadership, forms the basis of Utrecht University's model for Recognition and Rewards: the [TRIPLE](...) model.