

# Guidelines for Writing Your partial UTQ Portfolio



Universiteit  
Leiden

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## Structure of the BKO portfolio

To obtain a BKO certificate, you are required to compile a portfolio containing evidence that demonstrates your educational qualities. Your portfolio consists of your teaching CV a reflective essay of **no more than 1,000 words** for the 'Teaching in Practice' competency, along with supporting documentation. Through this portfolio, you demonstrate that you meet the [UTQ attainment objectives](#) for this competency.

Your reflection is organized into one chapter. This chapter contains the attainment objectives, the maximum word count and required appendices. It also includes specific guidelines about the topics you should address in your reflection.

Note: if the UTQ requirements do not align with your current educational tasks and responsibilities, please consult UTQ: Frequently Asked Questions or check your faculty's guidelines (available from [your faculty's UTQ committee](#))

## Formatting Criteria for Your Portfolio

- Clearly indicate in each section of your reflection which specific attainment objective you are addressing, for example, by placing the number(s) of the relevant attainment objective in parentheses after a paragraph, or by including them in section headings.
- Assign numbers and clear titles to your appendices and ensure that references in the text correspond to the file names and/or relevant page numbers.

If you are merging the reflection and appendices into a single PDF file, please pay attention to the file size and whether it can be sent by email. If the file becomes too large, you may provide a link to a shared SharePoint folder or compress the files into a ZIP file. Please ensure that your appendices are included in your table of contents, as this is not done automatically when PDF files are merged.

## Share your feedback

Do you have feedback on the BKO portfolio format, this manual, FAQ, or rubric? Share it quickly and anonymously via [this form](#).

# Guidelines for the reflection report

## Declaration of originality

The use of AI tools such as Copilot or LU Chat is only permitted to support the writing process, such as restructuring, translating parts, or clarifying texts you have written yourself. AI tools are not allowed for generating (part of) the reflection report.

In the case of AI use, you are responsible for verifying the output and following the rules and guidelines of your faculty, the university, and the EU AI Act. See this [website](#) for more information.

## Teaching CV

### 1.4 Teaching experience

Specify your teaching experience. This primarily concerns your experience in higher education teaching, but you can also mention experience with excursions, fieldwork, continuing education, or teaching other target groups (for example, didactic teacher-trainer courses). Take the past five years as a point of reference.

#### 1.4 B. Educational committees/teaching positions

Have you participated in an educational committee in the past five years, or are you currently participating in one, or do you have a coordinating position?

### 1.5 Educational/didactic courses, training and educational conferences

Which educational training – apart from the UTQ courses – have you completed in the past five years? This can include training courses, workshops, study programmes, conferences, etc.

## Required appendices

- Certificates of UTQ trainings

## Optional appendices

- Certificates of previously completed didactic courses

### 1.6 Other relevant educational experience

List any other relevant experience here (if applicable). This may include, for example, education prizes, national activities in the field of education (such as an educational board, association) or publications on education within your discipline.

# 1. Teaching in Practice

- Describe your views on “good education” and relate this to [the educational vision](#) of Leiden University and your own teaching practice. In doing so, also address the relationship between research and education and the way in which you encourage students to adopt a research-minded attitude.
- Describe your strengths and areas of improvement in teaching and supervision. Consider how you (would like to) approach different teaching formats, how you align your teaching with your target group (e.g. group size, differences in prior knowledge, understanding, motivation, and cultural background, as well as creating a safe learning environment), the learning objectives, and how assessment is designed. Also describe how your teaching formats encourage students to take responsibility for their own learning and/or development.
- Support your reflection with at least two concrete examples from your teaching practice that give the reader an impression of how you apply your skills in different educational settings.

## Required appendices

Include the following appendices in your portfolio to support your reflection:

- **If you teach in English:** A certificate of English language proficiency demonstrating a CEFR level of C1 or equivalent;
- Two observation reports from [two different teaching formats](#), at least one of which must have been conducted by an educationalist from your faculty/LLInC or your UTQ supervisor;
- Student feedback [from four teaching sessions](#), clearly indicating strengths and areas for improvement related to your teaching practice.

## Optional appendices

In addition to the appendices listed above, you may include additional appendices to support your reflection, for example:

- A lesson plan;
- Qualitative feedback from students on your supervision, for example in the context of supervising a thesis, internship, assignment or project.