

Guidelines for Writing Your Portfolio



Universiteit
Leiden

Table of Contents

Structure of the BKO portfolio	2
Formatting Criteria for Your Portfolio.....	2
Share your feedback.....	2
Guidelines for the reflection report	3
Declaration of originality	3
Teaching CV	3
Required appendices.....	3
Optional appendices	3
1. Teaching in Practice	4
Required appendices.....	4
Optional appendices	4
2. Testing & Assessment.....	5
Guidelines for the reflection report	5
Required appendices.....	5
3. Educational Design	7
Guidelines for the reflection report	7
Required appendices.....	7
4. Organisation of Education & Management	8
Guidelines for the reflection report	8
Optional appendices	8
5. Reflection.....	9
Guidelines for the reflection report	9
Optional appendices	9
Appendix 1 – SWOT analysis	10

Structure of the BKO portfolio

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.
- You may (and are encouraged to) refer to the same appendix in multiple chapters. For example, when reflecting on your (re)designed educational component, you may also refer to the relevant appendices related to assessment or the collected evaluation data.

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.

2. Testing & Assessment

Guidelines for the reflection report

- Describe how you (re)designed an assessment component and its accompanying model answers/assessment criteria. In doing so, address how the assessment aligns with the learning objectives and the learning activities used (*constructive alignment*), the function of the assessment (formative/summative), and the quality of the assessment and its model answers/assessment criteria in terms of validity and reliability.
- Support your reflection with one or more concrete proposals for improvement of the assessment component. If possible, include the revised version.
- Using one or two examples from your own practice, describe how you provide constructive feedback to students. Based on these examples, discuss how you adapt your feedback to the situation, group size and/or student characteristics (such as prior knowledge, cultural background, personal circumstances, and motivation).

Required appendices

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

- A (re)designed assessment component, including answer model. Consider one of the following options:
 - Four or more open and/or closed-ended questions including model answer. Make sure that at least two different levels of Bloom's taxonomy (see [Tips for Tests](#), appendix 1) are covered;
 - A written assignment including model answer, assessment criteria or rubric. For example, an essay or assignment to write a paper, blog, thesis, lab report, or internship report;
 - An oral assignment including model answer, assessment criteria or rubric. For example, an assignment to create a podcast, give a presentation or record a video.
- An evaluated assessment component including answer model (this may be the same (re) designed assessment component as mentioned above). This may be a completed instrument or analysis of the quality of a (re)designed assessment component. For example:
 - An assessment matrix;
 - An assessment plan;
 - A rubric for rubrics;

- Psychometric data, such as the p -value and r -value;
- Scores achieved per component of a rubric, per criterion, per element of a model answer, or per test question;
- Feedback from an educationalist;
- Feedback from a colleague.

3. Educational Design

Guidelines for the reflection report

- Describe how your (re)design is aligned with the target group, learning objectives, assessment and the curriculum, and discuss how it relates to other components of the curriculum. Also describe how differentiation has been applied in the (re)design with respect to at least two of the following aspects: prior knowledge, cultural background, learning conditions and/or student motivation. Finally, discuss and justify the use of digital tools in your (re)designed educational component.
- Evaluate the quality of the (re)designed educational component. Identify strengths and potential areas for improvement based on your own perspective as well as qualitative and/or quantitative evaluation data, such as feedback from students, an educationalist and/or a colleague. Where possible, provide a well-founded example of an improvement, or explain why no improvement is necessary.

Required appendices

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

- The (re)designed educational component;
- Evaluations demonstrating the quality of the (re)design. These evaluations may be conducted prior to the redesign and/or after its implementation. For example:
 - Quantitative or qualitative student questionnaires in which the design is included;
 - Course evaluations;
 - Focus group results;
 - Student grades or other assessment results related to the (re)design;
 - Feedback from an educationalist;
 - Feedback from a colleague.

4. Organisation of Education & Management

Guidelines for the reflection report

- Describe your role within the organization and your collaboration with colleagues. Using one or two concrete examples from your own practice, explain how you work with colleagues to shape the content, format and planning of your educational tasks and how you align your teaching with the learning objectives of the course and/or the programme. Consider, for example, aligning your lesson content, the learning activities used, scheduling and organizing the course in Brightspace, etc.

Optional appendices

You may include one of the following appendices to support your reflection:

- [360-degree feedback](#) from one or more colleagues and/or your supervisor, addressing collaboration in relation to education (planning, format, content);
- Example(s) of contributions to the organisation or networks.

5. Reflection

Guidelines for the reflection report

- Describe what characterises you as a teacher and outline your strengths and areas for improvement for each of the five educational competences (teaching and supporting the learning process, assessment and giving feedback, educational design, organising educational and management, and reflection, research and innovation).
- Describe how you have worked on your professional growth so far and identify areas in which you would like to further develop. In doing so, provide concrete action points for the future.
- Conclude with an outlook in which you describe your goals in the field of education after obtaining your UTQ.

Optional appendices

To support your reflection, you may add an analysis of your own strengths and areas for improvement to your portfolio. For example, with:

- a. A completed SWOT analysis ([see Appendix 1](#));
- b. A completed RIDE instrument ([in development](#) – link forthcoming);
- c. A compilation of a self-assessment and feedback received from students, colleagues, and/or educationalists.

Appendix 1 – SWOT analysis

Describe your strengths and weaknesses and your opportunities and threats as a teacher, in relation to the five [competences](#) of the UTQ.

For more information on how to write a SWOT analysis, you can consult:

http://www.mindtools.com/pages/article/newTMC_05_1.htm

The following format is well suited for reporting on your development and the results achieved during the training period.

SWOT	
<p><i>Strengths:</i></p> <p><i>Briefly describe your strengths as a teacher.</i></p>	<p><i>Weaknesses:</i></p> <p><i>Briefly describe your weaknesses as a teacher.</i></p>
<p><i>Opportunities:</i></p> <p><i>Briefly describe the opportunities for further development as a teacher.</i></p>	<p><i>Threats:</i></p> <p><i>Briefly describe the threats you see for yourself as a teacher.</i></p>

Elaborate further on the content of the four points above, using examples and referring to (the numbers of) competences and the numbers of the UTQ attainment objectives.