

UTQ: Frequently asked questions (FAQ)



Universiteit
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On this page you will find, organised by topic, the most frequently asked questions about the UTQ trajectory.

General Information

How much time do I have to complete the UTQ trajectory?

From the moment you become required to obtain your UTQ, you have two years to complete it. This is established in the [Academic framework Basic Teaching Qualification 2012](#). In principle, the university gives you the opportunity to obtain the certificate within two years. During your intake, you and [your faculty's UTQ contact person](#) will make agreements about the planning of your trajectory. If there are circumstances preventing you from completing the process within two years, discuss this with your UTQ contact person.

Teaching in Practice

Is it mandatory to obtain the Basic Qualification Language Proficiency English (BKE)?

If you teach in English, you must be able to demonstrate that you meet the CEFR C1 level or an equivalent standard. This is **mandatory** for anyone teaching in English, and strongly recommended if you teach only in Dutch. You can take the Basic Qualification Language Proficiency English test at the Academic Language Centre. More information about the test can be found on [this website](#).

There are exceptions in which you do not need to demonstrate your language proficiency, for example, if English is your first language or if you already hold a comparable certificate (IELTS, TOEFL). Discuss this with your [UTQ contact person](#) or supervisor.

What is meant by different teaching formats?

Different teaching formats include, for example, teaching moments focused on knowledge transfer (lectures), teaching moments aimed at developing skills (tutorials, practicals), or moments centred on reflection and feedback (thesis supervision).

Observations

During your UTQ trajectory, you must be observed twice during a teaching moment. The observer will write a report of the observation, and [this format](#) can be used for that purpose. At least one observation must be carried out by an educationalist from your faculty/LLInC or your UTQ supervisor. The second observation may be conducted by an (experience) colleague.

Make sure you have two observation reports from two different teaching formats. If this is not possible, discuss this with your [UTQ contact person](#) or supervisor.

Student evaluations

How do I obtain student evaluations?

You can collect student feedback in several ways. One option is to design and administer your own quantitative or qualitative questionnaires during or immediately after a teaching moment. Another option is to use the LLInC Course Evaluations, in which students evaluate your teaching and supervision. Please discuss with your supervisor or [UTQ contact person](#) how to obtain the LLInC Course Evaluations.

Student evaluations should preferably come from your current teaching practice, but two of the four evaluations may also be taken from the period prior to your UTQ trajectory.

Why do I need evaluations from four different teaching moments?

It is recommended to collect student evaluations from four teaching moments. The aim is to encourage you to demonstrate your teaching competencies in a variety of situations. However, this is not always possible, for example, if you have a limited amount of teaching duties (see also: [What to do with limited teaching duties](#)). In consultation with your faculty's UTQ committee, it may be decided that two or three teaching moments are sufficient. In that case, the evaluations must be recent (taken during your UTQ trajectory) and completed by different groups of students.

How many students need to complete the evaluation?

Student evaluations (for example, of lectures, tutorials or practicals) should preferably have at least eight respondents in order to draw meaningful conclusions. If the number of respondents is lower, consider collecting student evaluations from additional teaching moments. A qualitative assessment from thesis students also counts.

Why do I need feedback from different groups of students?

Groups of students differ from one another in background, prior knowledge and expectations. Feedback from different groups of students provides a wider range of perspectives and gives a more complete and reliable image of your teaching. It also helps you, as a teacher, reflect on how you tailor your teaching to the group and the situation: what works well for one group may not work for another.

Is it possible to use material from the period before my UTQ trajectory?

Although it is recommended to gather all the required documents from your current teaching practice, this is not always feasible. In such cases, you may use material you collected or developed in the past, provided it meets the requirements for your portfolio (for example, you have access to the results or evaluations of the teaching or assessment you previously developed). Note: this does not apply to the observation reports and to two of the four student evaluations for competency 1. If you are unsure whether certain material is suitable, discuss this with your mentor, UTQ supervisor or [UTQ contact person](#).

Is it possible to use material that was collected or developed outside Leiden University?

The same principle applies: although it is recommended to gather material from your current teaching practice, it is also possible to use material from the past. This may include education you

designed or student evaluations you collected while working at another university. This can be especially useful if you have only recently started working in Leiden. It is important, however, that the material is recent (use the past five years as a guideline) and that you can meet the requirements for the portfolio. If you are unsure whether certain material is suitable, discuss this with your mentor, UTQ supervisor or [UTQ contact person](#).

Testing & Assessment

What is meant by an assessment component?

Assessment is a broad concept, so you can use many different types of assessments for your portfolio. Examples include:

- Four or more open and/or closed questions including a model answer. Make sure they cover at least two different cognitive levels of Bloom's taxonomy ([see Tips for Tests](#)).
- A written assignment including a model answer, (assessment)criteria or rubric. Consider an essay or assignment requiring students to write a paper, blog post, thesis, lab report or internship report.
- An oral assignment including a model answer, (assessment)criteria or rubric. Consider an assignment requiring students to make a podcast, give a presentation or record a video.

Educational Design

What is meant by an educational component?

An educational component can be a course, block, minor or e-learning, but it may also be a part of a course such as a (assignment for a) practical, tutorial or lecture. For your UTQ, you do not need to (re)design an entire course (although you may); a single assignment is also sufficient. Ideally, choose a component you have already implemented in practice, so you can reflect on it in your portfolio. As an appendix to your report, you can include, for example, a course plan, a lesson plan, (a link to) an e-learning module, a practical assignment, a homework assignment or annotated PowerPoint slides.

If you include annotated slides, each slide must contain a description of the time allocated for covering that slide, whether the slide is part of the introduction, the main section or the conclusion, the activity (for example, explanation or interactive teaching method), and a short description of 1-2 sentences.

How do I evaluate my educational component?

There are several ways to evaluate the quality of the educational component you have (re)designed. For example:

- o Quantitative or qualitative questionnaires for students in which the design is discussed;
- o Course evaluations;
- o Results from a focus group;
- o Student grades or other assessment results related to the (re)design;
- o Feedback from an educational advisor;
- o Feedback from a colleague.

These evaluations can be carried out before the redesign and/or after the implementation of the (re)design.

What to do with limited teaching duties

The competency areas and final objectives may sometimes conflict with your current teaching duties. For example, if your current teaching tasks do not include varied forms of teaching, do not give you the opportunity to (re)design education or assessment, or to create test questions, it is still possible to obtain your UTQ. Read below what you can still do to meet the UTQ end terms.

What to do if...

... certain situations in the portfolio do not apply to you?

It is possible that, due to a limited set of teaching duties, you have little or no experience with some of the situations referred to in the portfolio. For example: you do not conduct research (competency 1: the relationship between research and teaching), you have no experience teaching different target groups (competency 1: aligning teaching with different target groups), or you did not personally design/choose the learning objectives and/or learning activities of your course. In these situations, you can still reflect in your portfolio on your vision regarding these topics, and/or describe how you would approach these situations if they were to occur in the future. You are allowed to reflect on hypothetical situations, as long as your reflection is well-founded.

In the paragraphs below, you will find per competency what you can do in a specific situation to still meet the corresponding end terms.

Competency 1: Teaching in practice

What to do if...

...you have no variation in your teaching duties?

It is possible that your teaching focuses on a single type of task or a single target group, such as only teaching tutorials or only supervising thesis students. In that case, there are two options.

Option 1: discuss with your mentor, supervisor or [UTQ contact person](#) what possibilities exist within your current teaching duties. The tutorials you teach may differ in structure: one session may be strongly focused on knowledge transfer (making it more similar to a lecture), while another may use more activating learning activities aimed at developing skills. Or there may be individual assignments that students must submit, allowing you to schedule individual supervision meetings. All of these can be considered different forms of teaching.

Option 2: consult someone who organized teaching activities in your department, such as a course coordinator or block coordinator. Perhaps you can take over a teaching moment from a colleague, a guest lecture can be arranged, or they may need your help in supervising students. If you are required to obtain your UTQ, your supervisor must provide you with sufficient time and space in your schedule over the next two years to work on your UTQ-competencies, beyond your current teaching duties.

Competency 2: Testing & Assessment

What to do if...

...(re)designing assessments is not part of your tasks?

The key requirement is that, in your portfolio, you demonstrate your ability to (re)design assessment components and your ability to analyse the validity and reliability of those components and their results. If you do not design test questions or assignments yourself, you may use existing materials. One option is to ask a course coordinator or colleague for four existing exam questions that were administered in ANS or Remindo, along with the psychometric data for those questions. You then analyse the quality of these test questions and, if necessary, propose improvements. A second option is to analyse a rubric used in your course and make suggestions for improvement based on student results, student or colleague feedback and the rubric for rubrics.

Competency 3: Educational Design

What to do if...

...(re)designing education is not part of your tasks?

You can focus on redeveloping existing materials without implementing them in practice. For example, you can evaluate a tutorial, lecture or existing e-learning module you are currently involved in, and use that evaluation as the basis for redesigning that component. In that case, you reverse the design cycle: first you evaluate, then you analyse and design. Also discuss how you would evaluate the (re)design if it were to be implemented, and ask colleagues or students for feedback on the final design.

In short, you may demonstrate the required competencies in a more hypothetical setting, as long as this is supported by existing material from actual teaching practice.

Competency 4: Organisation of Education & Management

What to do if...

... you don't organise education?

No worries, organisation of education and management may sound heavier than it is. Organisation of education and management comes from the [Teacher Development Model](#). This model is based on the Career Framework for University Teaching by Graham (2018) and the UNITE model by van Dijk et al. (2020), and it describes five task domains associated with academic teaching. The idea behind this vision and model is, on the one hand, that there is more attention for the variety within teaching roles and the number of competencies a university teacher is expected to master, but on the other hand, it also shows specialisation and opportunities for development. By formulating these domains, teachers can better map how UTQ and STQ align and what growth they have undergone in the meantime. This model assumes growth: in the context of the UTQ, this means that the teacher takes an initial step within the domain. Organisation of education and management within the context of the UTQ is about organizing your own teaching and the way you collaborate with your colleagues. Even if the learning objectives and the content of the course are already (largely) fixed, as a teacher you work within a team. You are asked to describe how you collaborate with your colleagues and which aspects of the form, content and planning of your educational tasks you align with them, and how. This can involve very basic things. For example, discussing how you structure your lesson, how best to align your teaching with the learning objectives of the course, or perhaps you ask for feedback afterwards about the use of a particular learning activity, etc.

Competency 5: Reflection

What to do if....

.....you are (not yet) conducting research and are also (not yet) involved in innovation?

For this end term, the terminology also comes from the [Teacher Development Model](#) (see the explanation under end term 4 above). This means that you are expected to take an initial step within this domain. In the UTQ portfolio, the emphasis is on reflecting on your teaching and your role as a teacher, so that improvement becomes possible. It does *not* mean that you are expected to set up an innovation project within the first two years of your teaching career. Rather, it means that you know what your strengths and areas for improvement are as a teacher, and that you know how, when, and from whom you can obtain the information needed to improve your teaching.