<Name>

<Division and Department>

<Date>



Senior Teaching Qualification/ Advance University Teaching Qualification

Portfolio

# *Instruction and general tips*

*This portfolio model is intended to provide guidance when creating the personal portfolio. It shows the minimum information that should be included in the portfolio. You can remove all italicized text, this is for information purposes only when working with this model.*

***Keep in mind that the portfolio is intended to give the assessors an idea of your teaching qualities and forms the basis for the appraisal interview.***

*Keep the CV concise and businesslike. The CV indicates what you have done over the years, both professionally and educationally.*

*Personal accountability is at the heart of the portfolio! This section contains your reflection on how you work and why you make certain choices. Provide as many concrete examples as possible or refer to relevant documentation that you include as an attachment.*

*To make it easier, reflection questions have been formulated that are in line with Utrecht University's attainment targets. If you answer these questions as concretely as possible, you will cover all the areas that are important for an SKO.*

*The following are first of all the attainment targets of the SKO, indicating from which parts of the portfolio or otherwise it can be shown that they are met.*

# *Specification of the attainment targets for an STQ*

*The table below makes it clear how the STQ attainment targets (drawn up by Utrecht University) can be demonstrated with appendices. For all attainment targets, it supports answering the reflection questions.*

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| **I – Professional development** | |  |
| *Area of competence* | The academic lecturer is able to: | This is evident from/covered in: |
| I a – Skills | * to keep his/her professional knowledge and skills in his/her own field and an overview of the border areas with other relevant scientific fields up-to-date; * apply this knowledge in education. | * regular CV * (re)design project |
| I b – Didactic knowledge | * keep didactic knowledge and skills up-to-date at curriculum level; * to propagate a well-founded vision of university education in the social context. | * didactic training / congress medical education / visit to educational meetings, member community * visiedocument |
| I c – Development-orientated | * keep abreast of developments and innovations in university education; * use that knowledge to formulate a well-founded vision of education; * to reflect on one's own development and that of others. | * didactic training / use of literature in portfolio * visiedocument * Reflection in portfolio * Chapter Guiding a novice teacher |
| **II – Teaching** | |  |
| *Area of competence* | The academic lecturer is able to: | This is evident from/covered in: |
| II a –Teach | * to use different ways of teaching and supervision, both focused on subject matter and academic skills, on the basis of a broad experience of teaching in various teaching methods and in different phases of study. | * Educational evaluations (at least two groups, related to design project if possible) |
| II b – Supervising students | * Coach/supervise students/participants at bachelor's, master's or post-master's (e.g. PhD) level; * supervise and educate/help train teachers. | * Student Feedback / 360 Degree Feedback * chapter supervising and observing, novice teachers / 360 degree feedback |
| II c – Coordination | * consult with colleagues on the coherence, form and content of education; * provide inspiring leadership to several lecturers and any support staff about the form and content of education; * coordinate (part of) the curriculum. | * intervision / (re)design project / 360 degree feedback * Guidance for novice teacher * condition participation SKO |
| II d – Evaluating education | * critically evaluate education at course and cross-course level; * apply quality assurance to curriculum components and monitor their implementation; * relate to the overarching system of quality assurance of which his/her education is a part; * actively participate in committees from the quality assurance cycle, as a member or as chairman. | * (Re)design project * (re)design project * (re)design project * condition participation SKO |
| II e – (Leading) project teams | * Lead teacher teams and project teams at a cross-course level. | * (re)design project |
| **III – Feedback and assessments** | |  |
| *Area of competence* | The academic lecturer is able to: | This is evident from/covered in: |
| III a – Assessing students | * Assess students/participants in different stages of study. | * Didactic training and examples in portfolio |
| III b – Designing assessment and assessment (tools) | * draw up an assessment plan for (part of) the curriculum. | * Didactic training and examples in portfolio |
| **IV – Designing education** | |  |
| *Area of competence* | The academic lecturer is able to: | This is evident from/covered in: |
| IV a – Designing education | * produce educational material or research at a course or cross-course level based on his/her professional knowledge; * design and develop (important parts of) an educational programme in an innovative yet systematic way; * to shape the objectives of a (sub)programme in a number of coherent courses. | * (Re)design project and examples in portfolio * (Re)design project and examples in portfolio * (Re)design project and examples in portfolio |
| IV b – Evaluative design | * design education independently and in an evaluative manner; * To adjust education on the basis of evaluation data, research, current developments in the field, didactics, society. | * (Re)design project and examples in portfolio * (Re)design project and examples in portfolio |
| IV c –Renew | 1. contribute to policy-making discussions within the field;  * Initiate/innovate at course and cross-course level. | * Participation in committee * (Re)design project and examples in portfolio |

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| **V – Contribution to knowledge, education and impact** | |  |
| *Area of competence* | The academic lecturer is able to: | This is evident from/covered in: |
| V a – Outreach | * establish a link between university education and the related social fields; * share findings on academic education with peers outside their own department, at the institutional level or beyond. | * activities in regular CV * Intervision / peer feedback * Educational publication/ contribution to educational conference * Participation in national project group |
| V b – Inreach | * actively participate in teacher meetings and to be able to initiate and organise them; * motivate colleagues to contribute to knowledge about education or the impact of their teaching. | 1. teaching CV / colloquium contribution  * Colloquium contribution / intervision |

# *Faculty REQUIREMENTS*

*Before you continue to fill in the content of the portfolio, check whether you already meet all the faculty requirements.*

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| **Faculty requirement STQ** | This is evidenced by: |
| Vision on university education (and consequences for the study programme) | Educational vision |
| Promotion or at least 5 years of experience in the field | Regulier CV |
| Degree of experience in coordination of education:   * member of at least one committee in the field of education * (partial) coordinatorship of an educational unit (having a substantial interest in the block!) for at least three years | Teaching CV |
| Didactic training followed (approximately 10 half-days in addition to UTQ):   * Followed an STQ trajectory or comparable training (6 dd. if all meetings have been attended) * attended at least one conference in the field of (medical) education (NVMO, AMEE, OOR, MMV, etc.) to which you have preferably also contributed | Education, CV and Certificates |
| Feedback on your performance as a manager/coordinator in education (360o feedback) with a focus on vision, responsibility, innovation & improvement and motivation of employees by at least 3 colleagues:   * education manager such as the chair of a committee, programme coordinator * close colleagues involved in the same education * Support staff related to your education | 360 graden feedback |
| Observations of education given by a lecturer in your block, UTQ candidate or StOK students with a focus on didactic guidance and motivation (at least two) | Observations by you |
| Evaluations of your own course:  At least 2 times the cycle of design – execution – evaluation – drawing up and implementing an action plan – 2nd evaluation | Evaluations of at least two groups of students |

# Contents of the portfolio

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Personal accountability pag. ..

Attachments pag. ..

Appendix 1: List of publications and conference contributions

Appendix 2: Certificates and programmes of didactic training

Annex 3: Copy of UTQ certificate

Appendix 4: 360-degree feedback on coordinating/managerial role

Appendix 5: Observations with feedback to novice lecturers (UTQ candidate)

Appendix 6: Evaluations of own education

Appendix 7: Documentation for a (re)design project

1. Analyzed reason with collected data as appendices (e.g. student evaluations/interviews with colleagues, policy memorandums, etc.)
2. project design or plan of action with explanation (the project subject, objectives, target group, preconditions)
3. Brief description of how you will test/assess students/participants in your new program
4. (the design of) the evaluation plan for the project with justification for choices
5. Evidence of dissemination among colleagues (e.g. poster, blog, newsletter article, etc.)

Appendix 8: Any other examples of teaching and testing materials

# introduction and motivation for STQ

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| Seniority in education can be described in the following way in the context of the SKO.  ***A lecturer at STQ level has a great deal of responsibility in education within the programme, works on educational innovation and improvement on the basis of a solid vision of academic education, and is able to get lecturers within the team on board and guide them in this.***  Seniority therefore has to do with the type of tasks and responsibilities in education and not (only) with the amount of experience in a particular field or as a teacher.  ---------  In a short introduction (approximately 250 words), explain why you want to obtain an STQ qualification. What motivates you to take on managerial and coordinating tasks in the study programme or the role as an innovator in the field of education? What do you mean by *seniority in education* and what makes you feel you have it? |

# personal AND TEACHING CV

Insert your regular CV and your teaching CV. The format below is a guideline, a different set-up is also possible as long as it contains comparable data.

## **personal data**

Name: *<Name>*

First names: *<first names and nickname>*

Address: *< home or work address>*

Telephone: *<telephone number where you can best be reached>*

e-mail: *<UMC mailadres/ privat mailadres>*

Date of birth: *<dd-mm-yy\*>*

Place of birth: *<place name and country if applicable\*>*

*\*date and place of birth are stated on the STQ certificate*

## **training and professional training**

*Continuing education/specialisation in chronological order*

<jjjj-jjjj>: **<course/training 1>**, <educational institution>

*<any specifics such as specializations, research, etc.>*

<jjjj-jjjj>: **<course/training 2>**, <educational institution>

*<any specifics such as specializations, research, etc.>*

<jjjj-jjjj>: **<couse/training 3>**, <educational institution>

*<any specifics such as specializations, research, etc.>*

*etc.*

## **Work and other experience** A list of publications and/or conference contributions is included in Appendix 1

<jjjj-now>: **<Current Position Job Title >**, <Division/Department>, UMC Utrecht

*Activities:* <Brief enumeration of the main professional innovative tasks or tasks in the field of coordination or coordination>

<jjjj-jjjj>: **<Function Name 2>** <Organisation> <city/country>

*Activities:* <Brief list of the main tasks related to the senior level>

<jjjj-jjjj>: **<Function Name 3>** <Organisation> <city/country>

*Activities:* <Brief enumeration of the main professional tasks>

*etc.*

<jjjj-jjjj>: <ancillary position/volunteer work/board positions/etc.> <organization>

## **Didactic PROFESSIONALIZATION** Certificates and programmes are listed in Annex 2

<Year>: **<course name>**, <institution>, <number of half-days>

<Year>: **<course name>**, <institution>, <number of half-days>

<Year>: **<course name>**, <institution>, <number of half-days>

*etc.*

example:

2019: **Assessment Course,** Education Centre UMC Utrecht, 2 half-days

2020: various presentations and workshops during **Congress Colouring outside the Lines,**  Association of Medical Education in Europe (AMEE), approximately 2 days

## **Educational activities**

<jjjj-jjjj>: **<Lecturer role such as coordination or coordination within a learning trajectory or programme year, block innovation, development of new teaching methods (e.g. blended learning)>** <name of the course component> <target group>

*Activities:* <Brief description of the main activities>

<jjjj-jjjj>: **<committee memberships such as the Board of Examiners, the Assessment Committee, the Programme Committee, etc>** <name of the programme>

*Activities:* <Brief description of the main tasks and responsibilities>

<jjjj-jjjj>: **<coordinating functions such as block, line or programme coordinator, project leader educational innovation projects, etc.>** <name of the course component> <target group>

*Activities:* <Brief description of the main activities>

*etc.*

example:

2015-now: lecturer at various training courses on assessment and didactics for lecturers of the academic programmes affiliated with the Faculty of Medicine

*Activities:* substantive development, preparation and implementation of various teacher training courses Assessment I, Assessment II, Assessment of papers and Basic training Didactics,

*Proposal for improvement of the assessment model of papers ect.....*

2018*-*now: Committee for Quality Assurance Assessment (CKT), first advisory member and since September 2019 chairman

*Activities:* preparing and chairing meetings, consulting with examination boards, making (policy) proposals for further improvement of quality assurance and its assurance in the field of assessment

## **Other teaching experience**

*If relevant, mention matters such as specific educational projects, awards (e.g. best teacher), didactically relevant ancillary positions (e.g. national education committees, Special Interest Groups for education, etc.) Of course with year or period.*

# Personal accountability

*In this section, reflect on your teaching qualities related to the attainment targets. Make it as concrete as possible and refer to relevant attachments where possible. Sometimes attachments can be used as a reference for different qualities. You can then refer to the same attachment in more than one place.*

## Professional Development

Professional development is about how you use professional knowledge, didactic knowledge and a vision of education to optimize education. And how to develop yourself within education (continuous professionalization)

### reflection

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| Describe your educational vision here. You can think of the following questions:   1. What does your vision relate to? (choose focus) 2. Where do you think things should go with ......? 3. Why do you think that's (substantiating)? Consider, for example:    1. Current situation and shortcomings    2. Future developments (trends, needs, etc.)    3. Own values, beliefs, ambitions 4. Can you also substantiate this with literature? 5. What are the most important (negative and positive) consequences of your vision?   *Your educational vision may roughly cover between 1 and 4 A4 in size.* |
| How do you ensure that others are aware of your educational vision and what do you do to get them on board with your vision? What reactions do you get to that? |
| What developments and innovations in university education have you seen recently and how have you incorporated them into your own education or part of your education? Give a concrete example of this. |
| How do you connect the education you are involved in or responsible for with professional practice in society? |

## Carrying out education

Conducting education in general is about how you, as a teacher, provide and evaluate education in different ways and for different target groups, supervise students and (novice) teachers and coordinate education and teachers (teams) in consultation.

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| reflection What can other teachers/trainers learn from you, i.e. for which forms of education do you consider yourself a role model and why? |
| What have you learned from supervising (starting) lecturers such as UTQ candidates? |
| In working towards your SKO, you have tackled one or more (re)design projects. What have you learned from it in terms of working together on educational innovation and quality assurance? |

Give some examples of students you have supervised individually. What kind of feedback do you usually get from students on your individual guidance?

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## Feedback and assessment

Feedback and assesement is an important element in education, in the eyes of students but also because of accountability to, for example, the professional field.

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| reflection What do you think of the method of testing and assessment in the programme(s) in which you are involved and how do you ensure that there is a good connection with learning objectives (of the programme) and education? Give a concrete example. |

One of the criteria for obtaining the SKO is that you are able to make a (cross-course) test plan. Have you done this? If so, how did you go about it? If not, how would you go about it if you had to do it? And what do you think of the existing assessment plan? What does a good assessment plan look like?

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## Designing education

When designing education, all your knowledge (subject matter and didactic) and skills (in education, communication, organizing, etc.) come together.

### reflection

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| In working towards your SKO, you have carried out one or more (re)design projects. Describe a cross-course design project you have carried out: what choices did you make and on what basis? Is the result of the project as you expected and what further possibilities do you see for the future?  For example:   1. An analyzed reason with collected data (refer to relevant appendices such as student evaluations/interviews with colleagues, policy memorandums, etc.) 2. The project design or action plan with explanation (the project subject, objectives, target group, preconditions) 3. A brief description of how you will test/assess students/participants in your new program (Refer to the manual, playbook or similar in the attachment) 4. The evaluation plan for the project with justification for choices (refer to the evaluation carried out in an appendix if necessary) 5. Evidence of dissemination among colleagues (e.g. poster, blog, newsletter article, etc.) |

## Contribution to knowledge and impact

As a teacher, you have an impact on your students. An STQ student is expected to also have an impact on colleagues and others in your own organization or related organizations.

### reflection

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| How do you share your experiences and insights about education with others (inside and outside the UMC) so that they also learn from it? Give concrete examples. (Think of activities at educational conferences, teacher communities, national project groups, committees, messages in newsletters, educational publications, etc.) |

## Implemented feedback on Concept Portfolio

* What are the most important feedback points you received on the draft portfolio?
* What feedback was useful to you?
* What feedback did you incorporate into the final portfolio? Which feedback has not been implemented and why not?

(guideline total section: 250 words)

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# Attachments

*Then add all the attachments mentioned and provide them with a numbering that corresponds to the references in your justification. Also make sure that the page numbers are correct!*

## overview of Appendices

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Bijlage 7: Documentation for a (re)design project

For example

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