

**Minimum expected experience per (partial) qualification**

<p>For the <b>UTQ qualification</b> you are expected to have experience with:</p> <ul style="list-style-type: none"> <li>○ Educational design (developing, implementing and evaluating)</li> <li>○ Education implementation:             <ul style="list-style-type: none"> <li>◇ Group education: experience of in at least two tasks</li> <li>◇ Individual supervision: experience in at least one task</li> </ul> </li> <li>○ Testing and assessment material (developing, implementing and evaluating)</li> </ul>	<p>For the UTQ part qualification <b>Education Implementation (EI)</b> you are expected to have experience with:</p> <ul style="list-style-type: none"> <li>○ Education implementation:             <ul style="list-style-type: none"> <li>◇ Group education: experience of in at least two tasks</li> <li>◇ Individual supervision: experience in at least one task</li> </ul> </li> </ul>
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Category	Task	Definition	Expected experience	Examples of supporting documents for portfolio
<p><b>For the ‘Education implementation’ component (UTQ and EI) you must have experience with <u>at least two teaching tasks</u> for groups</b></p>				
Education implementation - Group education	Lecture	The teacher is mainly engaged in conveying information to the student. Within college education, the initiative lies with the teacher, based on activating didactics. This includes the following teaching methods: (online) lectures, seminars, and webinars.	At least <u>eight</u> (interactive, online) lectures, seminars, keynotes, or webinars (≥45 minutes) for a group	<ul style="list-style-type: none"> <li>• Evaluations of two groups for which education has been provided</li> <li>• Observation by one experienced fellow teacher or educationalist or video coaching</li> <li>• Typical example of educational design and materials used</li> <li>• Certificate of relevant training followed</li> </ul>
Education implementation - Group education	Small-scale work group or tutorial	The teacher facilitates the learning of the students and guides the group dynamics and the group process. During the work group, the initiative mainly lies with the student; they are actively engaged in learning, for example through discussions, setting learning objectives and searching for relevant sources. This includes the following forms of education: work groups, team-based learning, problem-based learning and case-based clinical reasoning.	At least <u>twice</u> during a course/study block (several times with the same group of students to create connectivity)	<ul style="list-style-type: none"> <li>• Evaluations of two groups for which education has been provided</li> <li>• Observation by one experienced fellow teacher or educationalist or video coaching</li> <li>• Typical example of educational design and materials used</li> <li>• Certificate of relevant training followed</li> </ul>

## Educational experience schedule

Expected experience per teaching task

Education implementation - Group education	Practical or practical skills education	The teacher facilitates student learning for specific skills during practicals or skills education. The initiative mainly lies with the student; they are actively engaged in learning, for example by performing assignments or simulations.	At least <u>twice</u> during a course/study block (several times with the same group of students to create connectivity)	<ul style="list-style-type: none"> <li>Evaluations of two groups for which education has been provided</li> <li>Observation by one experienced fellow teacher or educationalist or video coaching</li> <li>Typical example of educational design and materials used</li> <li>Certificate of relevant training followed</li> </ul>
Education implementation - Group education	Bedside teaching	Bedside teaching involves teaching moments in which the teacher and the student discuss a case with a patient and/or perform a clinical procedure. This can take place at the patient's actual bedside in the clinic, but also in the consulting room or operating room. Students can see how the treating physician relates to the patient and receive hands-on training in clinical decision making, interviewing, and conducting clinical procedures.	A planned bedside teaching moment for a small group at least <u>ten times</u>	<ul style="list-style-type: none"> <li>Evaluations of two groups for which education has been provided</li> <li>Observation by one experienced fellow teacher or educationalist or video coaching</li> <li>Typical example of educational design and materials used</li> </ul>
<p><b>For the component 'Supervising individual students' (UTQ and EI) you must have experience with at least one of the tasks below</b>  <i>(a combination of the two tasks is allowed in this part)</i></p>				
Conducting Education - Individual guidance	Mentor/tutor of individual student	Individual guidance supports the personal and professional development of a student. The mentor/tutor can guide the student in different areas or in one specific area. In addition to individual supervision, the mentor/tutor can also organize meetings with several students.	At least <u>five individual students</u> supervised for several weeks (usually longer period)	<ul style="list-style-type: none"> <li>Evaluations of three students who have been supervised</li> <li>Certificate of relevant training followed</li> </ul>
Conducting Education - Individual guidance	Individual supervision	Internship supervision is the individual supervision of a student in the workplace (hospital, laboratory, etc.) to develop. The role of the internship supervisor requires a balance between observing, giving feedback, and assessing.	At least <u>five individual students</u> for a few weeks (variable per program)	<ul style="list-style-type: none"> <li>Evaluations of three students who have been supervised.</li> <li>Certificate of relevant training followed.</li> </ul>

**Designing education is a compulsory part of the UTQ**

Educational design	(Re)design/develop a course or teaching block	Lecturers are responsible for designing a course or teaching block. In other activities (including lecturing and working groups), teachers design and develop education at the level of one teaching session (micro level). This activity is about educational design and development of one of the components within the curriculum or educational program (meso level) where Constructive Alignment becomes clearly visible.	At least <u>one</u> (substantial* part of a <u>course/teaching block has been (re)developed, implemented and evaluated</u> (leading to an action plan/advice to the course coordinator) *Substantial means more than a single knowledge quiz or assignment	<ul style="list-style-type: none"> <li>• Design plan of a course/block including learning objectives, learning activities and teaching materials (and test format ).</li> <li>• Evaluation of the course by participating students.</li> <li>• Feedback from participating teachers in the course.</li> <li>• Action plan for improvement as advice to the block coordinator.</li> <li>• Certificate of relevant training followed.</li> <li>• Reflection on own development</li> </ul>
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**Testing and assessment are a mandatory part of the UTQ**

Testing and assessment	Developing, administering tests, and determining results	Lecturers are responsible for developing testing (in various forms) to map the progress of students, administer it and determine the results. In doing so, they consider characteristics of good testing such as validity, reliability, transparency, and distinctive character.	At least <u>one test format for a course/teaching block (re) developed, implemented and evaluated/analyzed</u> * (leading to an action plan/recommendation for the examiner) *If concrete implementation is not feasible, critical reflection on the design, implementation, evaluation, and analysis including an action plan/advice for the examiner will suffice	<ul style="list-style-type: none"> <li>• Design plan of the test format including learning objectives and test matrix</li> <li>• Evaluation of the test by participating students from block evaluation and/or inspection moment</li> <li>• Analysis data of the test if it concerns a written test</li> <li>• Action plan for improvement as advice to the examiner</li> <li>• Certificate of relevant training followed</li> <li>• Reflection on own development</li> </ul>
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<b>Additional tasks</b> <i>(you may add a description of these tasks to your UTQ portfolio if they are particularly relevant to your teaching practice, but they are not mandatory)</i>				
Testing and assessment	Develop test questions	Developing test questions is a nested professional activity and is therefore described in a separate column. Teachers must first be able to perform this activity before they can be responsible for an entire test.	A minimum of <u>ten test questions</u> with an answer model and scoring rules on which feedback from an examiner or education expert has been received and/or for which analysis data have been obtained (leading to an adjustment proposal for the questions)	<ul style="list-style-type: none"> <li>• Some typical examples of developed test questions with answer model and scoring rules</li> <li>• Feedback from an experienced colleague or educationalist on developed questions and/or data analysis of the questions</li> <li>• Certificate of relevant training followed.</li> <li>• Reflection on the development by the teacher himself, including suggestions for improvement</li> </ul>
Testing and assessment	Review written work of students	Provide interim and final feedback on and assessment of student written products that are an important part of the curriculum. Examples of written products are essays, internship reports and theses. These can be formative and/or summative products.	At least <u>ten products</u> and provided feedback, preferably some products from students of one course unit to be able to compare levels (can be done in different groups)	<ul style="list-style-type: none"> <li>• Some typical examples of feedback and assessment given, and the instruments used</li> <li>• Feedback from an experienced colleague or educator on feedback and assessment given</li> <li>• Certificate of relevant training followed</li> <li>• Reflection on development by the teacher themselves</li> </ul>