

## Assessment Tool for the University Teaching Qualification (UTQ) used to assess teaching staff at VU Amsterdam

### *Individual training track*

<b>UTQ candidate (lecturer)</b> Initial(s), first name and surname of candidate: Faculty:	
<b>Assessors</b> First name and surname of staff developer: Initial(s) and surname of faculty tutor: Email address of faculty tutor: The tutor is in possession of a UTQ: Yes/No	
<b>Decision:</b> (to be indicated by the staff developer by removal of the element <i>not</i> applicable to this candidate)	<b>Awarded / Not awarded:</b>

In order to receive the University Teaching Qualification (UTQ) for VU Amsterdam, candidates are assessed on three types of teaching skills:

- 1) Teaching performance: this includes everything that takes place in and in front of the group.
- 2) Course design: creating an activating, cohesive and complete course or series of lectures, including an accompanying test with answer model(s).
- 3) Supervising students: supervising an individual student or a small group of 2-5 students during their work on a major academic task such as a student placement or a thesis.

This document sets out the assessment criteria for the three types of teaching skills in the form of an assessment matrix: a rubric. In this matrix, the assessors indicate the score assigned to the UTQ candidate for each criterion by shading the appropriate indicator(s) or the cell where they appear. If appropriate, an explanation can be written below the shaded rubric in the selected column. This explanation will be entered using *a colour other than black*. The last column may be used, if necessary, to indicate how the candidate exceeds the requirements for the basic level. In this case, this cell in the matrix is shaded.

In order to obtain the UTQ, the candidate may receive *no more than two scores* in the category *This criterion is a point of attention* (the middle column of the matrix) for teaching performance and course design. This score may appear only once in the assessment matrix for supervising students. A score in the category *The candidate does not meet this UTQ criterion* (the second column in the matrix) may not appear in **any** of the assessment matrices.

### *Preconditions*

The following preconditions will have to be met in order to receive a positive assessment.

The candidate has submitted the following documents:

- A completed **intake form**
- A **teaching CV** that includes a list of his/her academic teaching assignments and any teacher training activities in which he/she has participated until present
- A **self-evaluation** based on the Assessment Instrument for the University Teaching Qualification

For assessing *course design* competencies, the candidate has submitted:

- A **study guide** (or course description, syllabus, course manual) that contains the following elements:
  - lecturer(s) with contact information
  - learning objectives (formulated in terms of measurable learning outcomes)
  - an introduction to the content
  - the number of credits awarded for the course
  - teaching method(s)
  - form(s) of assessment and, if more than one is used, how each contributes to the final grade
  - recommended reading and any software needed for the course
- An example of an **assignment** completed by students outside of contact time
- An example of a **test** or exam
- An **assessment instrument** accompanying the test
- **1-2 student evaluations** about this specific course

For assessing *teaching performance*, the candidate has submitted:

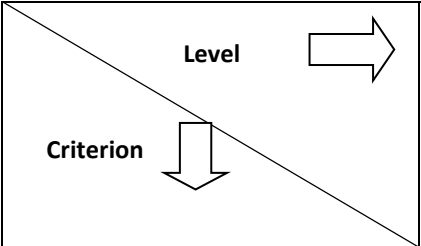
- **Two recent** (two years old at most) **teaching evaluations by students** which may overlap the previously listed evaluations
- A 10 to 15-minute **video recording** of teaching performance that clearly indicates the candidate's functioning
- **The tutor's feedback** on the candidate's teaching performance
- **The staff developer's feedback** on the candidate's teaching performance

For assessing the competencies related to *supervising students*, the candidate has submitted:

- An **evaluation by a student or a small group of students** about how the candidate has supervised them.
- An **example of written feedback** that the candidate has provided for an academic task (e.g. a passage in a thesis).

Overall impression of the UTQ candidate:

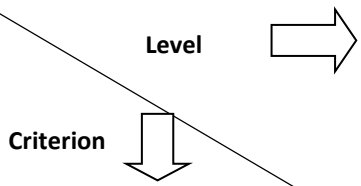
## Assessment Matrix for Teaching Performance

	<p>The candidate does not meet this UTQ criterion.</p>	<p>This criterion is a point of attention.</p>	<p>The candidate meets this UTQ criterion.</p>	<p>The candidate's competencies exceed the basic qualification level for this criterion. <i>The tutor and staff developer can use this space to provide their joint conclusion of how the candidate distinguished himself/herself positively at the UTQ level.</i></p>
<p><b>Approach to the subject matter</b></p>				
<p>1. The lecturer can clearly communicate the goal and relevance of the teaching session.</p>	<p>The lecturer does not make the goal and the relevance of the teaching session clear to the students.</p>	<p>The lecturer does not always make the goal and the relevance of the teaching session clear to the students.</p>	<p>The students understand why this subject matter is being dealt with in this teaching session. The academic and/or social relevance of the session are/is clear.</p>	
<p>2. The lecturer can indicate how the teaching session relates to previously acquired knowledge and how the session connects to earlier and later teaching sessions.</p>	<p>The lecturer does not put the teaching session in context, meaning that it is difficult for the students to relate the subject matter to previously acquired knowledge and to what will come later.</p>	<p>The lecturer provides an overview of the previously acquired knowledge and what is yet to come, but this overview could still be communicated better.</p>	<p>The lecturer helps the students to place the teaching session in context, to relate new concepts, ideas and skills to previously acquired knowledge, and to get an idea of what is still to come.</p>	
<p>3. The lecturer can provide students with clear explanations and/or instruction.</p>	<p>The lecturer cannot provide students with clear explanations and/or instructions.</p>	<p>The lecturer can provide students with clear explanations and instructions (for instance by distinguishing between main issues and side issues, using lively examples, thinking out loud or making stages in reasoning explicit), but does not yet always succeed in doing this.</p>	<p>The lecturer can provide students with clear explanations and instructions (for instance by distinguishing between main issues and side issues, using lively examples, thinking out loud or making stages in reasoning explicit, to check whether the instructions are sufficient for the students to get started).</p>	

<b>Level</b>	<b>The candidate does not meet this UTQ criterion.</b>	<b>This criterion is a point of attention.</b>	<b>The candidate meets this UTQ criterion.</b>	<b>The candidate's competencies exceed the basic qualification level.</b>
<b>Criterion</b>				
4. The lecturer can teach the subject matter at an academic level and thus stimulate the students to think critically.	In the teaching session the lecturer appeals little to the students' ability to think critically, establishes few links to academic insights, and does not display an academic approach.	The teaching session is taught at a sufficient academic level but the lecturer creates few links between his/her own expertise and research-based academic insights. OR: The lecturer exhibits his/her own expertise by giving details of scientific theories and research, but he/she does not invite the students to think in a critical and/or scientific way.	The lecturer integrates his/her own expertise and academic skills into his/her teaching and is thus a role model for students. The lecturer is capable of getting the students to think critically.	
5. The lecturer can deal flexibly with the subject matter.	In response to questions the lecturer is unable to explain the subject matter in different ways. He/she continues to repeat his/her own account. When addressing the subject matter he/she focuses chiefly on facts and less on relationships and insights.	The lecturer can provide a clear explanation but does not give enough alternatives.	The lecturer demonstrates a knowledge of the subject matter and can provide various levels of explanation to accommodate the various levels of understanding and the various learning preferences of the group.	
<b>Approach to students</b>				
6. The lecturer can establish a rapport with students and make himself/herself approachable for them.	The lecturer does not establish a good rapport with students and is dismissive towards them.	The lecturer establishes a good rapport with the group but is sometimes not fully accessible to them.	The lecturer establishes a good rapport with the group and has an open attitude, meaning that the students feel able to approach him/her and to ask questions.	
7. The lecturer can create a good working atmosphere.	A defensive, hostile or indifferent working atmosphere quickly arises and the lecturer does not feel able to deal with this.	The lecturer creates a good working atmosphere and conducts interventions, when necessary, to improve it. But these are not yet always the most effective interventions and/or these do not always take place at the right moment.	The lecturer creates a positive working atmosphere and, when necessary, conducts interventions to improve it, for instance by providing feedback in an effective way on students' behaviour.	

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<b>Criterion</b>				
8. The lecturer can encourage in-depth learning; he/she can set up the teaching sessions in such a way that students can process the subject matter so that what they have learned can sink in.	The lecturer discusses the subject matter, but does not make appropriate use of teaching methods that encourage students to process the subject matter.	The lecturer makes occasional use of teaching methods that encourage the processing of the subject matter, but does not make optimal use of their potential.	The lecturer sets up the teaching sessions to encourage the students to pursue in-depth learning as much as possible; he/she makes effective use of teaching methods that encourage students to process the subject matter, so that what they have learned can sink in more effectively.	
9. The lecturer can put questions to the group and can respond adequately to questions from the group.	The lecturer always tries to hold the floor, ignores questions, cuts them short and gets visibly into a panic by these and/or chiefly uses them as an opportunity to resume his/her own monologue.	The lecturer answers most questions from the group instead of redirecting them to others.	The lecturer often puts clear open and closed questions to the group, answers questions clearly, asks follow-up questions or redirects questions to others, thus keeping the group involved.	
10. The lecturer can respond flexibly to unexpected situations.	The lecturer reacts rigidly and/or defensively to unexpected situations.	The lecturer is usually able to respond adequately to unexpected situations, but now and again he/she is still visibly caught off balance.	The lecturer keeps his/her poise in unexpected situations and can deal flexibly and inventively with these.	
<b>Approach to one's own professionalization</b>				
11. The lecturer can modify his/her own performance on the basis of self-reflection and feedback.	The lecturer adopts a defensive attitude to feedback and then ignores it.	The lecturer still finds it difficult to improve his/her own teaching in response to feedback, but still has the will to do this.	The lecturer has insight into his/her own strengths and weaknesses based on self-analysis and feedback and is making improvements where possible or needed.	

## Assessment matrix for Course Design

	The candidate does not meet this UTQ criterion.	This criterion is a point of attention.	The candidate meets this UTQ criterion.	<b>The candidate's competencies exceed the basic qualification level for this criterion.</b> <i>The tutor and staff developer can use this space to provide their joint conclusion of how the candidate distinguished himself/herself positively at the UTQ level.</i>
<b>Integration into the context</b>				
1. The lecturer can justify how the course relates to the Educational Vision of VU Amsterdam* and to his/her own vision of learning and teaching.	The lecturer is neither able to articulate his/her vision, nor does the course material clearly demonstrate the vision on which it is based and/or the Educational Vision of VU Amsterdam is insufficiently recognizable.	The lecturer can articulate the underlying educational vision but this is not properly expressed in the course material. OR: The design contains elements from the Educational Vision of VU Amsterdam, but the lecturer is unable to articulate the underlying vision.	The lecturer can articulate his/her own vision in relation to the Educational Vision of VU Amsterdam and can indicate how this vision has been incorporated into the teaching of this course material. The elements of the vision can be recognized in the course material.	
2. The lecturer can relate the course design to the other subjects, the final attainment levels, the curriculum as a whole and the graduation profile.	The lecturer cannot explain how the course relates to the other subjects, the final attainment levels, the curriculum as a whole and the graduation profile.	The lecturer can only partially explain how the course relates to the other subjects, the final attainment levels, the curriculum as a whole and the graduation profile. OR: In the explanation or the interview, the lecturer can explain how the course relates to other components, but does not make this clear to the students.	The lecturer can explain how the course relates to the other subjects, the final attainment levels, the curriculum as a whole and the graduation profile, and can make this clear to the students.	
3. The lecturer can consider the diversity within the target group and can intentionally include this variable in the design of the course.	The course does not demonstrate whether and how the lecturer has taken into account the diversity of backgrounds of the students in the course.	The lecturer is able to describe the differences in the students' backgrounds but whether he/she has drawn conclusions in this regard about teaching the course is unclear. OR: The choices made in designing the course still do not reflect the	The lecturer considers the diversity of the backgrounds of the students when selecting elements for the course such as recommended reading, teaching methods, etc.	

\* The Educational Vision of VU Amsterdam is available at: <http://www.vu.nl/nl/opleidingen/onderwijskwaliteit/visie/index.asp>

		students' differences in backgrounds as well as they should.		
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Level	The candidate does not meet this UTQ criterion.	This criterion is a point of attention.	The candidate meets this UTQ criterion.	The candidate's competencies exceed the basic qualification level.
<b>Criterion</b>				
<b>Objectives and methods</b>				
4. The lecturer can clearly formulate learning objectives of a sufficient level.	The learning objectives are unclearly formulated (too vague and/or from an incorrect perspective) for the students and/or the level is low or cannot be estimated.	The learning objectives are clearly formulated but the level is not appropriate. OR: The level seems appropriate but the learning objectives are not yet formulated clearly enough for the students.	The learning objectives are formulated in terms of observable behaviours, and its level of understanding is appropriate to the course's placement within the curriculum.	
5. The lecturer can design assignments and select teaching methods that correspond to both the learning objectives and the summative assessment.	The learning and teaching activities do not correspond sufficiently to the learning objectives and/or the summative assessment.	Some of the learning and teaching activities have no visible relationship to the learning objectives and/or the summative assessment.	The learning and teaching activities contribute to achieving the learning objectives and also correspond to the summative assessment.	
6. It is clear what the lecturer expects of students during the contact time and self-study periods.	It is unclear what the lecturer expects of students during the contact time and/or self-study periods.	It is sometimes unclear what the lecturer expects from students during the contact period. OR: It is clear which subject matter the students should address throughout the entire course; however, it is less clear what preparation is expected of them for each teaching session.	It is clear what the lecturer expects of the students during the contact period. The lecturer indicates which subject matter the students have to address throughout the entire course and what preparation is expected of them for each teaching session. The lecturer indicates how the subject matter should be addressed.	
7. The lecturer can make responsible decisions in the use of ICT applications that encourage learning outcomes.	The lecturer cannot make good use of ICT applications; their use does not contribute to learning or may even impede it.	The lecturer uses some ICT applications such as PowerPoint but could use more of them to encourage learning. OR: No use is made of ICT and no explanation is given for this.	The lecturer intentionally chooses either to use or not to use ICT applications and can indicate reasons including teaching principles to justify this choice. If the lecturer uses ICT applications, it is obvious that this is encouraging learning.	



Level Criterion	The candidate does not meet this UTQ criterion.	This criterion is a point of attention.	The candidate meets this UTQ criterion.	The candidate's competencies exceed the basic qualification level.
<b>Assessment and feedback</b>				
8. The lecturer can make effective use of formative assessment.	Formative assessment is missing. Because the lecturer does not provide students with any interim feedback or does so incorrectly, students lack insight into their own progress.	Because the lecturer does not include enough occasions for interim feedback (lecturer, peer and/or self-feedback), students are receiving only a partial insight into their progress.	Because the lecturer makes effective use of formative assessments and includes enough occasions for interim feedback (lecturer, peer and/or self-feedback), students are receiving insight into their progress.	
9. The lecturer can design valid forms and methods of assessment.	The testing does not correspond to the course objectives, the subject matter being tested is not representative of the subject matter that was addressed and/or the subject matter being tested is not being tested at the correct level of understanding.	Not all course objectives are tested. AND/OR: Subjects or skills are tested that are not stated in the course objectives. AND/OR: The tests seem to match the objectives, but this is not explained (for instance in a test plan or another form of explanation).	The lecturer can explain (for example, by means of a test plan or test matrix) how the tests match the course objectives: all the course goals are tested and no subjects or skills are tested that are not stated in the course goals.	
10. The lecturer can design reliable forms and methods of assessment.	Coincidence and arbitrary decisions play too large a part in the assessment. The assignments or test questions are of insufficient quality, there are no assessment criteria and no measures have been taken to minimize assessor effects.	The chance of a student unjustly passing or failing is still too high due to the insufficient effectiveness of the questions or assignments, unclear assessment criteria, or the lack of a clear assessment procedure explaining how assessor effects can be minimized.	The questions and assignments are of sufficient quality. There is a clear assessment tool in which it is explained how the final verdict is reached. It is explained how assessor effects can be minimized.	
11. The lecturer can explain the testing and assessment methods so that students can understand them.	The lecturer provides little information about the testing and assessment methods (e.g. assignment description, assessment criteria) and no practice tests are available either. OR: The lecturer provides an insufficient explanation afterward of how he/she has arrived at an assessment.	Although information about the testing and assessment methods is available, the lecturer does not discuss this information during teaching sessions. OR: The lecturer does not determine the criteria for an assessment until during the assessment process itself.	The lecturer discusses the testing and assessment methods with the students. Active use is made of practice tests, and the lecturer is clear about what is good performance or not. The lecturer explains his/her assessment clearly.	

Level \ Criterion	The candidate does not meet this UTQ criterion.	This criterion is a point of attention.	The candidate meets this UTQ criterion.	The candidate's competencies exceed the basic qualification level.
12. The lecturer can design forms and methods of assessment that are practical for both the student and the lecturer.	The lecturer designs forms and/or methods of assessment that are practical for neither the student nor the lecturer within the given time constraints.	Some parts of the forms and methods of assessment designed by the lecturer are not very practical for the student and/or the lecturer.	The lecturer designs forms and methods of assessment that are practical for both the student and the lecturer within the given time constraints.	

## Assessment Matrix for Supervising Students

Level \ Criterion	The candidate does not meet this UTQ criterion.	This criterion is a point of attention.	The candidate meets this UTQ criterion.	The candidate's competencies exceed the basic qualification level for this criterion. <i>The tutor and staff developer can use this space to provide their joint conclusion of how the candidate distinguished himself/herself positively at the UTQ level.</i>
1. The lecturer can employ various supervision styles depending on the student's learning style and strategy.	The lecturer cannot shift between a more task-oriented and a more individual-oriented supervision style. OR: The lecturer does not consider the student's personal learning situation.	The lecturer can shift between a more task-oriented and a more individual-oriented supervision style but is still not responding adequately to the student's personal learning situation.	The lecturer can shift between a more task-oriented and a more individual-oriented supervision style and is responding adequately to the student's personal learning situation.	
2. The lecturer can supervise and assess individual student projects, work placements, theses and dissertations, and research projects within the stated time frames.	The lecturer is unclear about the timeframe for the supervisory process. OR: Deadlines set for both the student and the lecturer are often exceeded without the lecturer exercising any control over this.	The lecturer usually but not always makes timeframes clear. OR: The lecturer usually but not always monitors the deadlines set for the student and himself/herself.	The lecturer makes the timeframe for the supervisory process clear and monitors the deadlines for both the student and himself/herself.	
3. The lecturer can give students constructive feedback.	The lecturer does not make adequate, if any, use of the criteria for effective feedback <sup>1</sup> ; this stimulates little if any learning.	The lecturer usually but not always makes adequate use of the criteria for effective feedback. OR: The lecturer usually but not always makes the important learning objectives clear.	The lecturer makes adequate use of the criteria for effective feedback with a focus on how this is contributing to the student's learning.	

<sup>1</sup> as mentioned in such references as Hattie & Timperley (2007) and Svinicki & McKeachie (2014).

<b>Level</b> <b>Criterion</b>	<b>The candidate does not meet this UTQ criterion.</b>	<b>This criterion is a point of attention.</b>	<b>The candidate meets this UTQ criterion.</b>	<b>The candidate's competencies exceed the basic qualification level.</b>
4. The lecturer can provide individual students with adequate advice during their studies and intervene, if necessary, in case their progress slows.	The lecturer has little knowledge of the curriculum and the context of the degree programme. The lecturer does not identify slow progress either at all or in time, or fails to intervene adequately if at all.	The lecturer still does not have an optimum overview of the curriculum and the context of the degree programme. OR: The lecturer usually identifies slow progress in time but is still not intervening consistently.	The lecturer possesses sufficient knowledge of the curriculum and the context of the degree programme and can advise the student as based on this information. In the event of slow progress, he/she gets together with the student and refers him/her if necessary to others who could assist such as a study advisor.	
6. The lecturer can maintain the balance between his/her roles as supervisor and assessor.	The lecturer often has difficulty with differentiating between the roles of supervisor and assessor. OR: The lecturer does not communicate clearly, if at all, with the student about the implications of both roles.	The lecturer can differentiate between the roles of supervisor and assessor but still has difficulty with this at times. OR: The lecturer usually but not always communicates clearly with the student about the implications of both roles.	The lecturer knows how to differentiate the roles of supervisor and assessor and clearly communicates the implications of both roles.	