**University Teaching Qualification (UTQ) /**

**Basiskwalificatie Onderwijs (BKO)**

**2025-2026**

To promote the quality of university education and the professional development of their teaching staff Dutch research universities agreed in 2008 to mutually recognize the University Teaching Qualification (UTQ). The UTQ programme is designed to support your growth as an educator and encourages you to evaluate and enhance your teaching competences. At the central level three core competence have been identified as directly related to the core tasks of UM educators:

* Developing education and assessment;
* Delivering education; and
* Professional conduct.

**Requirements for Participation:**

To be able to register for the UTQ programme at the Faculty of Law, participants must meet the following requirements:

* Your head of department has agreed upon your participation;
* You have successfully completed the PBL/tutor training (all phases, including peer coaching); and
* You have ample teaching experience with PBL. At a minimum, this means you have served as tutor (at UM) for at least two course periods; more extensive teaching experience is preferred.

In order to register, please send an email with the required documentation to [chantal.meertens@maastrichtuniversity.nl](mailto:chantal.meertens@maastrichtuniversity.nl). Below you will find an overview of the UTQ programme, including the schedule of modules for the upcoming academic year.

**Faculty of Law’s UTQ Programme:**

The UTQ programme consists of three phases:

1. Self-assessment (module 1);
2. Competence development (modules 2-4, peer learning, independent study, etc); and
3. Evaluation (Portfolio & final interview) .

Phase 1. Self-Assessment

**All participants begin their UTQ trajectory with Module 1 (Kick-Off: Vision on Education, Self-Assessment & Personal Development Goals),** which must be completed before attending any other modules. This requirement also applies to participants following the so-called**PAC trajectory.**

Staff members with substantial theoretical *and* practical teaching experience across all relevant educational roles may be eligible to follow a trajectory based on **Previously Acquired Competencies (PAC)**(in Dutch:**eerder verworven competenties**, or EVC-traject). In this PAC trajectory, participants may be granted exemptions from the second phase (Competence Development) based on prior experience and qualifications.

Phase 2. Competence Development

To support your professional development and help you acquire the knowledge, insights, and competencies required for teaching at UM, the Faculty of Law offers a modular programme (Phase 2), consisting of:

* Module 2 on Education Delivery & Supervision;
* Module 3 on Education Design; and
* Module 4 on Assessment.

Each module comprises a half-day (in person/onsite) session (4.5 hours usually from 11:00-15:30 including a lunch break) and requires preparatory work. Each module is offered several times throughout the academic year. The (provisional) schedule for the upcoming academic year is provided below. With the exception of Module 1, Modules 2–4 can be completed in any order that best suits your needs and schedule.

In addition, the Faculty offers several optional yet professionally relevant information and discussion sessions. Participation in these sessions is strongly encouraged.

**To obtain your UTQ, you must complete all required modules.** This means submitting all preparatory assignments and attending all mandatory module sessions. Detailed information on the intended learning outcomes for each module is provided below. Information on the required prep work for each module will be provided on the digital learning environment (canvas and/or PebblePad).

Phase 3. Evaluation

Alongside the modules, you are required to compile a portfolio. The UTQ portfolio should provide evidence of your knowledge of educational principles and literature, your ability to effectively apply these insights in your own educational practice and reflections on your own professional development. The UTQ trajectory concludes with an evaluation of your portfolio and a final interview. Submission deadlines for the portfolio (to the UTQ coordinator) are:

* **1 December 2025**, for completion in January (if practically possible); or
* **1 June 2026**, for completion in July/August.

Prior to submission, your head of department must approve your portfolio.

**Module 1. Kick-off UTQ Programme: Vision on Education, Self-Assessment & Personal Development Goals**

All participants kick-off their UTQ trajectory with the first module. In this UTQ module we will discuss the educational vision of the UM and the Faculty of Law, and you will reflect on, and discuss your own personal vision on education. Subsequently, you will set personal learning goals for your competence development for the programme.

Intended learning outcomes for the module include that you are able to …

* understand the educational vision of UM and the Faculty of Law.
* explain how you perceive the role of the teacher in the student learning process and how your own educational vision aligns with the educational vision of UM.
* reflect on your performance as a teacher by analysing strengths and points for improvement.
* use evidence-informed practice to inform your teaching practice and keep up to date with developments in education.
* set personal learning goals for your UTQ trajectory.

**Module 2. Education Delivery & Supervision**

In this UTQ module we discuss and share experiences on the various roles of UM educators, with a special focus on the role of tutor and supervisor.

Intended learning outcomes for the module include that you are able to….

* apply the CCCS principles in your educational practice to facilitate effective learning in an international, diverse and inclusive learning environment.
* facilitate safe, open discussion, listen effectively and pose questions to encourage self-directed learning.
* help learners to reflect, prioritise and plan their work or (academic) development.
* identify when and how to intervene when necessary.
* provide constructive feedback.
* provide education in a way that conforms to the Faculty’s rules and regulations.

**Module 3. Education Design**

In this module we discuss and share experiences on (re-)designing a course’s intended learning outcomes and teaching and learning activities to ensure constructive alignment both within a course and with the predetermined programme learning outcomes.

Intended learning outcomes for the module include that you are able to…

* apply constructive alignment by formulating intended learning outcomes (ILOs) and by designing appropriate teaching and learning activities that will lead to the achievement of the ILOs and take account of different spatial and temporal contexts.
* use the CCCS principles for designing effective, engaging, student-centred learning.
* design inclusive and accessible materials that aid students’ learning.
* integrate technology as part of your educational design.
* design education in a way that conforms to Faculty rules and regulations.

**Module 4. Assessment**

In 2020, a UM taskforce developed the ‘UM vision on assessment: Moving from an assessment culture of testing toward a culture of feedback and development’. With this vision, the UM aims to better align assessment to the CCCS principles of problem-based learning, use a greater variety of assessment methods, promote assessment as and for learning (i.e., not only assessment of learning), and coordinate assessment at a programme level.

Intended learning outcomes for the module include that you are able to …

* apply constructive alignment by designing assessment activities that stimulate learning and competence development and take account of different spatial and temporal contexts.
* design assessment that is meaningful for student learning and implements the CCCS principles.
* design assessment for formative evaluations and summative decision-making.
* design group and individual assignments, as appropriate.
* design and use rubrics and/or assessment criteria that promote student learning and meet the validity, reliability, and transparency criteria.
* use information from assessment to provide meaningful feedback to students to improve their learning and long-term development.
* design assessment in a way that conforms to Faculty rules and regulations.

**Planning for 2025–2026**

Semester 1 (periods 1-2)

**Module 1. Kick-off UTQ Programme: Vision on Education, Self-Assessment & Personal Development Goals** (period 1)

* Monday 15 September from 11:00 – 15:30; or
* Wednesday 24 September from 11:00 – 15:30.

**Module 2. Education Delivery & Supervision**

* Monday 13 October from 11:00-15:30 (period 1); or
* Friday 12 December from 11:00-15:30 (period 2).

**Module 3. Education Design**

* Tuesday 4 November from 11:00-15:30 (period 2); or
* Tuesday 16 December from 11:00-15:30 (exam week period 2).

**Module 4. Assessment**

* Thursday 27 November from 11:00-15:30 (period 2):
* Thursday 18 December from 11:00-15:30 (exam week period 2).

Semester 2 (period 3 – 6)

**Module 1. Kick-off UTQ Programme: Vision on Education, Self-Assessment & Personal Development Goals** (period 1)

* Monday 26 January from 11:00-15:30 (period 3); or
* Friday 30 January from 11:00-15:30 (period 3).

**Module 2. Education Delivery & Supervision**

* Friday 27 February from 11:00-15:30 (period 4); or
* Thursday 28 May from 11:00-15:30 (period 5).

**Module 3. Education Design**

* Friday 27 March from 11:00-15:30 (period 4); or
* Monday 11 May from 11:00-15:30 (period 5).

**Module 4. Assessment**

* Thursday 23 April from 11:00-15:30 (period 5); or
* Tuesday 9 June from 11:00-15:30 (exam week period 5).