

Educational Guidelines Schedule

Expected teaching experience UTQ/PTQ

TEACHING: GROUP EDUCATION Compulsory UTQ and PTQ		
Type of group education	Definition	Guideline
Lecture	The teacher conveys information, with activating didactics and in interaction with the learners. Think of: (online) lectures, seminars and webinars.	<u>Ten times</u> an (interactive, online) lecture, seminar, keynote or webinar (≥45 minutes) given for a group
Workshop or small group session	The teacher facilitates learning, supervises the group dynamics and the group process. During education, learners are mainly actively engaged with the subject matter through collaborative learning such as in workshops, team-based learning, problem-based learning and case-based clinical reasoning.	<u>Ten meetings</u> supervised during (different) courses <i>It is advisable to have several moments with the same group of learners because of building a relationship with the group</i>
Practical or skills education	The teacher facilitates learning for specific skills during a practical or skills education. The learners are actively engaged in learning by, for example, performing simulations, dissecting preparations or programming an experiment.	<u>Ten meetings</u> supervised during (different) courses <i>It is advisable to have several moments with the same group of learners because of building a relationship with the group</i>
Bed-side teaching	The teacher teaches a group of learners in a clinical setting (e.g. in the consulting room, operating room or in the ward round). Learners have the opportunity to see how an expert performs a clinical procedure, conducts interviews and/or makes (clinical) decisions, for example.	<u>Ten times</u> a scheduled bedside teaching session conducted for a small group. <i>It is advisable to have several moments with the same group of learners because of building a relationship with the group</i>
TEACHING: SUPERVISION OF INDIVIDUAL LEARNERS Compulsory UTQ and PTQ		
Type of supervision	Definition	Guideline
Individual supervision	The teacher provides individual learners with one-on-one guidance and conducts feedback sessions with the learner to discuss their progress. The guidance may include:: ○ Internship or clinical rotation supervision: Supporting a learner at their workplace (e.g., laboratory, hospital, etc.). ○ Research supervision: Guiding a learner in the area of research. ○ Mentorship or tutoring: Providing individual guidance to a learner in their personal and professional development.	<u>Five individual learners</u> supervised for at least a few weeks

DESIGNING EDUCATION		
Compulsory UTQ: designing education, implementing and evaluating the designed education		
Task	Definition	Requirements
(Re)design, implement, and evaluate a course or module	The teacher designs education according to the principles of constructive alignment, implements or oversees the implementation of the education, and evaluates its effectiveness.	At least a significant part of a course or educational block (re)developed, implemented and evaluated (leading to a recommendation to the coordinator). This involves the (re)design of multiple educational moments within a course: so more extensive than a single meeting or assignment. In the redesign, the constructive alignment in the course is monitored.
FEEDBACK AND ASSESSMENT		
Compulsory UTQ: developing an assessment method and conducting an analysis of the assessment tool		
Task	Definition	Requirements
Developing an assessment tool and analyzing the quality of an assessment tool.	The teacher develops and analyzes assessment tools (summative and/or formative) to monitor learners' progress, administer or oversee their administration, and determine the results. In the development and analysis of assessment tools, the teacher considers key aspects of assessment, such as validity, reliability, transparency, and discriminatory power.	Developing an assessment tool to be used either formatively or summatively. Analyzing the quality of an assessment tool and making recommendations based on the findings. <i>If possible, the strong advice is to (re)develop, implement and evaluate one assessment or assessment instrument for a course of module.</i>