



Clarification of the pedagogical competence requirements and form of documentation for employment and promotion in teaching and research positions

What do the regulations say?

The regulations on employment and promotion in teaching and research positions set out the following requirements for pedagogical competence for the various job categories:

For Associate Professor (førsteamanuensis):

- Completed designated program (minimum 200 hours) / relevant courses and designated practical teaching, and developed foundational skills in planning, implementation, evaluation and development of teaching and supervision (foundational competence for teaching and supervision at university and university college level).
- The skills must be documented in the form of a systematic and comprehensive presentation that is to be assessed by the institutions.
- Those who do not meet the requirements for employment shall be required to meet them within two years of appointment.

For professor:

- In addition to the requirements for foundational competence for teaching and supervision at university and university college level that have been given for the position of associate professor, the following must be documented:
 - Quality development in own teaching and supervision over time.
 - Extensive experience with supervision, preferably at master's / PhD level.
 - Participation in the development of educational quality in academic communities.

For associate professor (førstelektor):

- Special qualifications within teaching or other educational activities shall be given great weight.
- Documented relevant practical-pedagogical competence on the basis of education or teaching and supervision.

For professor (dosent):

- Documented extensive pedagogical development work and other high-quality pedagogical activities.

- Documented relevant practical-pedagogical competence on the basis of education or teaching and supervision.

Clarification of the competence requirements

a) *Systematic, comprehensive presentation*

A systematic, comprehensive presentation is normally expected to show competence in the following areas, regardless of position level:

- The applicant's world view or philosophy for her/his teaching
- Curriculum vitae for the applicant's experience and education as a lecturer
- A detailed account of teaching, supervision and assessment methods that have been used,
- Reflections on experience gained and plans for development
- Experience from work with the development of teaching and study programme quality

Documentation that pedagogical development work has been carried out, teaching aids have been made and methods have been developed, certificates and service statements for pedagogical leadership, collaborations with colleagues, results from student evaluations are all elements that can strengthen the presentation. The documentation must be presented in digital form and as a pedagogical portfolio. The presentation must be in a form suitable for possible publication.

The provided account must be seen in connection with the requirements for competence for the various job categories and what can be expected from information in the application regarding the various points.

b) *Completion of designated programme (minimum 200 hours) / relevant courses and designated practical teaching*

Applicants must also document that foundational pedagogical competence has been acquired through either a) completed course of 200 hours in university or university college pedagogy or b) documented equivalent practical experience. Course certificates from pedagogical foundational education or equivalent, as well as a statement from the immediate superior that includes the unit's intention and plan for the use of the applicant's competence in the future must be included as an appendix.

In Universities Norway's guidelines, it is proposed that other teacher education forms not be accepted as adequate replacement for university and university college pedagogical foundational competence. Higher education is regulated by separate legislation and students are adults with other learning needs than children and youth. In addition, the teaching subjects are closely linked to scientific topics and professional knowledge. A documented foundational competence should contain documentation that corresponding learning outcomes used for the pedagogical foundational competence course have been acquired and covered through theoretical schooling (from other types of pedagogical schooling such as teacher education) and practical experience from teaching, supervision, study programme planning, management and assessment work in higher education have been obtained. The presentation must follow the same pattern as in point 1 above.

c) *Foundational skills in planning, implementation, evaluation and development of teaching and supervision (foundational competence for teaching and supervision at university and university college level)*

Applicants who wish to document their foundational competence can find support in The Ministry of Education and Research's Consultation Memorandum on "Requirements for educational competence for

employment in an associate professor position and employment/promotion to professor position” (p. 4). The comprehensive memorandum highlights some practical aspects:

The applicant

- Can develop study plans and plan own teaching and academic courses, with special emphasis on the formulation of good learning outcome descriptions and their use as a tool and direction in own teaching.
- Has a secure grasp of the most common forms of teaching in higher education, i.e. can apply and vary these in the best possible way based on the target group, subject area and the situation in which they are used.
- Uses digital tools and digital learning resources in a relevant and learning-promoting way.
- Masters the most common forms of assessment and testing and has developed a good understanding of whether these promote and measure the learning outcome that has been set as desired.
- Provides well-founded and learning-promoting feedback to individual students and the students as a group.
- Has the ability to reflect and act on the basis of evaluation of own teaching

A documented relevant practical experience (realkompetanse) should be presented as a pedagogical portfolio.

d) Quality development in own teaching and supervision over time

Those applying for a professorship are expected to describe how world views and experience have developed in complexity and nuances to support students' learning, inclusion of students in learning communities and stimulation of them to greater awareness, readiness to learn and maturity. Applicants must refer to the systematic further development of the form and content of the teaching and supervision and be able to document results, for example through better performance, better assessments from students or a higher percentage of completion.

Applicants must document pedagogical development work to date and plans for the development of their own competence as a lecturer in the future.

e) Extensive experience with supervision, preferably at master's / PhD level

The requirement for broad experience from supervision at master's / PhD level is specific to the associate professor (1st amanuensis) / professor track. The question of breadth of experience is relative to the size of the academic environment, the history of the possible master's or PhD environments and previous throughput, as well as the applicant's role in relation to supervision of groups (such as courses in MA and PhD programmes) or individual candidates as lead or second supervisor. It is an advantage if the applicant has had supervision experience at master's and PhD level. Documented supervision activities for groups of students or colleagues can supplement or replace this requirement.

Formal training in supervision at PhD / associate professor level is an advantage as well.

f) Participation in the development of educational quality in academic communities

Applicants for the professor competence qualification are expected to describe how they have shared their experiences and research with colleagues and sought collaboration with management, students or colleagues to develop the quality of studies. The applicant must have shown initiative and commitment to develop teaching at many levels, from methods, to planning, to planning-work and collaboration with fields of practice or social actors. The applicant must refer to active participation in pedagogical discussion forums, seminars and professional meeting places, and the involvement of committed partners in promoting the importance of the study programme for student education, in their preparation for working life and community involvement. Applicants should focus on the student's preparation for working life and the professions' requirements for responsibility, sustainability and innovation in the development of study programmes.

For associate professor (førstelektor) and professor (dosent), the competence criteria are not specified as precisely. INN University nevertheless assumes that the same basic requirements for documentation in the form of a systematic, comprehensive presentation apply to these as well. The same applies to the basic requirement for the completion of a designated programme (minimum 200 hours) / relevant courses and designated practical teaching, and the requirement for foundational skills in planning, implementation, evaluation and development of teaching and supervision at university and university college level. For "dosent", documentation of quality development in own teaching and supervision over time is also expected. The requirements for pedagogical portfolio are quite similar, while the requirement for broad experience from supervision at master's / PhD level will be specific to the associate professor (1st amanuensis) / professor track. The requirements for quality development in teaching and supervision over time, as well as participation in the development of educational quality in professional communities will be common to all.

It is reasonable to set less extensive requirements for associate professor (førstemanuensis/førstelektor) than for professor (professor/dosent) in this area.

Assessment of competence acquired abroad

Pedagogical competence acquired in Norway and pedagogical competence acquired abroad cannot be automatically equated. Where pedagogical competence has been acquired abroad, an assessment of the competence shall be made in relation to the expected scope and competence criteria along the same lines as competence acquired in Norway.