

# Guidelines for assessing pedagogical competence at VID Specialized University

Following changes on 1 September 2019 to section 1-1 (1) of the Regulations concerning appointment and promotion to teaching and research posts, all educational institutions are required to develop more detailed criteria for employees' pedagogical competence and how this should be documented. These guidelines have been devised in order to specify how pedagogical competence should be assessed, what the documentation requirements are, and how this should be practised at VID Specialized University.

## 1. Criteria for pedagogical competence

### a) Requirements for associate professor and senior lecturer posts

In accordance with section 1-4 of the above-mentioned regulations, basic pedagogical competence is required for teaching and supervision at university and university college level in order to be qualified for an associate professor post.

VID defines pedagogical competence as basic university-level pedagogical competence as described in Universities Norway's national guidelines for such competence. This is defined in the chapter on basic university-level pedagogical competence.<sup>1</sup> In brief, this concerns:

- basic competencies in planning, implementation, evaluation and development of teaching and academic supervision
- the ability of employees to reflect on their own role and discuss and justify their own choices in planning, implementation and development of teaching and academic supervision

VID Specialized University further stipulates that basic pedagogical competence for teaching and academic supervision at university and university college level is acquired through programmes in educational theory and candidates' own teaching/academic supervision.

The following alternatives are recognised as approved documentation of pedagogical competence at VID Specialized University:

- Further education in university college educational theory at VID equivalent to a minimum of ten credits. Ten credits correspond to a workload of between 250–300 hours. This continuing education programme assumes that the applicant has previous experience of teaching/academic supervision, or that this is acquired in parallel with the study programme, or
- A corresponding course at other universities/university colleges as well as a course in university college educational theory at VID prior to autumn 2019 (minimum 200 hours) in combination with documented experience of teaching/academic supervision certified/confirmed by a previous employer, or

---

<sup>1</sup> <https://www.uhr.no/temasider/karrieropolitikk-og-merittering/nasjonale-veiledende-retningslinjer-for-uhhttps://www.uhr.no/temasider/karrieropolitikk-og-merittering/nasjonale-veiledende-retningslinjer-for-uh-pedagogisk-basiskompetanse/pedagogisk-basiskompetanse/>

- A combination of relevant courses and practical teaching equivalent to 200 hours of courses or other training. Relevant applicants must document in a personal profile that they have acquired basic university-level pedagogical competence as defined in the national guidelines. The personal profile should not be in excess of five pages. Any participation in courses and seminars that can substantiate the personal profile and that shows that competence has been gained over a minimum of 200 hours should be included with the application. The document must also describe relevant practical experience of planning and implementation (references/confirmation from previous employers should be included). The practical experience described in the personal profile must be at university/university college level. Practical teaching experience alone will not suffice. In accordance with Universities Norway's national guidelines, other pedagogical education or practical pedagogical education alone cannot replace basic university pedagogical competence.

If the applicant lacks basic pedagogical competence (wholly or in part), they can be appointed as an associate professor or senior lecturer on condition that they acquire pedagogical competence within two years of the date of the appointment.

#### b) Requirements for professorships

To be qualified for a professorship, the requirements for basic university competence in teaching and academic supervision as described above for staff in senior academic positions apply (see above-mentioned regulations section 14 (3)). *In addition*, the candidate must document further competence in the following areas:

- Quality development in own teaching and academic supervision over time
- Broad experience of academic supervision, preferably at master's degree or PhD level
- Participation in the development of educational quality in the professional community

These areas include an expectation that this also entails good digital skills, and didactic and pedagogical reflection in relation to the provision of digital teaching.

Moreover, VID normally requires supervisory experience at the PhD level. However, this requirement must be viewed in light of the discipline's traditions and scope, and the availability of candidates.

VID recognises the following alternatives as approved documentation:

- Documentation of a pass in university-level educational theory equivalent to a minimum of 10 credits, and university-level educational theory for qualification as a professor/university college professor, equivalent to a minimum of 10 credits, or
- In addition to basic pedagogical competence (ref. documentation requirements in point 1a), candidates must document their pedagogical competence (beyond basic competence) by means of a teaching portfolio. The portfolio must contain a CV of teaching experience with an overview of the applicant's pedagogical competence/experience (see template for the CV). Documentation of the competence that is cited in the CV must be enclosed. The portfolio should include a reflection statement (max. 2 pages) in which applicants reflect on their own pedagogical competence on the basis of their own teaching experience, results achieved and their ongoing efforts to develop quality over time. Applicants are expected to be able to discuss and justify their own choices in the planning, implementation and development of their teaching and academic supervision using a research-based approach.

The teaching portfolio should not be too comprehensive, and as a main rule, three to six pages plus enclosed documentation is sufficient.

As a point of departure, pedagogical competence is an absolute requirement at professor level. Nevertheless, when there are particularly compelling grounds (for example, in relation to international recruitment), appointments may be made on the condition that the requirements for pedagogical competence are met within two years.

## 2. Follow-up

VID must offer employees who lack pedagogical competence opportunities to enhance their competence. When a person is appointed on condition that they acquire pedagogical competence within two years of the appointment, the line manager is responsible for enabling the employee to satisfy this requirement within the time limit. The line manager is responsible for ensuring that the employee satisfies the conditions by the time stated, and must inform the HR section if the time limit is exceeded.