

<b>Title:</b>	<b>Guidelines for documentation of educational competence</b>
<b>Administrator:</b>	<b>Director of Finance and HR</b>
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## 1. Introduction

The Ministry's [Regulations relating to Appointments and Promotions for Teaching and Research Positions](#) were revised in 2018 with regard to the requirements for educational competence. [The amendment of the regulations](#) entails a clarification, raising and differentiation of the educational competence requirements for associate professors and professors, and that more weight shall be given to teaching competence for appointments and promotions. Refer also to §2(3)(2) of the Regulations relating to quality assurance in higher education, "The academic environment associated with the study programme shall have relevant educational competence."

The regulations came into force on 1 September 2019. KD clarified points in the regulatory amendment in the [information letter](#) dated 16.09.2020.

This is a guide for applicants and members of the assessment committees for the documentation and assessment of educational competence in accordance with supplementary provisions for educational competence.

## 2. Competence requirements that must be met

The regulations relating to employment and promotion stipulate that applicants for employment and promotion "shall be assessed, but not ranked, on whether they meet the following requirements:

*Completed own programme (minimum 200 hours)/relevant courses and own practical teaching, and acquired basic skills in planning, implementation, evaluation and development of teaching and supervision"*

<b>Position title</b>	<b>Educational competence requirements</b>	<b>Educational competence</b>	<b>Other requirements</b>
College teacher	Basic skills in: planning, implementation, evaluation and development of teaching and supervision	Basic course in university pedagogy, minimum 200 hours <i>or</i> relevant courses*, minimum 40 hours + minimum 1 year of teaching/supervision in higher education	None

Assistant Professor	Basic skills in: planning, implementation, evaluation and development of teaching and supervision	Basic course in university pedagogy, minimum 200 hours <i>or</i> relevant courses*, minimum 40 hours + minimum 1 year of teaching/supervision in higher education	None
Associate professor	Basic skills in: planning, implementation, evaluation and development of teaching and supervision	Basic course in university pedagogy, minimum 200 hours <i>or</i> relevant courses*, minimum 40 hours + minimum 1 year of teaching/supervision in higher education	See the <a href="#">guide</a> for promotion to associate professor
Associate professor	Basic skills in: planning, implementation, evaluation and development of teaching and supervision	Basic course in university pedagogy, minimum 200 hours <i>or</i> relevant courses*, minimum 40 hours + minimum 1 year of teaching/supervision in higher education	None
Professor	Basic skills in: planning, implementation, evaluation and development of teaching and supervision	Basic course in university pedagogy, minimum 200 hours <i>or</i> relevant courses*, minimum 40 hours + minimum 1 year of teaching/supervision in higher education	See the <a href="#">guide</a> for promotion to professor
Professor	Basic skills in: planning, implementation, evaluation and development of teaching and supervision	Basic course in university pedagogy, minimum 200 hours <i>or</i> relevant courses*, minimum 40 hours + minimum 1 year of teaching/supervision in higher education	<ol style="list-style-type: none"> <li>1. Quality development in own teaching and supervision over time</li> <li>2. Broad experience of supervision, preferably at master and PhD level</li> <li>3. Participation in the development of educational quality in academic communities</li> </ol>

\*courses aimed at teaching and supervising adult students at university and university college level

When hiring in temporary, positions or secondary positions, the above requirement for documented relevant educational competence may be waived. In such cases, it shall be required to carry out shorter relevant courses in pedagogy before they can be put into teaching.

Everyone who is going to teach and/or supervise must at least complete a day-course in educational competence, before they can teach and supervise students at Nord University  
Further training in educational competence must be provided when the duration of the position extends beyond 1 year. In the event of a transition to a permanent position, the requirements for a permanent position apply to the current position category.

Employees in part-time positions, who do not have previous teaching experience from higher education, must at least complete a day-course in educational competence, before they can teach and supervise students at Nord University.

Applicants to permanent teaching and research positions who do not have the educational competence required for appointment, are required to acquire the necessary educational competence within two years from their appointment.

### **Promotion to assistant professor and associate professor on completion of a master's or PhD degree respectively**

Employed assistant professors who, after a doctoral degree, apply for promotion to a position as associate professor, must meet educational competence requirements.

Employed college teachers who apply for promotion to a position as an assistant professor after a master's degree, must meet educational competence requirements.

#### **For both types of promotion, the following applies:**

- That the applicant possesses basic skills in planning, implementation, evaluation and development of teaching and supervision, documented by a completed basic course in university pedagogy of at least 200 hours. An expert assessment is not required before the application for promotion can be processed by the ANF.
- Upon completion of a relevant course of at least 40 hours + minimum 1 work year of teaching/supervision in higher education, the applicant must submit mandatory documents, including a memorandum. A professional assessment must be attached by an external committee or a professional interfaculty assessment group regarding the basic skills in planning, implementation, evaluation and development of teaching and supervision have been achieved before the application for promotion can be processed by the ANF.

### **3. Application requirements – documentation and more**

#### **General**

Applicants for teaching and research positions and promotion must themselves document that they meet the requirements for educational competence that apply to the category of position to which they are applying for employment or promotion. Documentation of teaching, course responsibility, etc. can be documented with a synopsis confirmed by the immediate manager or former managers. The documentation shall be uploaded as an attachment to the relevant application in [JobbNorge.no](https://jobb norge.no). Most file formats can be uploaded as attachments, and the applicant can alternatively upload attachments as links to files/websites/publications.

The documentation may be in a Scandinavian language or English.

### **3.1 Reflection note for basic educational skills**

See attachment 1 for template.

Part 1 is a mandatory attachments for all six job categories, part 2 is only for applicants to be assessed for professorial competence.

### **3.2 Educational CV**

See attachment 2 for template.

## **4. Weighting and assessing pedagogical qualifications**

Both the scientific and pedagogical qualifications shall be assessed as fulfilled in order to qualify for the position. Competence limitations in one of the two areas cannot be compensated for by qualifications beyond the minimum requirements in the other area.

### **4.1 Particularly regarding documentation and assessment of professor:**

The following three points should be met:

1. Quality development in own teaching and supervision over time
2. Broad experience of supervision, preferably at master and/or PhD level
3. Participation in the development of educational quality in academic communities

1. Discussion of the applicant's development of the quality of his or her own teaching and supervision over time, through for example:
  - use of student and colleague responses to his or her own teaching and supervision, including course evaluation
  - follow-up of evaluation of the programme of study
  - testing of various teaching forms and activities and forms of assessment, including digital, with a view to achieving learning outcomes
  - development of supervision of students in practice and/or academic texts
  - active participation in relevant courses, seminars, further education and various forms of experience sharing within teaching and supervision
  - cooperation with one's own and other academic communities on development of the quality of teaching and supervision
  - giving awards for the best lecturer etc.
  - completed supervisor course, for example a course in the supervision of doctoral candidates
- Course responsibility and teaching experience from more than one level in the university and university college sector (bachelor, master and PhD levels) and an account of how they have used the course coordinator role for the development of their own teaching
2. Discussion of the use of varied supervision methods, the applicant's reflection on the selection of supervision methods and whether the applicant has supervised projects with varied methods, academic subjects and theories.

The applicant must document as a minimum:

- supervision experience with master's theses and/or PhD theses, where it is stated whether they have been a co-supervisor or main supervisor on each of the works they have supervised, and whether they have been supervisors from the start of the project to completed submission and any public defence.
  - use of varied methods in the guidance
  - Supervision of bachelor's theses, candidate theses, or any other major scientific or artistic works, term papers at the master's degree level, co-supervisor assignments at the PhD level and development projects (see attached example) can form part of the supervisor experience that is required
3. Discussion of contributions to development in a collegial community, and participation in various collegial bodies, pedagogical leadership responsibility or participation in pedagogical development work.

As a minimum, the applicant must be able to document his or her contributions through:

- Active participation in pedagogical development work (for example, development of courses or programmes of study) *and*
- Active participation in committees/commissions (for example, education committees, programme councils, academic working groups and appointment committees)

Educational leadership (such as management of a study programme, academic group, section, faculty or institution) is relevant experience, but not a requirement.

## Appendix 1

### PART 1

**Template for reflection note** that shall accompany all applications for academic appointments, except appointment as an assistant lecturer, research fellow or postdoctoral position

#### **Basic educational skills**

Name:

Year of birth:

Name of position being sought:

#### **1. Development of planning of supervision**

Discuss briefly here the scope of any experience with planning teaching and supervision. Describe and give examples of planning of teaching (year plan, semester plan, etc.). Any training for such planning may also be discussed.

#### **2. Implementation of teaching and supervision**

Briefly discuss here the scope and duration of the applicant's experience with the use of varied forms of teaching and assessment, and an overview of the teaching activities the applicant has. In addition, discuss completed supervision, including the number of students at different levels and the associated supervisor role.

#### **3. Development of planning of supervision**

Discuss here briefly the scope of any experience with evaluation of teaching and supervision, and examples of this, as well as a description of how these evaluations have affected the applicant's pedagogical activities. Any training for such evaluation can also be discussed.

#### **4. Development of teaching of supervision**

Experience and contributions to development work in the applicant's own environment can be discussed here.. This may include that the applicant has contributed to, or been responsible for, the development or revision of course plans, programme descriptions, teaching materials, etc., and may also include participation in various forums that focus on the development of quality in education.

#### **5. Explanation of how the person understands the relationship between learning and teaching in his or her teaching practice.**

Scope and language: Suggested scope for the reflection section is 1-3 pages in a Scandinavian language or English.

## **Part 2 Supplement for applicants for position category as professor**

To qualify for the position category as professor, the following three requirements must be met:

1. Quality development in own teaching and supervision over time
2. Broad experience of supervision, preferably at master and PhD level
3. Participation in the development of educational quality in academic communities

The applicant must document as a minimum:

- Supervision experience from master's theses and/or PhD theses
- Use of varied supervision methods, including both digital and physical forms of supervision
- Projects with the associated theoretical bases, subject areas and methods

## Appendix 2

*This is an example of how to compile an educational CV. Such a CV should focus on your educational practice and your qualifications as a teacher and supervisor. Among other things, it is intended as a template for documenting promotion and applying for employment in positions such as professor and docent, as well as supporting applications for accredited teacher status. However, there may be other ways of compiling an educational CV that suit you better. Use the template as a guide and adapt it in order to best highlight your specific qualifications and experiences. The maximum number of pages regarding applications for formal positions, promotion and accredited teaching at Nord University is 10 pages.*

# Educational CV

## First Name Middle Name Surname

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Address

Telephone No.:

E-mail:

Date of birth/year

## Education

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*Include all higher education. Here, you may include courses relevant to your educational expertise, or create a separate section for this.*

Period            PhD subject area. Educational institution.

Period            Master of ..., University.

Period            Bachelor of ..., University.

## Formal educational qualifications

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*Here, you should include programmes of study, courses and achieved formal qualifications in educational courses.*

Period            Educational course or programme of study. Scope. Institution.

Period            Level of qualification. Body providing qualification.

## Work experience in higher education – position overview

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Period            Position. Institution. Educational assignments.

Period            Position. Institution. Educational assignments.

## Educational management

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*Here, you may include your accreditations as an educational supervisor. Include all formal and informal supervisory assignments. It is advantageous if you briefly describe your supervisory role regarding formal leadership appointments.*

Period            Assignment. Your role. Institution

Period            Assignment. Your role. Institution

## Appointments and assignments

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*Include appointments and assignments related to educational processes, such as participation on programme boards, revision work, development of new courses or programmes, etc. You may also include work regarding appointment and promotion assessments, with particular emphasis on your role in assessing educational expertise. You may include leadership appointments and positions here or in a separate section (see below).*

Period            Assignment. Your role. Institution  
Period            Assignment. Your role. Institution

## Development and planning of teaching

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*Here, you may include your work on developing new courses or programmes, as well as participation in the planning of teaching. Describe your contributions and the type of collaborative relationships involved in the work.*

Period            Subject or programme. Subject area. Institution. Number of credits. Your role.  
                         Collaboration.  
Period            Subject or programme. Subject area. Institution. Number of credits. Your role.  
                         Collaboration.

## Educational projects

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*Include educational projects that received external support. Include information about your own role in the project (project manager, responsible for specific tasks, collaboration, etc.).*

Period            Project identification. Your role. Source of funding. Budget framework/allocated  
                         amount.  
Period            Project identification. Your role. Source of funding. Budget framework.

## Dissemination

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*Include all publications (peer-reviewed articles, books, chapters) and presentations (conferences) that deal with educational topics. You should not include all your research publications, only those that deal with educational topics. If you have a lot of publications/presentations, you can divide them into subcategories with separate headings.*

Last name, First name, etc (year) Title. Journal vol: p – p. DOI  
Last name, First name, etc (year) Title. Conference. Location.

## Educational collaboration and colleague supervision

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*If you have carried out colleague supervision or been involved in peer reviews of teaching, you may include this here.*

Period            Description of the collaborative process. Participants. Your role. Subject area.  
                         Institution.

Period Description of the collaborative process. Participants. Your role. Subject area. Institution.

## Student evaluation

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*Here, you may include your work on receiving and utilising student feedback on your teaching activities. This may include the application of the institution's student evaluation system, or your own efforts to ensure and follow up on such feedback.*

Period Course code. Title. Number of credits. Type of evaluation. Brief information about your follow-up.

Period Description of the collaborative process. Participants. Your role. Subject area. Institution.

## Teaching

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*Here, you should include lessons/lectures you have taught, stated as your specific contributions within identified courses. You may describe the teaching methods you have employed (e.g. lectures, seminars, games, digital teaching materials, flipped classroom) as well as the scope of your teaching (for example, in the form of the number of hours used on various teaching activities). You may include examination work here, or include this in a separate section (see below).*

Period Course code. Title. Number of credits. Scope. Your contribution.

Period Course code. Title. Number of credits. Your contribution.

## Academic supervision

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*First and foremost, you should include supervision conducted at bachelor, master and PhD level that has resulted in an examination or a degree (supervision of a completed thesis). For bachelor's, master's and PhD theses, you should include the name of the candidate, the title of the thesis, the name of any co-supervisors and your supervisory role. Summarise the number of supervised tasks in different categories.*

Candidate (year) Title. Degree. Institution. Your role.

Candidate (year) Title. Degree. Institution. Your role.

## Grading

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*Here, include examination work, with information on the level, type of examination (oral, written, home examination, formative, summative etc), your role (development of assignments, evaluation), number of candidates.*

Period Course code. Title. Number of credits. Number of candidates. Type of examination. Your role.

Period Course code. Title. Number of credits. Number of candidates. Type of examination. Your role.

## Commissions master and PhD.

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Candidate's name (year) Title. Degree. Institution. Your role.

Candidate's name (year) Title. Degree. Institution. Your role.

## Other education-related work

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*Include other professional experience that is relevant to your educational expertise (e.g. teaching assistant during study periods).*

Period                      Position. Institution. Educational assignments.