

Guidelines for the assessment of educational competency

in appointments to academic positions that include teaching



University of
Stavanger

These guidelines are adjusted to new regulatory requirements by 1.9.2019 [Forskrift om ansettelse og opprykk i undervisnings- og forskerstillinger §§ 1-2, 1-3, 1-4, 1-5, 1-6 og 1-7](#), but not yet adopted by the University Board. These guidelines replace "Guidelines for the assessment of teaching skills," adopted by the University Board 27.11.2013. The university is in the process of establishing new guidelines for assessing educational competence based on the changes in the Regulation.

1 Area of application

Guidelines for the assessment of educational competency in appointments to academic positions that include teaching have been prepared pursuant to the Act related to Universities and University Colleges § 6-3 no. 3

These provisions apply to employment in combined teaching and research positions (professor, associate professor and assistant professor) and teaching positions only (assistant professor and teacher) where the appointing authority belongs to UiS.

In the UiS strategy from 2017-2020, UiS has determined that the university will offer research-based education of high international standard with a learning outcome that meets the needs of students, the labor market and society. Instruction shall be varied and adapted to the specific course(s), (its) learning outcomes and current as well as future generations of students. Excellence in teaching shall be promoted through e.g. the development of teaching methods, teaching practice, varieties of assessment, guidance and learning contexts.

These guidelines are designed/drafted/developed to ensure the quality of the applicant's educational competency at the time of appointment.

2 Current regulations

Requirements for educational competency

Educational competency is a criterion for appointment to positions as professor, associate professor, assistant professor and university teacher, c.f. [regulations on hiring and promotion of teaching and research § § 1-2, 1-3, 1-4, 1-5, 1-6 and 1-7](#).

Assessment of educational competency

Act of Universities and University Colleges § 6-3 describes the announcement and appointment in teaching and research positions. According to Act § 6-3 No. 3, recommendation for appointment must rest on an expert evaluation that is based on the job description given in the advertisement. In addition, the appointment board may decide that interviews, test lectures or other tests may be applied in the evaluation of candidates. In positions where requirements for educational qualifications apply, a special assessment will be made of whether applicants meet the relevant requirements. The Board has the authority to issue rules for evaluation based on the Regulations.

3 Requirements for educational competence

UiS wants to promote high quality teaching and therefore requires that the instructor has the pedagogical and didactic skills (practical pedagogical skills) related to higher education.

Pedagogical competence means having basic educational knowledge as a starting point for

- a) describing, analyzing, explaining, evaluating and justifying one's own teaching practice
- b) describing, analyzing, explaining, evaluating and justifying various types of curricula and study plans in dialogue with colleagues

- c) research and development relating to various forms of teaching and planning at different levels

Didactic competence means having skills

- a) to plan, implement and evaluate teaching alone and together with colleagues and students
- b) to plan, implement and evaluate various types of oral and written assessment and counseling work on one's own and together with colleagues and students
- c) to handle different forms of student behavior and manage various learning processes in large and small student groups
- d) to use a variety of teaching and assessment methods, depending on the aim of the course
- e) to develop and evaluate different types of topic and lesson plans on one's own and together with colleagues and students
- f) development work regarding teaching related work on one's own and together with colleagues and students

The requirements for educational competence are initially equivalent to that of a university course in education of 200 hours duration or similar training, i.e. other pedagogical education and/or didactic skills related to higher education teaching based on an overall assessment of relevance and extent.

4 Competence requirements in the announcement

When advertising positions within the area of the Guidelines, the advertisement shall state that the appointee must have teaching skills in higher education or agree to accept offers of courses that provide such skills within a period of two years from accession. When announcing temporary posts of short duration (up to two years) the advertisement text must state that the appointee should have such skills upon accession.

5 Application with documentation of educational competence

It is the applicants' responsibility to document educational competence in a way that provides the best basis for assessing the candidate to the relevant position.

Pedagogical competence must be documented by

- diploma/certificate from courses in university education or other relevant formal educational training related to higher education,
- R&D work like articles/chapters in books/journals
- presentations at conferences where teaching and education are topics

Didactic competence must be documented in the form of didactic work in higher education such as:

- planning, implementation and evaluation of teaching
- professional guidance in drafting assessment tests/exams
- grading work
- participation in the development of course plans'
- practice-oriented development

Examples of didactic work that can be included in the application: course /tutoring plans, illustrative material, video material, compendia, assignment collections etc. The material must show subject, application, courses and levels.

Reflection on one's own teaching skills

In their applications the applicants should seek to reflect on their personal teaching skills. Applicants should also consider and argue for the need to take in-service courses to develop their teaching skills in higher education.

6 Expert assessment

The expert committee will assess the applicant's educational and didactic basic competence based on the applicant's documentation in the application. The committee shall explicitly account for the principles on which it bases its assessment and conclusion.

Pedagogical and didactic skills related to higher education beyond the basic requirements must be given appropriate weighting in the ranking of qualified applicants.

7 Recommendation for employment based on interviews, test lecture and reference check

Before recommendation is made, the appointing authority shall ensure the quality of the relevant applicants' educational competence found qualified for the position by the expert committee. This can be done through interviews, test lectures and reference checks. In the recommendation, the applicant's educational competence must be assessed and described according to the new regulations.

8 Appointment

The appointing authority determines whether the requirements for teaching qualifications have been met or if the applicant must obtain such competence within a period of two years. If the applicant must acquire teaching skills, it must be stated in the appointment document and the employment agreement.

The appointee will take the course NyTi during the first year of employment and, if needed, a basic course in university teaching during the second year of employment, see section 9

9 Supervision and course in education

NyTi – Tutoring in education

As part of its commitment to excellence in teaching UiS has introduced a peer-based tutoring program, NyTi, for all new employees who are going to teach. The program has a 50 hour framework.

NyTi will provide guidance in instruction to new employees so that they can get a good start as university teachers and give students the best education possible.

Tutorials will focus on the appointee's attitude to education; how instruction is planned, executed and evaluated as well as cooperation with colleagues and the relationship between students and the new employee.

Participation in NyTi is mandatory for new employees who do not document extensive teaching experience in higher education in Norway and who are appointed for at least one academic year in at least a 50% position.

Basic course in university teaching

UiS offers basic courses in university education/pedagogy for employees who do not have teaching qualifications at university level upon accession.

The goal of the basic course is to develop a pedagogical and didactic basis/foundation for professional education, develop a common scientific language for teaching and to contribute to research-based practice.

The course consists of 150 work hours allocated between sessions and work between session (individual and group).