

## Guidelines for assessment of educational competence

Excerpt from [Guidelines for appointment and promotion to teaching and research posts at the University of Stavanger, adopted 22 October 2020.](#)

### 2.2 Academic level of pedagogical competence

The University emphasises quality teaching and therefore requires that the person doing the teaching must have pedagogical and didactic competence related to higher education or acquires such competence within a period of two years from assuming the teaching position.

Pedagogical competence is understood as having an education-related knowledge base as a starting point to:

- be able to describe, analyse, explain, assess and justify one's own teaching practices
- be able to describe, analyse, explain, assess and justify different types of teaching plans and programme descriptions together with colleagues
- research and development work related to various forms of teaching-related work, or different types of planning work at different levels

Didactic competence is understood as having skills to:

- to be able to plan, carry out and evaluate teaching alone and together with colleagues and students
- to be able to plan, carry out and evaluate different types of oral and written assessments and guidance work alone and together with colleagues and students
- to be able to manage different types of student behaviour and lead different learning processes in large and small student groups
- to be able to use varied ways of working and assessing depending on the purpose of the teaching
- to be able to develop and evaluate different types of courses and teaching plans alone and together with colleagues and students
- participate, alone and with colleagues and students, in teaching-related development work

Requirements for basic pedagogical competence shall not be set higher than a university pedagogical course of 200 hours duration or the equivalent, i.e. other pedagogical education and/or didactic competence related to higher education after an overall assessment of relevance and scope.

#### **Documentation of basic competence for teaching and guidance**

Educational competence is described and documented in an educational portfolio consisting of both an academic background-based description and discussion of the candidate's own competence, as well as relevant documentation underpinning this. The discussion should include insights about how both experiential knowledge and educational, research-based knowledge have characterised the development process, but also discuss the potential further development of their own educational and didactic competence. Depending on the selected format (such as web page, digital folder on Canvas, or as a textual document) and on the breadth and depth of competence, the pedagogical folders will be of varying scope.

Four main criteria are defined for the orientation of competence that UiS wants the applicant to have:

- a clear focus on students' learning
- qualitative development of their work over time
- an research approach to teaching and learning
- a collegial attitude and focus on collective development of teaching and quality of education

Pedagogical competence can be documented through:

- diploma/course certificate from courses in university and college-level pedagogy or other relevant formal pedagogical education related to higher education
- education-oriented R&D work, disseminated e.g. via articles/chapters in books/journals
- presentations at conferences where teaching and education are featured topics

Didactic competence can be documented in the form of previous work related to:

- planning, implementation and assessment of teaching
- thesis supervision in bachelor's and master's degree programmes
- examination assessment work
- participation in course plan development
- practice-oriented development work

Examples of documented didactic work: teaching/guidance plans, illustration materials, video materials, peer work, development work, compendia, collections of academic assignments, or the like. The works shall provide information on subjects and scope, courses and levels.

### **Exemption from the requirement of basic pedagogical competence**

The requirement of basic pedagogical competence may be waived when the term of employment in combined teaching and research positions is for a period of less than three years. In the event of an extension of temporary employment beyond three years, pedagogical competence is required.

The requirement for basic pedagogical competence may also be waived when hiring workers who have less than three years remaining until retirement age and when hiring employees to fill part-time positions.

In the case of employment and qualification promotion in teaching and research positions at the Archaeological Museum, museum-related dissemination competence replaces the requirement for basic pedagogical competence, see Chap. 2.3.

When hiring (not qualification promotion) on the basis of performing artistic expertise, artistic dissemination skills can replace basic educational/pedagogical competence, see Chap. 2.3.

## **2.3 Dissemination skills**

### **Museum-related dissemination skills**

Museum-related dissemination skills means dissemination of a specific museum-related nature and thus goes beyond the requirement for popular science dissemination. The requirement for such competence shall ensure dissemination that takes place within the framework of distinctive museum activities such as exhibitions and dissemination of museum research and activities. Dissemination of this nature includes:

- professional responsibility for, or significant contributions to, exhibitions (often at several institutions)
- public outreach lectures and dissemination of museum-related research and activities
- teaching programmes (field dissemination) based on museum-related work (e.g. excavation management)
- contribution to museum-related audience initiatives
- documented courses that can enhance dissemination competence
- contact with the media regarding the dissemination of museum-related research or activity

Requirement made to exhibition work:

Collection-based exhibitions must respond to the social purpose of university museums and form the core of the museum-related dissemination. The scope of exhibitions varies. For promotion to the rank of professor, the candidate is expected to have made contributions to major, academically substantial exhibitions with a high degree of research dissemination. In general, extensive exhibitions are assessed holistically based on several parameters, including the number of participants, work effort (more than 20 man-hours weekly), the number of objects, curation, surface area and the scope of pedagogical outreach. The exhibition space and number of objects may vary and are not in themselves indicators of the level of the exhibition, but are part of a holistic assessment of the exhibition's dimension. A substantially academic exhibition presents a complex theme under which several elements come under the same superstructure and require a scientific approach and perspective. The exhibition requires comprehensive preparatory work and several actors cooperating across disciplines along with external consultants, in terms of knowledge, design and pedagogical implementation. Original research shall be presented within good pedagogical and design frameworks, often with an innovative approach, all of which serve as an effective dissemination aimed at a defined target group.

When the candidate is responsible for or contributes to exhibitions, he/she is expected to perform the following:

- develop storyboards containing concept development, lists of objects, background material and exhibition texts.
- create exhibition texts
- editorial work or contributions to the exhibition catalogue
- act as a consultant on dissemination materials and arrangements related to special target groups
- dissemination of exhibitions e.g. in the media

The process of creating the exhibition, which includes defining roles, pre-production, implementation, pedagogical arrangements, marketing and reception, must be documented in a storyboard.

The latter should be included as documentation and should give an account of and document the following:

- the concept for the exhibition and the scientific perspective on which the exhibition is based
- the execution of the exhibition (the participants and the distribution of roles)
- list of works, exhibition venue, area and duration
- presentation and outreach of the exhibition
- reception of the exhibition
- produced printed materials and pedagogical plan

### **Artistic dissemination skills**

Artistic dissemination means dissemination of a specifically artistic nature. The requirement to such competence is satisfied through dissemination within the framework of what constitutes artistic activity. No specific amounts are set for the extent of artistic dissemination competence, but the expert committee must make a discretionary assessment of whether scope/relevance and documentation are sufficient.

For hiring on the basis of artistic criteria, emphasis shall be placed on:

- dissemination of artistic research, documented through performance activities or artistic objects
- stage productions; performances, concerts and choreography
- use of physical or digital platforms for sound and vision
- reflections about own practice and own artistic field on platforms having international distribution (e.g. Research Catalogue database)
- sharing of research-based/practice-based knowledge in relevant art environments
- participation in national/international networks involving artistic research
- use of learning platforms (physical and digital) as single-hour classes, courses, workshops and masterclasses.

Documentation of artistic dissemination skills:

- concerts, shows, performance art, lectures, conversations, conferences and seminars
- text production and editorial work in the form of published notes, published texts and publications
- documentation of film, music and theatre productions in the form of audio files, publications or audiovisual materials, programs etc.
- documentation of curatorial work using visual and text-based presentations and audiovisual recordings of concerts, exhibitions, performances, etc. as well as results in the form of catalogues, programmes, journal articles etc. and reviews or critiques or reviews of curatorial work in reputable publications
- visual and text-based presentations and audiovisual recordings of dissemination outreach targeting different audiences

An overall assessment shall be carried out whereby the candidates are assessed based on all the criteria. It is not a requirement that all the criteria must be satisfied.

The documentation shall state what choices have been made in relation to instruments and forms of production, as well as the role of the applicant in connection with the individual project. The material is to be compiled in a folder, similar to an pedagogical folder.

## 3 Criteria for assessing competence and level related to different positions

### 3.1 Professor

Criteria for appointment as a professor pursuant to the Regulations concerning appointment and promotion to teaching and research posts, section 1-2:

(1) Academic level conforming to established international or national standards

or

(2) Extensive artistic activities at the highest level by conforming to international standards and relevant breadth and specialization at the highest level of the subject or discipline

and

(3) In addition to the requirements of basic competence in teaching and supervision at the university and college level set down for the position of associate professor, the following shall be documented:

- Quality development in own teaching and supervision over time
- Broad experience with supervision preferably at master's/ PhD level
- Participation in the development of educational quality in joint academic communities.

(4) For employees at university museums, the institution may decide that museum-related dissemination competence should replace pedagogical competence. For candidates being hired (not qualification promotion) on the basis of performing arts expertise, artistic dissemination skills can replace basic pedagogical competence. The institution may establish requirements for pedagogical competence that must be satisfied after the appointment. The institution also sets criteria for assessment and documentation of artistic and museum-related dissemination skills.

#### **Educational-pedagogical competence, cf. chap. 2.2 and regulation section 1-2 (3) and (4)**

Requirements for basic competence for teaching and supervision at the university and college level are set out in Chapter 2.2.

#### Quality assurance

To be awarded professorial competence, one must be able to document solid educational and didactic competence. This can be demonstrated through:

- significant contributions to systematic development work related to teaching and supervision in their own academic environment and in collaboration with other academic communities
- conscious and articulate use of student and colleague evaluations of one's own and the academic environment's teaching and guidance, including course evaluations in the development of study programmes, courses and one's own teaching
- conscious and systematic testing of different teaching methods and forms of assessment, including digital forms, with a view to bolstering students' learning outcomes
- development of one's own teaching and supervisory competence through participation in relevant courses, seminars, further education, and various types of shared experience related to teaching and supervision locally, nationally and internationally

#### Supervisory/advisory experience

The person appointed to the post of professor must be able to be given a special responsibility for professional management and supervisory responsibilities for colleagues as well as supervision of master's and doctoral students. For employment as a professor, one should have experienced and successfully addressed the diverse challenges that arise in the encounter with various academic issues and the students' varying aptitudes. It is desirable to strike a good balance between supervision of students at the master's and doctoral level.

The person appointed to the post of professor should be able to specifically document good skills and experience in guiding doctoral students or in providing artistic guidance at a high international level. The candidate must normally have been a supervisor (main supervisor or co-supervisor) for a minimum of two PhD students. The requirement of having supervised two PhD students in subject areas with little frequency of PhD candidates may be waived.

### Participation in academic communities

A professor, in addition to developing his/her own teaching and supervising, is expected to contribute to the development of the university's quality of education and of the teaching practices and content in his/her academic environment. The candidate for the post of professor is expected to have considerable experience with:

- collegial learning processes
- management and/or development of study programmes
- peer work in education and teaching
- participation/leadership in expert evaluations and investigations
- preparing applications and implementing major development projects in education
- initiatives and collaboration in his/her own academic environment related to enhancement of educational quality

Pedagogical competence is to be documented in a folder. The pedagogical portfolio shall consist of an academically-based description of the candidate's own competence, as well as relevant documentation that supports this. Depending on the selected format (such as web page, digital folder in Canvas, or a pdf file) and on the breadth and depth of competence, the pedagogical folder will be of varying scope. Four main criteria are defined for the type of competence that UiS wants the applicant to possess:

- a clear focus on students' learning
- qualitative development of their work over time
- a research approach to teaching and learning
- a collegial attitude and focus on collective development of teaching and quality of education

Examples of suitable documentation to include in the folder:

- different types of documentation that can support the development of their own pedagogical competence, seniority as a teacher in higher education, and the academic level(s) at which the candidate has taught
- evidence of a completed basic course in university pedagogy (minimum 200 hours according to new regulations 1 September.2019). Other relevant courses and the candidate's own practical teaching may replace the completed basic course.
- overview of other pedagogical education
- overview of one's own teaching practice with descriptions of planning, implementation, evaluation and development of teaching and supervision
- documentation of experience with educational management
- documentation of experience as a supervisor, preferably at master's/ PhD level
- documented participation in the development of educational quality in academic communities, such as programme evaluation, peer work, re-accreditation processes, testimonials of participation in professional council work and governing bodies (national/international) that influence the quality of education
- contribution to the development of digital and/or analogue teaching materials (textbooks, videos, materials, etc.)

## 3.2 “Dosent” (Professor)

Criteria for employment as a “dosent” (professor) pursuant to the Regulations concerning employment and promotion in teaching and research positions, section 1-3:

(1)

- a) Extensive documented research and development work at a high level within the professional field concerned
- b) Documented extensive educational development work and other educational activities of high quality
- c) In addition to the above, high qualifications within one or more of the following areas:
  - Management of research and development projects
  - Interdisciplinary cooperation and network building
  - Extensive cooperation with industry and with civil society on the development of educational provision and research and development activities
  - Extensive cooperation with cultural institutions on the development of educational provision and research and development activities
  - Professional experience of a particular nature and relevance from industry and civil society
  - Professional experience of a particular nature and relevance from cultural institutions
  - Development of scientific collections

and

(2) Documented competence in relevant educational theory and practice based on training or on teaching and supervision.

### **Pedagogical development work, cf. chap. 2.2 and regulation section 1-3 (1b)**

A “dosent” must be able to document extensive educational development work and other high-quality pedagogical activities, including the development of programme descriptions and learning materials, as well as student and colleague assessments. A “dosent” should also be able to document experience and good skills in guidance; supervision at the master’s degree level is given weight.

### **Educational-pedagogical competence, cf. chap. 2.2 and regulation section 1-3 (2)**

Requirements for basic competence for teaching and supervision at the university and college level are set out in Chapter 2.2.

## 3.3 Associate professor

Criteria for employment as an associate professor in accordance with Regulations concerning employment and promotion in teaching and research positions section 1-4

(1) Norwegian doctoral degree in the subject area concerned or a corresponding foreign doctoral degree recognized as equivalent to a Norwegian doctoral degree or competence at a corresponding level documented by academic work of the same scope and quality  
or

(2) Completed recognized programme of artistic development in the subject area concerned or documented artistic activities or development work at a high international level and with a specialisation relevant for the subject area or discipline

(3) Applicants shall be judged, but not ranked, on whether they meet the following requirements:

Completed own programme (minimum 200 hours)/relevant courses and own practical teaching, and developed basic skills in planning, implementation, evaluation and development of teaching and supervision (basic competence for teaching and supervision at university and university college level).

The skills shall be documented in the form of a systematic and consolidated representation that is assessed by the institutions.

Those who do not meet the requirements at the time of employment shall be required to meet them within two years after their appointment.

According to Section 1-1, institutions may set higher requirements and stipulate that these shall apply in the assessment and ranking of applicants.

### **Educational-pedagogical competence cf. chap. 2.2 and regulation section 1-4 (3):**

- Completed educational competence enhancement programme (minimum 200 hours) or can document the competence through a combination of relevant courses and his/her own practical teaching that the institution considers equivalent to the learning outcomes and the topical areas found in UiS's basic competence programme of at least 200 hours.
- Practical experience with teaching and learning in higher education, and other relevant courses/competence:
  - Academically-based documentation that can support the development of his/her own pedagogical competence, seniority as a teacher in higher education, and the academic level(s) at which the candidate has taught.
  - Documentation of other relevant courses and competence-enhancing activities
- Accumulated basic educational and didactic competence in planning, implementation, evaluation and development of teaching and supervision;
  - Ability to develop programme descriptions and plan his/her own teaching and courses, with particular emphasis on formulation of good learning outcome descriptions
  - Have knowledge about the interrelationship of learning outcomes, assessment methods and working methods in higher education, and have the ability to process and vary these in the best possible way based on the targeted student group, subject area and the situation in which they are used
  - Ability to apply digital tools and digital learning resources in a relevant way to enhance learning
  - Ability to provide well-reasoned, learning-enhancing feedback about work done by individual students and student groups
  - Ability to revise course plans and teaching arrangements based on evaluations by students and peer assessment by colleagues.

### 3.4 «Førstelektor» (Associate professor)

Criteria for employment as a «førstelektor» (Associate professor) in accordance with Regulations concerning appointment and promotion to teaching and research posits § 1-5

*(1) Documented extensive research and development work corresponding in quality and scope to the workload and level of a doctoral thesis*

*or*

*(2) Documented extensive artistic development work corresponding in quality and scope to the workload and level of a doctoral thesis*

*and*

*(3) Considerable importance shall be attached to specific qualifications within teaching or other educational activities*

*and*

*(4) Documented competence in relevant educational theory and practice based on training or on teaching and supervision.*

#### **Special competence for teaching or other pedagogical activities, cf. chap. 2.2 and regulation section 1-5 (3)**

Special qualifications in teaching or other pedagogical activities must go beyond the general requirement for documented relevant practical-pedagogical competence as mentioned in section (4) and further discussed in chapter 2.2. It may refer back to point (1) as research and development work may have renewal and assessment of educational activities as a purpose. This can be linked with the use of professional development work in the teaching/pedagogical context, through planning, management and supervision/implementation of teaching programmes. Such work can be meritorious in relation to both pedagogy and research.

Since the phrase "special qualifications" is used, and these qualifications shall be given substantial weight, it is reasonable to set clear requirements for documentation in this area. With this concept as a point of departure, an application will be strengthened if it includes a supplementary text (profiling document) that shows contexts in the development work and the practice presented for assessment, a text that presents learning history and educational reflection/standpoint.

**Educational-pedagogical competence, cf. chap. 2.2 and regulation section 1-5 (4)**

The requirement pertaining to relevant practical-pedagogical competence on the basis of education or teaching and supervision is discussed in detail in chapter 2.2.

### 3.5 Assistant professor

Criteria for employment as a assistant professor in accordance with Regulations concerning employment and promotion in teaching and research positions section 1-6:

(1)

a) Higher (master's) degree from a university, university college or the equivalent

b) Relevant research qualifications above the level of a of a higher degree and/or relevant professional practice

or

(2)

a) Documented recognized artistic activities or development work of a certain scope

b) Education at the highest level in a field of art from Norway or equivalent education from abroad or equivalent documented knowledge

and

(3) Documented competence in relevant educational theory and practice based on training or on teaching and supervision.

**Educational-pedagogical competence, cf. chap. 2.2 and regulation section 1-6 (3)**

The requirement of documented relevant practical-pedagogical competence on the basis of education or teaching and supervision are discussed in more detail in chapter 2.2.

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