

Pedagogical competence profile

Settings

- The competence profile is grounded in the fact that teaching consists of many different tasks, of which each task does not necessarily rest with a certain employee group. Teaching tasks are conducted by many employee groups (VIP, DVIP, student teachers; and, in labs and workshops, also by lab technicians and craftsmen).
- Competence development must meet the requirements of *SDU's Policy on Education Quality; the SDU Underlying Principles for Education – Teaching for Active Learning* and the decisions made locally by the faculties on the implementation of the principles.
- Competences described as level D can vary in nature, depending on the faculty and the programme. The development of competences must be adjusted to match the specific task attended to by the employee.
- Levels A.1 and A.2 describes two different types of parallel competences that relate to different educational tasks. A.1. relates to the scholarship of teaching and learning, meaning a [systematic, inquiry-based approach to teaching](#), and A.2 relates to tasks on educational leadership. An employee can have competences in both A.1 and A.2.

Competence element	Level D (conducts teaching planned by others)	Level C (is responsible for course elements)	Level B (is responsible for courses)	Level A	
				Level A.1 (scholarship of teaching and learning)	Level A.2 (is responsible for programmes and courses that involve multiple lecturers)
Planning, conducting and evaluating of teaching	<ul style="list-style-type: none"> • Knows about the intended learning outcome and the student cohort. • Conducts teaching in accordance with SDU's underlying principles. • Uses the necessary teaching technology. 	<ul style="list-style-type: none"> • Knows about planning, conducting and providing feedback on course elements. • Selects and conducts teaching and learning activities adjusted to the intended learning outcome and student cohort in accordance with SDU's underlying principles. • Chooses and uses the relevant teaching technology. 	<ul style="list-style-type: none"> • Knows about planning, conducting and assessing courses. • Selects and conducts teaching, learning and assessment activities in alignment with the intended learning outcome and SDU's underlying principles. • Cooperates with colleagues on reaching the overall goal of the programme. • Stays updated on the latest teaching technology. 	<ul style="list-style-type: none"> • Plans, conducts and critically evaluates one's own and other people's teaching, based on research-based knowledge of university pedagogical theory and methodology. 	<ul style="list-style-type: none"> • Plans, conducts and evaluates courses and programmes based on university pedagogical models. • Describes and designs programmes, using general curriculum models. • Formulates and implements an assessment strategy in accordance with the competence profile of the programme.
Planning, conducting and evaluating of supervision	<ul style="list-style-type: none"> • Knows about the intended learning outcome and the student cohort of supervision. • Conducts small-scale supervision, e.g. of lab exercises and training of medical skills in 	<ul style="list-style-type: none"> • Knows about planning, conducting and providing feedback on short-term supervision tasks, e.g. assignments and projects as parts of courses and bachelor and master projects as well as master's theses. 	<ul style="list-style-type: none"> • Knows about planning, conducting and providing feedback on long-term supervision, both for individual students and groups of students • Selects and conducts supervision forms adjusted to learning outcome, student cohort and settings. 	<ul style="list-style-type: none"> • Plans, conducts and provides feedback on pedagogical supervision, e.g. colleague supervision, based on research-based knowledge of supervision theory and methodologies. 	<ul style="list-style-type: none"> • Describes and designs supervision strategies for programmes, based on theoretical supervision models.

	accordance with SDU's underlying principles.	<ul style="list-style-type: none"> • Selects a supervision form adjusted to the intended learning outcome and student cohort. • Chooses and uses relevant teaching technology for supervising both on-site and online. 	<ul style="list-style-type: none"> • Keeps oneself informed on the latest teaching technology for supervising both on-site and online. 		
Development of teaching and education programme	<ul style="list-style-type: none"> • Develops teaching and feedback activities, based in part on feedback from students and colleagues. 	<ul style="list-style-type: none"> • Knows about best practice teaching courses. • Develops one's own practice, based in part on feedback from students and colleagues as well as teaching evaluations. 	<ul style="list-style-type: none"> • Develops one's own practice partly based on evaluations and feedback from advisory boards. • Seeks new knowledge and inspiration for development, both nationally, internationally and outside the educational sector. 	<ul style="list-style-type: none"> • Develops one's own practice based on research-based principles. • Initiates and leads development projects and support educational development by means of colleague supervision. • Disseminates results from development projects to both national and international peers. 	<ul style="list-style-type: none"> • Develops programmes and courses partly on the basis of evaluation and feedback from advisory boards, taking the settings and student cohort of the education programme into account.
Reflection on teaching and supervision practice	<ul style="list-style-type: none"> • Shares reflections on one's own practice. 	<ul style="list-style-type: none"> • Shares reflections on and supports one's own practice in relation to valid standards and norms. • Documents one's own practice in a teaching portfolio. 	<ul style="list-style-type: none"> • Shares reflections on and supports one's own practice based on pedagogical theory and principles and the goals and competence profile of the education programme. • Documents one's own practice in a teaching portfolio. 	<ul style="list-style-type: none"> • Shares reflections on and critically relates to one's own and other people's practice based on the latest research into university pedagogics. • Analyses and discusses the teaching practice of others based on, for instance, observation of their teaching. • Analyses and assesses the teaching portfolios of others. 	<ul style="list-style-type: none"> • Shares reflections on and supports programmes based on the societal value of the programme, international standards and in dialogue with advisory boards and other actors.
Courses/activities that qualify for performing tasks at this level and are prerequisites for competence development at the next level	<ul style="list-style-type: none"> • Introductory courses or other activities on university and e-learning pedagogics 	<ul style="list-style-type: none"> • Faculty-organised activities on pedagogical administration, i.e. rules, regulations, announcements and local practice – including knowledge of consequences of deviations • Courses on university and e-learning pedagogics • Lecturer Training Programme (LTP) 	<ul style="list-style-type: none"> • Ongoing courses or other activities on university and e-learning pedagogics 	<ul style="list-style-type: none"> • Involvement in pedagogical development activities as either participant or facilitator • Ongoing participation in pedagogical conferences or other knowledge-sharing activities • Special courses 	<ul style="list-style-type: none"> • Courses on educational leadership