

Title	4. Sub-policy for Teaching and Learning and Teaching Staff Development
Objective	<p>The University of Southern Denmark is continually professionalising its teaching and learning practices so that they support the students' learning and the University's research-based teaching.</p> <p>The professionalism is expressed in, among other things, a conscious attitude towards learning – the learning approach – and to the teaching and learning practices. The learning approach is reflected in each study programme as a whole and in the specific teaching and supervision.</p> <p>Staff development supports that all teaching activities comply with the University's Underlying Principles of Education.</p> <p>Each study programme ensures alignment between learning objectives, content, work methods, and assessment methods.</p>
Framework conditions	<p>External:</p> <ul style="list-style-type: none"> • The University Act, executive orders on education, part-time education, professional master programmes, and job structure • ESG 1.4: Quality assurance of teaching staff • ESG 1.5: Learning resources and student support
	<p>Internal documents:</p> <ul style="list-style-type: none"> • Strategy for Education Development (in writing) • Underlying Principle of Education • Language policy

Intended outcome	4.1 Teaching staff have knowledge, skills and competences on teaching and learning which they continually develop		
	Standard	4.1.1 The knowledge, skills and competence requirements are described for all groups of staff	
	Indicator	4.1.1.1 Descriptions of knowledge, skills and competence requirements are available for the following groups:	
		<ul style="list-style-type: none"> • Professors/Associate Professors/Assistant Professors • Heads of Studies • Part-time/newly employed lecturers (teaching assistants, PhD students etc.) 	
		Follow-up	Annual report from Centre for Teaching and Learning to the Council for Education
		Responsibility	Chairman of the Council for Education
	Standard	4.1.2 All permanently employed lecturers have a teaching portfolio that documents their realised teaching competences and proposed competence development	
	Indicator	4.1.2.1 All permanently employed lecturers have an updated teaching portfolio	

		Follow-up	Annual performance reviews
		Responsibility	Head of Department
	Standard	4.1.3 All permanently employed lecturers fulfil the requirements for teaching and learning competences in their specific positions	
	Indicator	4.1.3.1 The competence requirements are fulfilled at the time of employment or a plan is made at the time of employment for how and when the requirement will be fulfilled	
		Follow-up	Assessment at the time of employment
		Responsibility	Head of Department
	Indicator	4.1.3.2 In case of lacking competences, a plan is made based on the teaching portfolio for how and when they will be acquired	
		Follow-up	Annual performance review
		Responsibility	Head of Department
	Indicator	4.1.3.3 Assistant Professors complete the lecturer training programme, which is offered in Danish and English	
		Follow-up	Annual performance review
		Responsibility	Head of Department
	Standard	4.1.4 The University offers courses or other forms of staff development to allow lecturers to achieve and continually develop their competences	
	Indicator	4.1.4.1 Targeted staff development in teaching and learning matters is offered to all relevant, permanent as well as part-time employed lecturers.	
		Follow-up	Annual report from Centre for Teaching and Learning to the Council for Education
		Responsibility	Chairman of the Council for Education