

## Quality assurance of teachers' competences

These guidelines meet the requirements in the UCPH [Policy for the Quality Assurance of Study Programmes](#) (cf. the *European Standard Guidelines for internal quality assurance within higher education institutions* [ESG] 1.5; a.-e.).

### a. Advertisement of academic positions

HEALTH publishes all relevant requirements for applicants for academic positions in accordance with the national set of rules and the University's rules and guidelines for HR. These include i.a. the requirement that the appointments committee for the recruitment of full-time academic staff must include students and the requirement that all applicants must submit a teaching portfolio in accordance with the UCPH [Guidelines for teaching portfolios \(link\)](#).

#### Recruitment and appointment of academic staff (associate professors and professors)

For the appointment of associate professors and professors, teaching competences and pedagogic skills are always included as criteria in the assessment of applicants.

Vacancy announcements always mention the requirement of teaching competences and pedagogic skills. Applications for associate professor and professor positions at UCPH must include a teaching portfolio.

Teaching competences and pedagogic skills are an integral part of job interviews based on the [criteria for credit transfer \(link\)](#). The Head of Studies participates in all job interviews for associate professor and professor positions.

### b. Local development of pedagogic guidelines

HEALTH's work on developing teachers' pedagogic skills is based on the University's framework for research-based education. HEALTH ensures that teaching is conducted in a pedagogically informed manner through e.g. regular teaching evaluations and follow-up and discussion in the academic environments.

HEALTH's standards regarding pedagogic skills development of permanent staff stipulate that all full-time staff must participate in formal pedagogic skills development at least every three years. The heads of department at HEALTH are responsible for following up on both the professional and the pedagogic-didactic skills development of academic staff at HEALTH and for ensuring that HEALTH's standards in the area are met. Objectives for the pedagogic skills development of individual staff members are set at the annual performance and development reviews.

#### Development of professional qualifications

The continued professional development of the academic staff is included in the responsibilities of the Head of Department and is discussed at the annual performance and development reviews – along with the extent and quality of the staff member's research activities. The quality of the teaching is assessed in connection with the teaching evaluations, and the results are integrated

into the Faculty's efforts to enhance the academic qualifications of its academic staff, e.g. in connection with the annual performance and development reviews. Where relevant, objectives for the academic skills development of individual staff members are set at the annual performance and development reviews.

### **University teacher training**

HEALTH's standards furthermore stipulate that assistant professors who contribute to the teaching must complete the university teacher training programme or its equivalent.

The Department of Science Education (DSE) at SCIENCE offers university teacher training to staff at HEALTH. Quality assurance of the university teacher training programme is performed both during and after the programme. The heads of department are responsible for ensuring that participants in the university teacher training programme have time to take the programme, and that each participant on the programme has, in the year immediately following the start of the programme, a minimum of 100 hours of teaching, which ensures that the participants are able to apply newly acquired knowledge in practice. Quality Assurance of the university teacher training programme at DSE is performed in accordance with the same guidelines as the department's other pedagogic courses.

### **c. og d. Pedagogic skills development of new and current teachers (full- and part-time academic staff)**

HEALTH aims to conduct research-based education at up to the highest international level within its academic areas and to provide students with teaching that is based on a high level of pedagogy and didactics. HEALTH has adopted a [Policy for deploying and developing the skills of full- and part-time academic staff \(link\)](#), which supports this objective and describes the skills development activities available to teachers at the Faculty. On study programmes at HEALTH, teaching is mainly conducted by permanent academic staff, whose pedagogic and didactic skills development is an integral part of their career path.

### **Pedagogic guidelines**

HEALTH's standards for pedagogic skills development of full-time staff stipulate that all full-time staff members must participate in formal pedagogic skills development at least every three years. Objectives for the pedagogic skills development of individual staff members are set at the annual performance and development reviews.

HEALTH's standards furthermore stipulate that pedagogic skills development is compulsory for assistant professors, postdocs, clinical staff and other teachers, as described in the Faculty's [standards for quality of education \(link\)](#).

### **e. Research-based education and students' contact with the research environment**

HEALTH aims to conduct research-based education at up to the highest international level within its academic areas, and on the Faculty's study programmes, teaching is mainly conducted by permanent academic staff. The teaching is based on research-based basic knowledge as well as current research. Teaching conducted by active researchers ensures that students acquire relevant research methods and scientific theories. Especially in connection with major

assignments, e.g. the bachelor project and the master's thesis, the students gain experience with research practice and close contact to the research environment.

Contact to the Faculty's research environment is furthermore ensured through the academic planning of the teaching on the study programmes. Course coordinators must as a rule be permanent academic staff members, who have been active in research in recent years. In special situations, where the course coordinator is a part-time teacher, the course coordinator's research qualifications must be assessed by relevant heads of department and heads of studies. In this way, the heads of studies must ensure that the planned teaching activities are based on relevant research areas, and the Head of Department must ensure that the teachers are conducting current and relevant research. The Dean has the overall responsibility for ensuring that teaching is research-based and that the students have contact to researchers.

Part-time teachers are used on several study programmes at HEALTH, where they contribute with invaluable knowledge of clinical skills and/or the field of practice of the subject area.

The programmes' research basis/affiliation to practice, development activities and students' contact with the knowledge base are assessed systematically once a year, in connection with the programme reports, based on the academic staff coverage, and at least every three years, in connection with the research matrix/knowledge base matrix, based on the parameters the Faculty has standards for.