



Quality assurance of teachers' competences

The guidelines are described in accordance with the requirements of the [University of Copenhagen's Policy for the Quality Assurance of Study Programmes](#) (cf. *European Standard Guidelines for internal quality assurance within higher education institutions* (ESG) 1.4; a.-f.).

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 of Copenhagen's rules and guidelines for HR. These include the requirement that there are students in the appointments committee of full-time academic staff and the requirement that all applicants submit a teaching portfolio in accordance with the [University of Copenhagen's guidelines for teaching portfolios](#).

Regarding teaching portfolios in connection with applications for academic positions at HEALTH:

Recommended total size of all of the documentation: Five-page written description and ten pages of attachment.

Language: If the job advertisement is in English, the documentation is submitted in English. The attachments may, however, be submitted in Danish. If an English application is not required, the documentation and attachments are submitted in Danish.

The material is submitted electronically like the rest of the application.

Recruitment and appointment of full-time academic staff (associate professors and professors)

For all appointments of staff who have teaching obligations, teaching competences and pedagogic skills are always included as criteria in the assessment of the applicants in question.

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

Teaching competences and pedagogic skills are an integral part of job interviews. The head of studies participates in all job interviews for associate professor and professor positions.

Responsibility

The dean is responsible for appointing academic staff. HEALTH Research & Innovation is the administrative unit that on a day-to-day basis ensures compliance with the rules and guidelines of the area.

B. Local development of pedagogic guidelines

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

HEALTH's standards regarding the pedagogic skills development of permanent staff stipulate that all full-time staff must continuously participate in formal pedagogic skills development. The heads of department at HEALTH are responsible for following up on both the professional as well as the pedagogic-didactic skills development of academic staff at HEALTH and for ensuring that HEALTH's standards in the area are complied with. Objectives for the pedagogic skills development of individual staff members are set at the annual performance and development review.

Teaching and Learning in Higher Education Programme

HEALTH's standards furthermore stipulate that it is compulsory for assistant professors who contribute to teaching to take the *universitetspædagogikum* or Teaching and Learning in Higher Education Programme – or its equivalent.

The Department of Science Education (DSE) at SCIENCE offers the Teaching and Learning in Higher Education Programme to staff at HEALTH. Quality assurance of the Teaching and Learning in Higher Education Programme is performed both before and after the programme. The heads of departments are responsible for ensuring that participants in the Teaching and Learning in Higher Education programme have time to take the programme and that each participant in the Teaching and Learning in Higher Education programme has, in the year immediately following the start of the programme, a minimum of 100 hours of teaching – in this way the participants are ensured the opportunity to apply their newly acquired theory in practice. Quality Assurance of the Teaching and Learning in Higher Education Programme at DSE is performed in accordance with the same guidelines as the department's other pedagogic courses.

C. and D. Pedagogic skills development of new and current teachers (full- and part-time academic staff)

The Faculty of Health and Medical Sciences 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 on the](#)

use and competence development of permanent and part-time academic staff, which supports this objective. On study programmes at the Faculty of Health and Medical Sciences, teaching is mainly conducted by permanently employed academic staff, whose pedagogic and didactic skills development is an integral part of their career path.

Two staff members at DSE are attached to HEALTH; they work primarily with the development of pedagogy and didactics for the health sciences area. In this way, the quality and relevance are ensured of the various offers of pedagogic-didactic skills development that are available to staff from HEALTH.

Pedagogic guidelines

HEALTH's standards for pedagogic skills development of full-time staff prescribe that all full-time staff must continuously participate in formal pedagogic skills development. Objectives for the pedagogic skills development of individual staff members are set at the annual performance and development review.

HEALTH's standards stipulate that it is compulsory for assistant professors who contribute to teaching to take the Teaching and Learning in Higher Education Programme or its equivalent.

HEALTH's standards furthermore stipulate that it is compulsory for postdocs who contribute to teaching to take the Teaching and Learning in Higher Education Programme or its equivalent.

Clinical research associate professors must at the time of their appointment have: a) Experience with undergraduate and postgraduate teaching, b) Experience with supervision of bachelor, master's and/or PhD students, and c) Pedagogic educational competences that can be used in the further development of the teaching.

Clinical associate professors, clinical teaching associate professors and postgraduate clinical associate professors must at the time of their appointment have experience with undergraduate and postgraduate teaching and pedagogic educational competences that can be used in the further development of the teaching.

New teachers and part-time staff on the professional bachelor's programme in Dental Hygiene: Teachers must have at least an A authorisation. Moreover, they must have relevant work experience. If they do not have pedagogical training, they must complete a pedagogical course within the first two years of their appointment.

Teachers on the continuing education in Orthodontic Practice:

Teachers must have a qualification level that is higher than the graduation level of the study programme. Moreover, they must have relevant work experience. If they do not have pedagogical training, they must complete a pedagogical course within the first two years of their appointment.

E. Development of professional qualifications

The continued professional development of the academic staff is included in the responsibilities of the head of department and is among other things the topic of the annual performance and development review, which also includes the extent and quality of the staff member's research activities. Assessment of the academic quality of the teaching also takes place in connection with the teaching evaluations and the results are included in the faculty's work on developing the academic staff's professional qualifications, for example, in connection with the annual performance and development review. Any objectives for an individual staff member's development of professional qualifications are also set at the annual performance and development review.

F. Research-based education and the students' contact with the research environment

The Faculty of Health and Medical Sciences 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 permanently employed academic staff. The teaching is based on both research-based basic knowledge and current research. Through teaching conducted by active researchers it is ensured that students learn relevant research methods and scientific theories. Especially in connection with major assignments, for example, the bachelor project and the master's thesis, the students gain experience in 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 organisers must as a rule be permanently employed academic staff, who have been active in research in recent years. In special situations, where the course organiser is a part-time teacher, the course organiser's research qualifications must be assessed by relevant heads of department and heads of studies. The heads of studies must in this way ensure that the planned teaching activities are based on relevant research areas and the head of department is responsible for ensuring 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 HEALTH study programmes, to which the part-time teachers contribute with invaluable knowledge of clinical skills and/or the field of practice of the subject area.

The research contact and the research basis is assessed systematically every year in connection with drawing up the programme reports. The assessment is based on the parameters the faculty has set standards for, such as the relationship between student FTEs and research FTEs on the study programmes.

HEALTH's objectives for research-based teaching are described in the [HEALTH quality assurance policy](#).