

# Danish framework for advancing university pedagogy

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- This framework has been created as both an inspiration and out of necessity. As an inspiration, it attempts to set out broad benchmarks for the Danish universities' work of ensuring better learning outcomes through teaching and thesis supervision, which - both in form as in content - stimulate and engage students. It serves the need for a tool as a national basis for the recognition and advancement of university pedagogy within the major academic career stages. It is intended as a common national framework, on the basis of which each university can decide how to work with it further and apply locally, also taking into account, for example, its specific educational composition and priorities, including internationalization.
- This framework document can be used to ensure a necessary focus on university pedagogy when assessing academic qualifications during faculty hiring. It can also be used as a point of departure for a discussion between university management and a faculty member about desired or required competence development, as provided in the new employment structure for Danish higher education.
- The framework's primary target group is the broad group of academic staff who pursue a university career by conducting research- and development-based teaching at the highest international level. Consequently, the development of teaching competencies occupies a major part of the framework. However, the framework also addresses faculty members for whom education plays a particularly important role during certain periods of their working lives: Their educational roles could be as a head of studies, as a special career element for an academic staff member, or be determined by an extraordinary task such as quality assurance or connecting the university with external partners.
- The framework operates with three levels for university pedagogical competencies plus an additional category called 'special educational tasks'. All levels are developed within two competence dimensions (operative and collegial), which in turn are translated into 24 sub-competences (see the model on pages 5 and 6). The starting point in relation to the existing practice at the universities is level 2, which corresponds to the level of competence that is already achieved today through completion of the University Pedagogical Course for assistant professors and postdocs. Hence, level 2 is the level of university pedagogical qualifications that faculty members are expected to possess when hired for a position as associate professor, or as faculty members with a different university pedagogical qualification profile are expected to have achieved during a limited number of years in university employment. Today, this level is the most consistent level across the Danish universities and is therefore chosen as a point of departure.
- There is no one-to-one relationship between the levels in the framework and the different career steps of the

new employment structure for Danish higher education. The overriding goal for the teaching competencies must be that at any given time, all faculty members will possess a level of university pedagogical qualification that corresponds to the teaching and educational tasks they are expected to fulfill; such tasks are expected to become more comprehensive in both content and complexity as one occupies higher positions within in the academic hierarchy. However, the framework can also be used so that different elements from the levels are selected and combined for competence development. Moreover, there will also be faculty members who have a motivation, interest, competence or areas of responsibility that will lead them to move up to level 3 faster, or they will take on assignments within the category of ‘special educational tasks’. These faculty members will be able to ‘pick and choose’ elements from level 3 and from the ‘special educational tasks’ category as part of their faculty work.

- The framework is formulated generically so that it can incorporate institutional differences, and remains robust relative to local strategic priorities within an institution. The local differences can be linked to all dimensions of the institution’s educational profile.

### **Spaces of competence**

The framework is divided into two spaces of competence:

- The operative space: Teaching and education in practice (page 6)
- The collegial community: Teaching and education as a collegial community of practice (page 7)

The two spaces have been chosen to show that good teaching and education not just requires the individual faculty member to be competent, but that faculty members jointly develop their teaching and education skills to create solid connections, high quality and a good teaching environment for students. Progress in the operative space is

linked to increasing autonomy in the organization of teaching and education, while progress in a collegial community is linked to increasing participation in and responsibility for collegial cooperation and joint processes.

The framework operates with three levels of competence and a category called 'special educational tasks'. The three levels express a progression of competencies with one level below and one level above level 2, which – in line with the above - can be considered as an anchor point. Additionally, there is the 'special educational tasks' category, which is qualitatively different from the others, and which will give the institutions the opportunity to recognize special efforts, jobs or tasks in the field of education.

**Level 1** describes an entry level for university teachers. The individual university decides when this level must be achieved with support from the university, i.e., supervision and competence development. The level is included based on the assumption that universities are professional organisations that offer competence development and expect basic teaching qualifications for everyone who teaches at the institution. At level 1 in the operative space, the faculty member, within the scope of their own teaching and under

guidance, can plan, implement and evaluate teaching and thesis supervision activities. At level 1 in the collegial space, the faculty member focuses on their own interaction with students.

**Level 2** describes the starting point for the faculty member on a time-limited contract who pursues a career aimed at obtaining a permanent faculty position at the university, and who contributes substantially to the university's research- and development-based educational programs. At level 2 in the operative space, the faculty member, within the scope of his or her own discipline, is capable of analysing, organizing, implementing, evaluating and developing courses and thesis supervision. At level 2 in the collegial space, the faculty member's attention to the student as well as the academic and collegial context is increased.

**Level 3** describes several competence development opportunities within teaching, thesis supervision and education, typically at associate professor and professor levels. This level is an

important focus area for ensuring a dynamic development of the universities' teaching and supervision tasks and ensuring that associate professors and professors have the possibilities to update and maintain necessary competencies within one of the university's most important core tasks, education. At level 3 in the operative space, the faculty member gradually develops a scope and repertoire of teaching, thesis supervision and examination practices. At level 3 in the collegial community, the faculty member assumes increased collegial and leadership responsibility for the development of teaching and education.

**The category for 'special education tasks'** describes several competence development opportunities related to special functions (e.g., department head of studies or deputy head of department for teaching), or to special tasks within teaching, university pedagogy, curriculum development, quality assurance, collaboration with the labour market or similar assignments. This level is qualitatively different from the other levels and has a more transformative

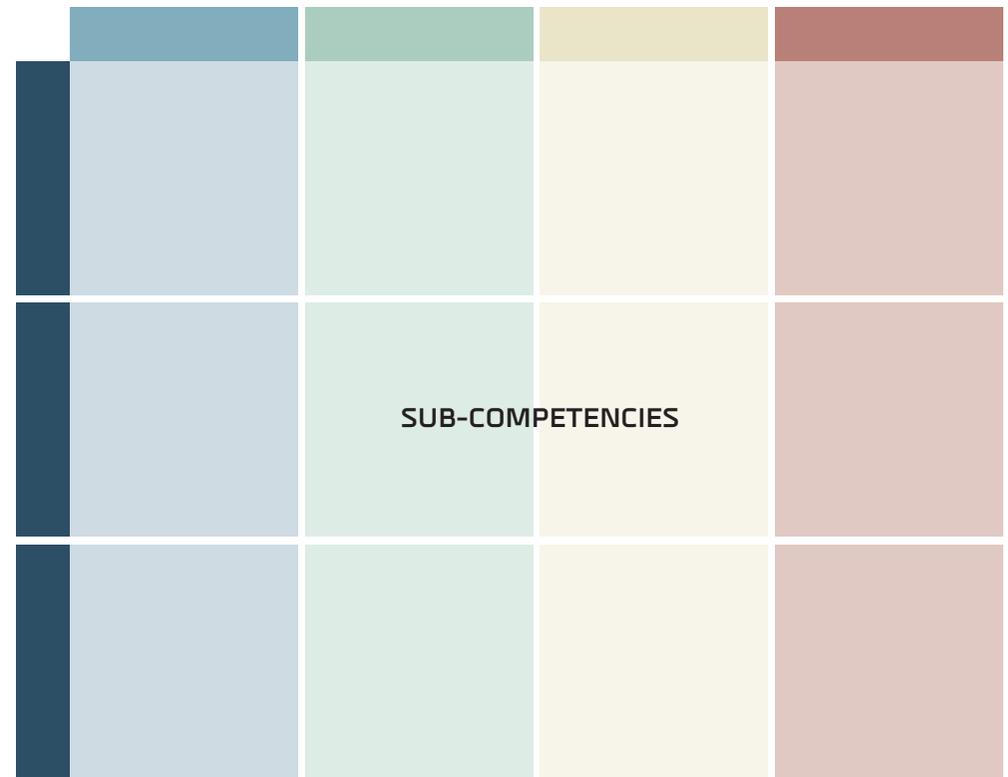
THE THREE LEVELS OF UNIVERSITY PEDAGOGICAL COMPETENCIES AND THE CATEGORY OF 'SPECIAL EDUCATIONAL TASKS'

character, in that the faculty member's efforts impact the content, form or framework conditions for teaching or education within and outside the institution. In the special educational tasks category, the faculty member makes a unique contribution toward a substantial development of teaching and education within and outside the institution, in both the operative space as well as the collegial community.

**Sub-competencies within the three competence levels and the category of special educational tasks**

For each competence level, a number of sub-competencies are specified. A faculty member will typically acquire these sub-competencies at a given competence level, such that they can constitute qualification criteria in a career track. In the table below, the sub-competencies appear in the individual vertical 'boxes' under each of the three competence level columns and in the (fourth) column for special educational tasks. For an appointment as associate professor, the faculty member is expected to have mastered all the sub-competencies at

level 2 (i.e. all the vertical 'boxes' in the column under level 2). At the other levels and in the last column a more holistically oriented perspective is applied to the development and assessment of university pedagogical competencies. Thus, it is not strictly intended that each individual sub-competence should be acquired under each individual competence level at level 3 and in the column for the special educational tasks. Rather, the manager and faculty member should use the framework to continuously discuss which sub-competencies the faculty member wants to develop and be recognized for via incentive structures. In the specification of the sub-competencies, an institution can also adapt the sub-competencies to its own context, thereby ensuring that the competence development and advancement of qualifications contribute to the faculty member's career development and the institution's strategic direction.



## THE OPERATIVE SPACE: TEACHING AND EDUCATION IN PRACTICE - INDIVIDUALLY

These competencies are linked to the operative space and thus to the impact that university pedagogy has on a faculty member's teaching and thesis supervision activities. The operative space contains three domains: teaching/thesis supervision, assessment and quality assurance.

	LEVEL 1	LEVEL 2	LEVEL 3	THE CATEGORY OF SPECIAL EDUCATIONAL TASKS
A TEACHING/ THESIS SUPERVISION	<p><b>THE FACULTY MEMBER:</b></p> <ul style="list-style-type: none"> <li>can, while under supervision, plan and carry out individual teaching and thesis supervision activities with a focus on the students' learning</li> </ul>	<p><b>THE FACULTY MEMBER:</b></p> <ul style="list-style-type: none"> <li>masters the subject's essential teaching and thesis supervision practices and can independently plan and carry out teaching, thesis supervision and course organisation, taking into account both academic goals and the students' learning prerequisites</li> </ul>	<p><b>THE FACULTY MEMBER:</b></p> <ul style="list-style-type: none"> <li>masters a broad spectrum of teaching and thesis supervision practices</li> <li>can develop, innovate and experiment with teaching and supervisory practices</li> </ul>	<p><b>THE FACULTY MEMBER:</b></p> <ul style="list-style-type: none"> <li>can analyse, plan, implement, evaluate, improve and re-develop courses, educational elements or entire teaching curricula</li> <li>can participate in and take responsibility for university pedagogical development and innovation</li> </ul>
B ASSESSMENT	<ul style="list-style-type: none"> <li>can, under supervision, organize and carry out assessment in accordance with the academic objectives</li> </ul>	<ul style="list-style-type: none"> <li>can independently plan, carry out and evaluate assessments in accordance with the academic objectives</li> </ul>	<ul style="list-style-type: none"> <li>has mastered different types of assessment and can ascertain whether the selected assessment type is appropriate</li> <li>can develop, rethink and develop innovative types of assessment</li> </ul>	<ul style="list-style-type: none"> <li>can develop new and innovative assessment types</li> <li>can take responsibility for ensuring that new types of assessment are spread at the institution</li> </ul>
C QUALITY ASSURANCE	<ul style="list-style-type: none"> <li>can, under supervision, contribute to teaching evaluation of own teaching and thesis supervision and to discussions about the evaluation's significance for the development of teaching and thesis supervision</li> </ul>	<ul style="list-style-type: none"> <li>can work systematically to develop own teaching and thesis supervision based on the teaching evaluations</li> </ul>	<ul style="list-style-type: none"> <li>can develop and test new formats for evaluating own teaching and thesis supervision</li> </ul>	<ul style="list-style-type: none"> <li>can contribute innovatively and systematically to the development of teaching quality, so that the institution's teaching, thesis supervision and educational practices are improved</li> </ul>

THE COLLEGIAL COMMUNITY: TEACHING AND EDUCATION AS A COLLEGIAL COMMUNITY OF PRACTICE – COLLEGIAL

These competencies include the ability to collaborate professionally with students, colleagues, management and other stakeholders, as well as the ability to relate systematically and to reflect on one’s own competence development.

	LEVEL 1	LEVEL 2	LEVEL 3	THE CATEGORY OF SPECIAL EDUCATIONAL TASKS
D COLLABORATION WITH STUDENTS	<p><b>THE FACULTY MEMBER:</b></p> <ul style="list-style-type: none"> <li>can, in collaboration with the students, create a constructive and learning-oriented teaching environment</li> </ul>	<p><b>THE FACULTY MEMBER:</b></p> <ul style="list-style-type: none"> <li>can, in collaboration with the students, create a constructive and learning-oriented teaching and study environment</li> </ul>	<p><b>THE FACULTY MEMBER:</b></p> <ul style="list-style-type: none"> <li>can, in collaboration with the students, develop and test new initiatives for supporting the teaching and study environment</li> </ul>	<p><b>THE FACULTY MEMBER:</b></p> <ul style="list-style-type: none"> <li>can carry out university pedagogical teaching</li> <li>can carry out management functions at the teaching and educational program level</li> </ul>
E COLLABORATION WITH COLLEAGUES	<ul style="list-style-type: none"> <li>can participate in collaboration on teaching with colleagues and/or students under the pedagogical leadership of others</li> </ul>	<ul style="list-style-type: none"> <li>can collaborate with colleagues and students on the development and implementation of teaching and thesis supervision, including on the responsibility for course administration</li> </ul>	<ul style="list-style-type: none"> <li>can disseminate, share knowledge and act as sparring partner with colleagues for the development of teaching, thesis supervision and assessment</li> </ul>	<ul style="list-style-type: none"> <li>can conduct discipline-based pedagogical research and development activities</li> <li>can develop teaching, thesis supervision and training in collaboration with relevant external stakeholders</li> </ul>
F COOPERATION ON QUALITY ASSURANCE	<ul style="list-style-type: none"> <li>can ascertain the quality of own teaching/thesis supervision and, where relevant, seek out new knowledge and guidance</li> </ul>	<ul style="list-style-type: none"> <li>can ascertain own teaching and thesis supervision competencies and in collaboration with others, develop own teaching and thesis supervision practices</li> </ul>	<ul style="list-style-type: none"> <li>can carry out pedagogical guidance of younger colleagues and peer-to-peer collegial supervision</li> </ul>	<ul style="list-style-type: none"> <li>can contribute to quality development and quality assurance at educational program, department, faculty or institution level</li> </ul>