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EDUCATION & STUDENTS
EDUCATION STRATEGY & ANALYSIS

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Ongoing development of pedagogical skills (teaching portfolio and PDR)

According to [Ministerial Order on Job Structure for Academic Staff at Universities \(2019\)](#), academic teaching staff must “create and continuously maintain a teaching portfolio”. Furthermore, “all employees with a teaching obligation,” [...] “must continuously discuss how to best ensure the maintenance and development of the employees’ pedagogical-didactic competencies in the period until the next employee review.”

The teaching portfolio is a tool designed to document teaching staff's work with teaching, teaching development and pedagogical skills development. At UCPH, the teaching portfolio is used in connection with PDRs and recruitment. The overall purpose of the teaching portfolio is to support the effort to improve the quality of teaching and to foster a more equal weighting between teaching and research in the context of recognising merit.

At UCPH, student teachers and administrative staff who carry out teaching activities must also draw up a teaching portfolio if they have a teaching load of some extent.

No particular format has been determined for a teaching portfolio. However, a [guideline on teaching portfolios](#) are available.

Teaching staff’s ongoing pedagogical-didactic skills development is discussed in PDRs, supported by their teaching portfolio. [The concept of PDR \(KUnet\)](#) includes questions about teaching that may support the dialogue. These questions about teaching reflect the descriptions in the [UCPH Pedagogic Competence Profile](#).

The general structure for ongoing pedagogical-didactic skills development for academic staff will typically include:

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1. A short introductory pedagogy course on the PhD programme
2. The university teacher training programme to be completed during the assistant professorship
3. Ongoing skills-development activities at associate professor and professor level. Skills development for experienced teaching staff come in many forms. The activities may consist of major development of own courses, pedagogical courses, systematic sparring with colleagues, systematic knowledge sharing and exchange of experience, pedagogical or didactic publication, development projects involving pedagogical skills development and conference participation.

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