University guidelines for the Teaching and Learning in Higher Education Programme (TLHEP)

In accordance with the memorandum from 2013 regarding the Job Structure for Academic Staff at Universities issued by the Danish Agency for Higher Education, the university is responsible for providing supervision for assistant professors as well as the further development of their teaching qualifications. This is to result in an assessment of the teaching qualifications of the individual assistant professor. A positive written assessment of the teaching qualifications is normally a requirement for receiving tenure as an associate professor, see the Job Structure for Academic Staff at Universities 2013.

Faculties that do not provide a Teaching and learning in higher education programme (TLHEP) are obliged to ensure that the plans for the teacher training of the individual assistant professor are in accordance with the University of Copenhagen guidelines for Teaching and Learning in Higher Education Programme.

Within the university guidelines the faculties are free to make rules that are tailored to their individual needs.

1. Responsibilities and tasks in connection with Teaching and learning in higher education programmes

Regardless of whether the faculty provides or purchases teacher training for assistant professors, the head of the faculty is responsible for ensuring descriptions of the distribution of responsibilities and tasks in connection with assistant professor teacher training. This is to include:

• which position categories are covered by the guidelines;
• information for assistant professors and researchers regarding the faculty teaching and learning in higher education programme;
• appointing academic advisors and pedagogical supervisors and their respective tasks;
• drafting a plan for the participation of the assistant professors in the relevant teacher training (in cooperation with possible providers);
• the purpose, content and extent of the teaching and learning in higher education programme (in cooperation with possible providers);
• the theoretical part of the teaching and learning in higher education programme (in cooperation with possible providers);
• rules for the transfer of credit;
• the use of teaching portfolios (in cooperation with possible providers);
• the written assessment of the teaching qualifications of the assistant professor;
• quality control of the teaching and learning in higher education programme (in cooperation with possible providers)
• ensuring the practical planning and coordination of the teaching responsibilities of the assistant professors and supervisors; and
• the norms (i.e. the number of hours) for teaching and supervision in connection with the Teaching and learning in higher education programme.
2. Purpose and content in teaching and learning in higher education programme

The teaching and learning in higher education programme aims at improving the teaching qualifications of the assistant professors. One of the objectives is for the assistant professors, after the completion of their assistant professorship, to be able to plan, carry out and evaluate teaching in a manner that optimally supports student learning in relation to the learning objectives that have been formulated for the subjects. The assistant professors are also to be capable of contributing to the development of the study programmes for the specific subject and the institution in general.

The assistant professor must be able to reflect on their own teaching practice in relation to student learning; and on that background be able to adapt their teaching.

The Teaching and learning in higher education programme requires the application of a broad teaching concept such that the assistant professor gains insight in a variety of teaching forms.

The teaching and learning in higher education programme is to include practical and theoretical aspects of subject-specific and general competencies as well as possible participation in measures aimed at further developing teaching.

The purpose of the teaching and learning in higher education programme is to be reflected in the content, teaching forms and the written assessment.

In connection with the teaching and learning in higher education programme, the assistant professor is to be allocated both an academic advisor and a pedagogical supervisor. The pedagogical supervisor is to have qualifications within university-specific teacher training and/or experience.

The faculty can allow the assistant professor to put together an independent programme. In such a case, the faculty must ensure that the plan for the teaching and learning in higher education programme is in accordance with the University of Copenhagen guidelines.

Assistant professor teacher training ought to be based as much as possible on the assistant professor's own teaching and anchored theoretically and in practice in the assistant professor's own subjects.

3. The placement, extent, preparation and supervision of the teaching and learning in higher education programme

Attempt ought to be made to enable the assistant professor to complete their teacher training programme within the first two years of their assistant professorship.

The teaching and learning in higher education programme consists of a minimum 175 hours and a maximum of approximately 250 hours.
The teaching and learning in higher education programme includes:

- courses in university teacher training
- preparation
- supervision of teaching

4. Participants and requirements for participation in teaching and learning in higher education programme

All assistant professors have the right and obligation to participate in teaching and learning in higher education programme. If possible, the faculty must offer employees holding positions within the researcher category the opportunity to participate in a teaching and learning in higher education programme, thus providing supervision and the improvement of teaching qualifications with respect to ensuring their opportunities for becoming qualified to apply for an associate professorship. It is to be voluntary whether or not the research employees accept this offer.

The position as postdoc does not include pedagogical training. Employees holding position as postdoc may in specific cases and in agreement with the relevant Head of Department apply for admission to the Teaching and learning in higher education programme.

Participants in assistant professor teacher training are to be provided with sufficient and varied teaching assignments as the basis for completing their assistant professor teacher training.

The faculty establishes the guidelines for credit. The faculty can choose to grant the assistant professor credit for teacher training courses. Within the specified minimum 175-hour time requirement, credit cannot be granted for teacher training courses completed as part of a PhD programme. If the teaching and learning in higher education programme exceeds 175 hours, the faculty must establish rules for credit for teacher training courses completed in the course of a PhD programme.

Credit requires that the applicant has carried out relevant teaching.

5. Teaching portfolio in assistant professor teacher training

In the course of the Teaching and Learning in higher education programme, the assistant professor must put together a teaching portfolio, thereby gaining experience with teaching portfolio as a method towards describing, analysing and presenting pedagogical questions.

6. Written assessment and successful completion of teaching and learning in higher education programme

Regardless of whether or not the faculty provides or purchases assistant professor teacher training, it must provide guidelines for the written evaluation which are in accordance with the University of Copenhagen guidelines presented below:
• With the description of “Practice and reflection” and “Knowledge of learning, teaching and the study programme” in the University of Copenhagen Pedagogical Competence Profile(link) as a starting point, a written assessment must be made of the assistant professor’s teaching qualifications upon the completion of the Teaching and Learning in Higher Education programme. The basis for the evaluation is to be established by the providers and/or the faculty.
• The evaluation is to be carried out by the academic advisor together with the pedagogical supervisor.
• The assistant professor’s teaching portfolio is to be included in the evaluation.

7. Quality control of the education and teaching

Regardless of whether the faculty provides or purchases the teaching and learning in higher education programme, it must ensure the procedures for the quality control of the teaching and learning in higher education programme. The quality control procedures must also include the aspects of the teaching and learning in higher education programme that are based on the individual faculty, e.g. supervision in a specific subject. The quality control must be in accordance with the University of Copenhagen guidelines presented below:

• The academic advisor provides sparring and competency development in relation to collegial supervision.
• Systematic quality control of the education programme is carried out. Evaluations of teaching and the education programme are carried out regularly, and there are procedures for dealing with results in relevant organs and how to follow up on them. Evaluations are published in summarised form.

8. Providing assistant professor teacher training in English

The faculty is responsible for ensuring that the assistant professors who do not speak Danish can participate in an assistant professor teacher training programme in English.

Other conditions

These guidelines come into effect as of 1 January, 2014, such that the assistant professor teacher training programme provided as of this date is in accordance with the guidelines.

These guidelines were revised on 1 January, 2017.