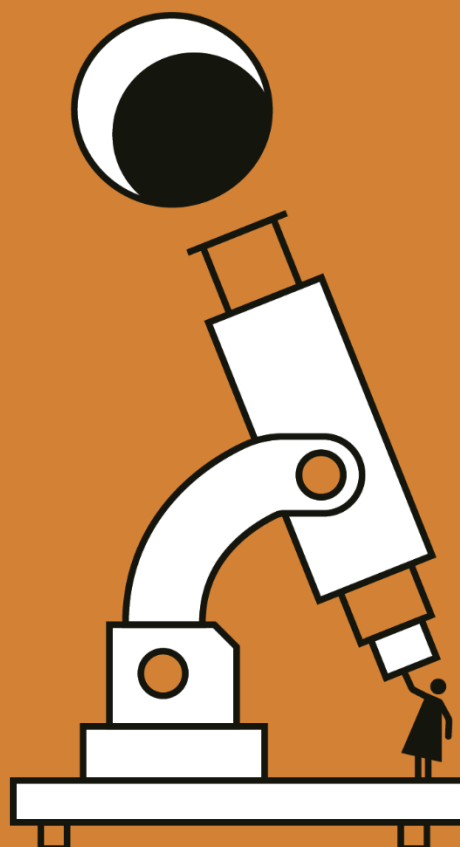
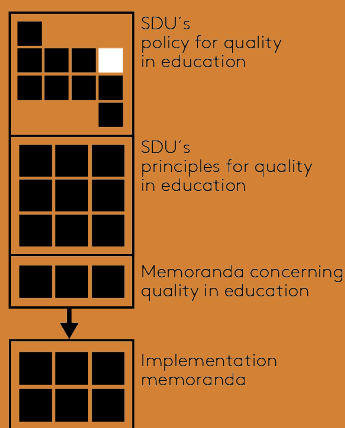


# 4. Sub-policy for University Teaching and Learning and Teaching Staff Development



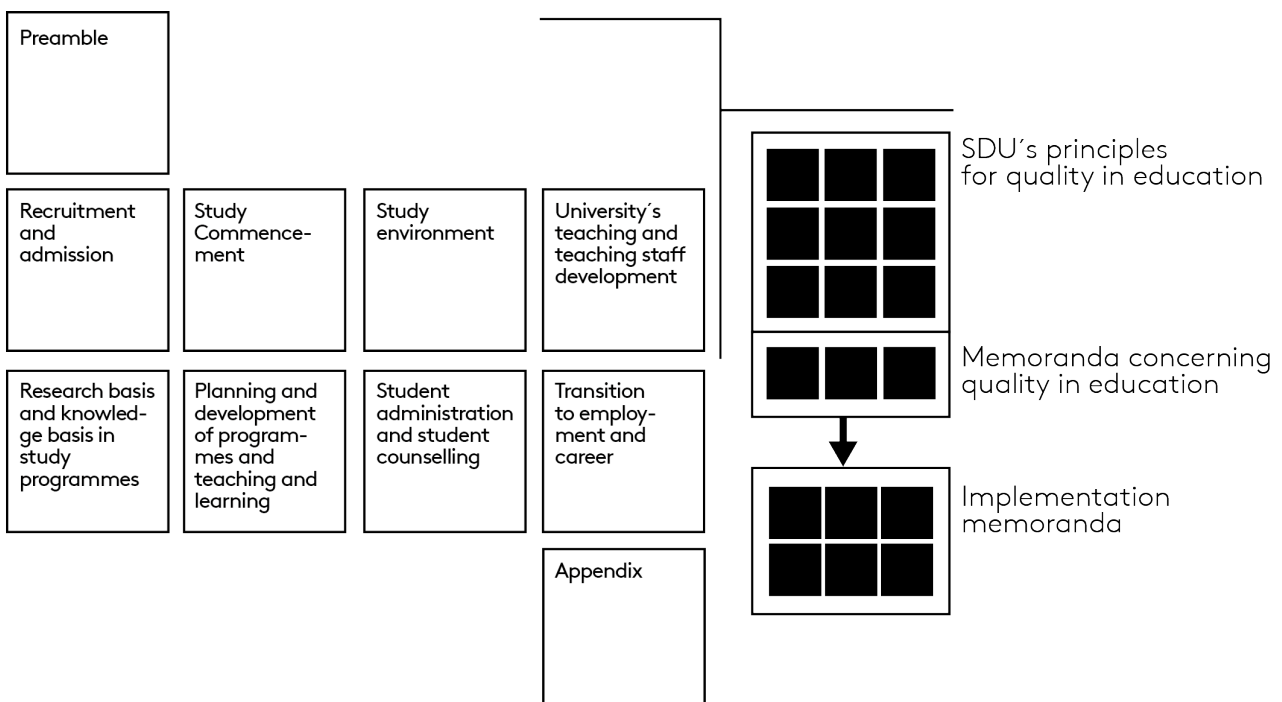
# Colophon

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## 4. Sub-policy for University Teaching and Learning and Teaching Staff Development

Preview over documents for SDU's Quality in Education

SDU's policy for quality in education



# 4. Sub-policy for University Teaching and Learning and Teaching Staff Development

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# Purpose

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SDU professionalises pedagogical and subject-didactic practice in order to support student learning and research-based university teaching.

The professionalism is expressed, i.a., through an informed approach to learning – view of learning – and the pedagogical and didactic practice. The view of learning is reflected in the programme as a whole and in the specific teaching method and guidance.

The pedagogical competence development supports all teaching activities in complying with the university's *Underlying principles of activating teaching and active learning*. The programmes ensure that there is coherence between learning objectives, programme content, working methods and methods of assessment.

# Frameworks

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## External

- [The University Act, the Executive Order on Bachelor and Master's Programmes at Universities, the Executive Order on Professional Master's Programmes at Universities, the Executive Order on Part-Time Programmes at Universities and the Executive Order on the Job Structure for Academic Staff at Universities](#)
- [ESG 1.4: Student admission, progression, recognition and certification](#)
- [ESG 1.5: Teaching staff](#)

## Internally related documents

- [Underlying principles of activating teaching and active learning](#)
- [Language policy](#)
- [Salary and allowance policy for the academic area at the University of Southern Denmark](#)
- [Principles for the use of SDU's e-learning platform](#)
- [The pedagogical competence profile](#)

# Quality objectives

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## 4.1 The teachers have pedagogical and didactic knowledge and competences that are developed on an on-going basis.

**Standard 4.1.1** The requirements for pedagogical and didactic competences are described for all teaching groups.

Indikator 4.1.1.1 Descriptions of the expectations for pedagogical and didactic knowledge, skills and competences are available, cf. *The pedagogical competence profile*.

Follow-up	The central administrative report on quality in education
Responsible parties	University Director

**Standard 4.1.2** All employed teachers have a teaching portfolio that documents their pedagogical and didactic competences as well as their development hereof. This applies to employed teachers at levels A-C, cf. *The pedagogical competence profile*.

Indikator 4.1.2.1 All employees that teach at levels A-C, c.f. *The pedagogical competence profile*, have prepared an updated teaching portfolio.

Follow-up	Performance and development reviews (MUS)
Responsible parties	Head of Department

Indikator 4.1.2.2 There is a teaching portfolio template for each faculty. It indicates which parts of it are for publication on sdu.dk.

Follow-up	Faculty programme report
Responsible parties	Dean

**Standard 4.1.3** All employed teachers meet the requirements of the pedagogical and didactic competences for the function/post they hold.

Indikator 4.1.3.1 The coherence between *The pedagogical competence profile* and the faculty's teaching functions/categories of posts is indicated in the implementation memorandum by each faculty.

Follow-up	Faculty programme report
Responsible parties	Dean

Indikator 4.1.3.2 The competence requirements are fulfilled upon employment, or a plan is prepared upon employment for how and when the requirements will be fulfilled.

Follow-up	Assessment upon employment
Responsible parties	Head of Department

Indikator 4.1.3.3 In the event of lacking competences, a plan is prepared for how and when these will be acquired.

Follow-up	Performance and development reviews (MUS)
Responsible parties	Head of Department

Indikator 4.1.3.4 Assistant professors complete the Lecturer Training Programme, which is offered in both Danish and English.

Follow-up	Performance and development reviews (MUS)
Responsible parties	Head of Department

Indikator 4.1.3.5 Teachers who teach on English-speaking programmes/courses must complete the "Teaching in English at SDU" certification programme or its equivalent. The Head of Department may waive this requirement in special cases.

Follow-up	Performance and development reviews (MUS)
Responsible parties	Head of Department

**Standard 4.1.4 The university provides courses or other types of competence development in pedagogy and didactics to ensure that teachers acquire and develop their competences on a constant basis.**

Indikator 4.1.4.1 Targeted pedagogical and didactic competence development is offered for all relevant groups of staff, both full-time and part-time employees.

Follow-up	The central administrative report on quality in education
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Responsible parties	University Director
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Indikator 4.1.4.2 Courses in pedagogy and didactics offered by the SDU Centre for Teaching and Learning are categorised according to the levels of *The pedagogical competence profile*.

Follow-up	The central administrative report on quality in education
Responsible parties	University Director

## 4.2 SDU supports, recognises and publicises the practice and development of teaching and learning.

**Standard 4.2.1 The university has an incentive structure that actively promotes the recognition of the practice and development of teaching and learning in teachers and programme managers.**

Indikator 4.2.1.1 A published description of teaching and learning accreditation options and incentives is available.

Follow-up	The central administrative report on quality in education
Responsible parties	University Director

Indikator 4.2.1.2 Follow-ups are made on what has actually been implemented, as well as the status of the initiative/s. This includes how these options are used and by whom.

Follow-up	Faculty programme report
Responsible parties	Dean

**Standard 4.2.2 The university supports follow-up research and development work for teaching and learning in relation to the university's programmes.**

Indikator 4.2.2.1 A plan has been made for development work and follow-up research for teaching and learning.

Follow-up	The central administrative report on quality in education
Responsible parties	University Director

Indikator 4.2.2.2 There are posts with special teaching and learning tasks.

Follow-up	Faculty programme report
Responsible parties	Dean