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# FRAMEWORK AND JOB STRUCTURE

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About new Danish framework for advancing university pedagogy

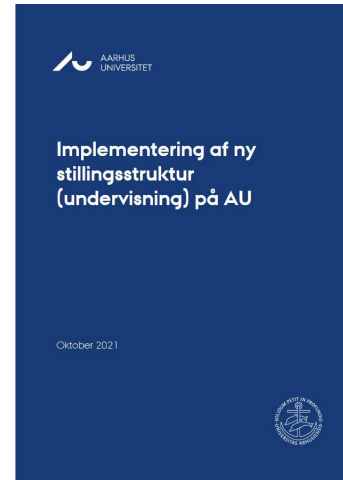
# JOB STRUCTURE AND FRAMEWORK AIM

Aarhus University has a long tradition in the field of teaching and learning in higher education (universitetspædagogik), but implementation of the new job structure call for an assessment and adjustment of existing conduct and documentation of pedagogical-didactical competencies.

The work group has mapped and collected pedagogical-didactical practices with competence development and produced a line of recommendations based

on their work and the act about job structure for academic staff and new Danish framework for advancing university pedagogy

Centre for Educational Development has produced a variety of information material based on the report *Implementering af ny stillingsstruktur (undervisning) på AU*.



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# FRAMEWORK

## Individual competencies

	<b>Level 1</b> <i>Instructor, Ph.D.-students and DVIP</i>	<b>Level 2</b> <i>Assistant professor, scientist/researcher and study assistant professor</i>	<b>Level 3</b> <i>Associate professor, study associate professor and professor</i>	<b>CSE</b> <i>e.g., Head of Studies or Vice Head of Institute</i>
<b>A</b> Teaching	can, while under supervision, plan and carry out individual teaching and thesis supervision activities with a focus on the students' learning	masters the subject's essential teaching and thesis supervision practices and can independently plan and carry out teaching, thesis supervision and course organization, taking into account both academic goals and the students' learning prerequisites	masters a broad spectrum of teaching and thesis supervision practices  can develop, innovate and experiment with teaching and supervisory practices	can analyze, plan, implement, evaluate, improve and re-develop courses, educational elements or entire teaching curricula  can participate in and take responsibility for university pedagogical development and innovation
<b>B</b> Exam	can, under supervision, organize and carry out assessment in accordance with the academic objectives	can independently plan, carry out and evaluate assessments in accordance with the academic objective	has mastered different types of assessment and can ascertain whether the selected assessment type is appropriate  can develop, rethink and develop innovative types of assessment	can develop new and innovative assessment types  can take responsibility for ensuring that new types of assessment are spread at the institution
<b>C</b> Evaluation	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	can work systematically to develop own teaching and thesis supervision based on the teaching evaluations	can develop and test new formats for evaluating own teaching and thesis supervision	can contribute innovatively and systematically to the development of teaching quality, so that the institution's teaching, thesis supervision and educational practices are improved

## Collegial competencies

	<b>Level 1</b> <i>Instructor, Ph.D.-students and DVIP</i>	<b>Level 2</b> <i>Assistant professor, scientist/researcher and study assistant professor</i>	<b>Level 3</b> <i>Associated professor, study associated professor and professor</i>	<b>CSE</b> <i>e.g., Head of Studies or Vice Head of Institute</i>
<b>D</b> <b>Students</b>	can, in collaboration with the students, create a constructive and learning-oriented teaching environment	can, in collaboration with the students, create a constructive and learning-oriented teaching and study environment	can, in collaboration with the students, develop and test new initiatives for supporting the teaching and study environment	can carry out university pedagogical teaching  can carry out management functions at the teaching and educational program level
<b>E</b> <b>Colleagues</b>	can participate in collaboration on teaching with colleagues and/ or students under the pedagogical leadership of others	can collaborate with colleagues and students on the development and implementation of teaching and thesis supervision, including on the responsibility for course administration	can disseminate, share knowledge and act as sparring partner with colleagues for the development of teaching, thesis supervision and assessment	can conduct discipline-based pedagogical research and development activities  can develop teaching, thesis supervision and training in collaboration with relevant external stakeholders
<b>F</b> <b>Quality assurance</b>	can ascertain the quality of own teaching/thesis supervision and, where relevant, seek out new knowledge and guidance	can ascertain own teaching and thesis supervision competencies and in collaboration with others, develop own teaching and thesis supervision practices	can carry out pedagogical guidance of younger colleagues and peer-to-peer collegial supervision	can contribute to quality development and quality assurance at educational program, department, faculty or institution level

# FRAMEWORK USE

## For developing and maintain competencies

	Niveau 1 <i>Instruktor, ph.d.-studerende og DVU</i>	Niveau 2 <i>Adjunkter, forskere og studiepunkter</i>	Niveau 3 <i>Studielektorer, lektorer og professorer</i>	KSU <i>faks, studielektor eller vicestudielektor</i>
<b>A</b> Undervisning	kan under vejledning tilrettelægge og gennemføre enkelte undervisnings- og vejledningsaktiviteter med fokus på de studerendes læring.	behersker fagets centrale undervisnings- og vejledningspraksisser og kan selvstændigt tilrettelægge og gennemføre undervisning, vejledning og undervisningsforløb under henvisning til sket faglige mål som de studerendes læringsforudsætninger.	behersker et bredt spektrum af undervisnings- og vejledningspraksisser kan udvælke, nytænke og afprøve undervisnings- og vejledningspraksisser	kan analysere, tilrette, gennemføre, evaluere, forbedre og nyudvikle undervisningsforløb, uddannelsesformater eller nye uddannelser  kan indgå i og påtage sig ansvar for universitetspædagogisk udvikling og nytænkning
<b>B</b> Eksamen	kan under vejledning tilrettelægge og gennemføre prøver i henhold til de fastlagte mål.	kan selvstændigt planlægge og gennemføre og evaluere eksamen i henhold til de fastlagte mål.	Behersker forskellige eksamenstyper mer og kan vurdere, om den valgte eksamenform er hensigtsmæssig kan udvælke og gem- og nytænke eksamenstyper	kan udvælke nye og innovative eksamenstyper  kan påtage sig et ansvar for, at nye eksamenstyper udføres på institutionen
<b>C</b> Kvalitets-sikring	kan under vejledning bidrage til undervisningsevaluering af egen undervisning og vejledning og diskussioner om evalueringens betydning for udvikling af undervisning og vejledning	kan systematisk arbejde med at udvælke egen undervisning og vejledning på baggrund af undervisningsevaluering	kan udvælke og afprøve nye former for evaluering af egen undervisning og vejledning	kan bidrage til udvikling af undervisningskvalitet, så institutionens undervisnings-, vejlednings- og uddannelsesopgaver bedres

The framework is formulated generically so that it can incorporate institutional differences and remains robust relative to local strategic priorities within an institution.

Ensure a necessary focus on university pedagogy when assessing academic qualifications during faculty hiring.

Point of departure for a discussion between university management and a faculty member about desired or required competence development.

Point of departure for consideration on progression in competence development of individual and collegial competencies.

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<b>D</b> Studerende	kan samarbejde med de studerende i skole- eller læringsorienteret undervisningsforløb	kan i samarbejde med de studerende skabe et lærings- og læringsorienteret undervisnings- og studieforløb	kan i samarbejde med de studerende udvælke og afprøve nye tiltag til at understøtte undervisnings- og studieforløbet	kan foreslå universitetspædagogisk undervisning  kan varetage ledelsesfunktioner på undervisnings- og uddannelsesområdet
<b>E</b> Kollegier	kan indgå i samarbejde om undervisning med kolleger og/eller studie-ende under- andres pædagogiske ledelse	kan samarbejde med kolleger og studerende om udvikling og gennemførelse af undervisning og vejledning. herunder varetage ledelse af kursusledelse	kan formidle, videndele og sparre med kolleger om udviklingen af undervisning, vejledning og eksamen	kan beskrive fagdidaktisk forsknings- og undervisningsorienteret  kan udvælke undervisning, vejledning og uddannelse i samarbejde med relevante østerne aktører
<b>F</b> Kvalitetsarbejde	kan vurdere kvaliteten af egen undervisning/vejledning og, hvor relevant, foreslå nye vision og vejledning	kan vurdere egne undervisnings- og vejledningskompetencer og i samarbejde med andre udvikle sine undervisnings- og vejledningspraksisser	kan foreslå pædagogisk vejledning af yngre kolleger og peer-to-peer ledelse af super- vision	kan bidrage til kvalitetsudvikling og kvalitetssikring på uddannelses-, ledelse, kvalitets eller institutionsniveau

### Undervisningsudvikling

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Implementation of new job structure for academic staff and new Danish framework for advancing university pedagogy can be used as a point of departure for further improvement of teaching competencies on AU benefitting both students, faculty members and AU's strategic goal regarding international top-class research-based education.