



UNIT FOR PEDAGOGICAL DEVELOPMENT AND INTERACTIVE LEARNING (PIL)

Instruction

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Recipients:
Dean, Head of Department

Assessment and recognition of qualifications in teaching and learning in higher education

This is a translated version of the Swedish original. In case of differences between the Swedish version and the English translation, the Swedish original shall prevail.

The Vice-Chancellor has decided on a Procedure for the assessment and recognition of qualifications in teaching and learning in higher education at the University of Gothenburg (RS 11, 2009-06-22, § 22). The Procedure has subsequently been updated (RS 8, 2012-04-16, § 1; RS 12, 2015-06-22, § 20). A review of the Procedure was carried out in conjunction with this Instruction being updated in spring 2021.

This Instruction is appended to the Procedure and is intended to clarify how the assessment and recognition of qualifications in teaching and learning in higher education should be carried out at the University of Gothenburg. These clarifications refer to the assessment of teaching staff as well as supervisors in third cycle education.

National conditions and requirements

During the period 2002 – 2010, the Higher Education Ordinance (SFS 1993:100) established that courses in teaching and learning in higher education, or equivalent qualifications, were a requirement for eligibility for employment as teaching staff at a university. As of 1 January 2011, the national requirement for courses in teaching and learning in higher education no longer exists in the Higher Education Ordinance. It is the responsibility of the higher education institution itself to make local decisions on this matter. The Vice-Chancellor has decided that teaching staff who were employed at the University of Gothenburg in 2002 or later must complete courses in teaching and learning in higher education. The requirement to complete courses in teaching and learning in higher education thus continues to be applied in the recruitment and promotion of teaching staff, and for all teaching staff employed since the requirement was introduced in the Higher Education Ordinance in 2002. The option of having one's prior knowledge in teaching and learning in higher education assessed is outlined in a separate procedure established by the Vice-Chancellor of the University of Gothenburg.

At national level, the Association of Swedish Higher Education Institutions (SUHF) decided to adopt recommendations regarding entry requirements, intended learning outcomes and the scope of qualifying courses in teaching and learning in higher education, and that if the intended learning outcomes are deemed to be met for individual teachers at a higher education institution, they should also be recognised by other higher education institutions (SUHF, 2016-05-03). In response to changes in the higher education regulations concerning employment as a teacher at a university, SUHF established a list of recommendations (SUHF, 2010-11-23). The list has five points. SUHF recommends that its members “ensure that all teaching staff have completed courses in teaching and learning in higher education or have been assessed as having acquired equivalent knowledge as soon as possible after having obtained indefinite-term employment”.

Courses in teaching and learning in higher education at the University of Gothenburg

Since 2008, a university-wide study programme in teaching and learning in higher education has been offered comprising 10 weeks of full-time study. The study programme targets teaching staff and doctoral students. The introductory basic course (PIL101) is common for all teaching staff at the University. The second course (PIL102) has a subject-specific orientation. The third course (PIL103) consists of an independent project focusing on a well-defined part of a course or a specific problem area in instruction.

Requirements for courses in teaching and learning in higher education at the University of Gothenburg

The *Appointments Procedure for Teaching Posts at the University of Gothenburg* establishes the requirements for courses in teaching and learning in higher education.

All teachers employed for an indefinite period – as well as other teachers with a term of employment longer than two years – must have completed a course in teaching and learning in higher education or in some other way acquired equivalent knowledge within one year at the latest from when their employment contract is finalised. Such qualifications in teaching and learning in higher education shall be assessed under separate arrangements as established by the Vice-Chancellor. However, in the case of part-time employment or if other special grounds exist, this period may be extended to two years. (page 4)

The Appointments Procedure also establishes that completion of courses in teaching and learning in higher education are required for the promotion of teaching staff. Teaching staff who supervise doctoral students in third cycle education must also have completed a course in supervision. This is described in connection with promotion from senior lecturer to professor for example.

Completion of a course in doctoral supervision and courses in teaching and learning in higher education as established by the Vice-Chancellor are a requirement for promotion. (page 17)

Completion of courses in teaching and learning in higher education is also required for admission as a Distinguished University Teacher. This can be seen in the document *Procedure for assessment of Distinguished University Teachers at the University of Gothenburg*, where one of the prerequisites for

assessment for the academic title of Distinguished University Teacher is the completion of courses in teaching and learning in higher education amounting to 15 credits¹ or equivalent.

Courses in teaching and learning in higher education are also required for doctoral students. The *Rules and regulations for third cycle studies at the University of Gothenburg – Doktorandreglerna* describe common requirements for courses in teaching and learning in higher education as follows:

Doctoral students who teach at the first- or second-cycle level must have completed the course Teaching and Learning in Higher Education 1; Basic course (5 credits)¹ no later than one year after admission. An equivalence assessment may be made if the doctoral student has taken another pedagogical course.¹³ (page 12)

¹³ Equivalence assessments are to be made in accordance with the Administrative Procedure for testing and recognising university teaching qualifications.

In addition to the above, some of the University's faculties have decided locally that doctoral students who do not teach should also take courses in teaching and learning in higher education as part of their third cycle education.

The employer's assessment

The assessment of the applicant's qualifications in teaching and learning in higher education is the employer's equivalence assessment in relation to the University's requirements for qualifications in teaching and learning in higher education. The assessment procedure should therefore not be equated with examination in qualifying courses in teaching and learning in higher education.

Information on the assessment

The University provides information on the Procedure for assessment and recognition via the Staff Portal for example, where policy documents are published. The Dean is responsible for ensuring that the heads of department are informed of the option of, and conditions for, the assessment of qualifications in teaching and learning in higher education. The heads of department are responsible for ensuring that this information reaches employed teaching staff and the doctoral students who teach within their departments.

Conducting the assessment

The assessment of qualifications in teaching and learning in higher education can be done in several ways. Three recommended approaches for achieving consistency and transparency within the University are presented below.

- The teacher's documented qualifications are evaluated in relation to 'templates', where a comparison is made with similar courses in teaching and learning in higher education for teachers and for supervisors in postgraduate programmes at other higher education institutions and/or with previous courses offered at the University of Gothenburg.

¹ On 1 January 2021, the PIL unit's qualifying courses were replaced by certification courses. Apart from the course codes, the new courses have the same names as the old ones. The content and structure are the same in the new courses as in the old ones, and they give the same qualifications.

- The teacher's documented qualifications are evaluated in relation to the intended learning outcomes of the University's courses in teaching and learning in higher education for teachers and for supervisors in postgraduate programmes.
- The teacher's documented qualifications are evaluated in relation to the nationally agreed learning objectives for qualifications in teaching and learning in higher education.

For more information on the three approaches, refer to the Instruction's four appendices.

In the assessment and recognition of qualifications in teaching and learning in higher education for supervision in postgraduate programmes, there are no nationally agreed intended learning outcomes. In these cases, the first two approaches are applied.

The Dean is responsible for ensuring that the opportunity for assessment is offered to teaching staff and that the assessment is carried out in a reliable way, so that conflict-of-interest can be avoided in the assessment for example. The head of the department, or a person the head of department appoints, approves the application. The Academic Appointments Board, or the body the Dean appoints, drafts the matter for decision.

Decision after completed assessment

The outcome of the assessment forms the basis of the employer's decision on the extent to which the assessed teacher's or supervisor's qualifications correspond to the University's requirements for courses in teaching and learning in higher education or equivalent knowledge in accordance with the Appointments procedure. The Dean, or the person the Dean appoints, makes the decision on the matter.

Validity period of recognition

The validity period of the recognition is seen in relation to the local requirements for qualifications in teaching and learning in higher education for employed teaching staff and doctoral students as set out by the employer at the University of Gothenburg.

The validity period of recognition at other higher education institutions cannot be guaranteed. Decisions made in accordance with the previous procedure (23 November 2009, Reg. no. G 8 2638/09 and 16 April 2012, Reg. no. V 2012/233) and documented in the HR management system need not be re-assessed in relation to the Procedure from 22 June 2015.

Documentation of decisions

After assessment and decision, the form for qualifications in teaching and learning in higher education must be completed and signed. The form can be downloaded from the University's Staff Portal and from the PIL unit's website.

The information entered on the form "Qualifications in teaching and learning in higher education – decisions" is entered in Primula. This is done by the source reporter, either the teacher themselves or an administrative officer in Primula, at the teacher's department or equivalent. When the data is correctly entered in Primula, the information will also be stored in Datalagret.

Updating of information

If a teacher's qualifications in teaching and learning in higher education have changed, the head of department can support a new assessment being done. The case is then handled according to the above procedure. The data previously saved in the HR management system is then updated after the Dean's decision.

About the application of the Procedure

The PIL unit informs the faculties about the University's Procedure and the instructions for its application.

The Human Resources Unit informs HR officers at faculties and departments about the practical administrative management of the information when updating the HR management system and when uploading the data into Datalagret.

Source references

Appointments Procedure for Teaching Posts at the University of Gothenburg. Policy, rules and plans. University of Gothenburg. 07 December 2020

Procedure for Assessment and Recognition of Qualifications in Teaching and Learning in higher education. Policy, rules and plans. University of Gothenburg. 22 June 2015

The Higher Education Ordinance (SFS 1993:100)

Ordning för prövning av excellent lärare vid Göteborgs universitet (in Swedish). Policy, rules and plans. University of Gothenburg. 31 October 2016

Rules and Regulations for Third-Cycle Studies at the University of Gothenburg – Doktorandreglerna. Policy, rules and plans. University of Gothenburg. 14 June 2018

Rekommendationer med anledning av ändringarna i högskoleförfattningarna rörande anställningar som lärare i högskolan (in Swedish). Association of Swedish Higher Education. 23 November 2010

Rekommendationer om mål för behörighetsgivande högskolepedagogisk utbildning samt ömsesidigt erkännande (in Swedish). Association of Swedish Higher Education. 03 May 2016

Appendix 1

Template for assessment and recognition of qualifications in teaching and learning in higher education

Current qualifying courses in teaching and learning in higher education	Previous courses in teaching and learning in higher education at the University of Gothenburg
PIL101	Teaching and learning in higher education course: 5 credits or 7.5 higher education credits
PIL102	Programme responsibility, director of studies assignments and considerable experience of the development of course syllabuses (adapted to the Bologna Process), the design of various types of instruction and forms of assessment.
PIL103	Independent and documented educational development work at programme and/or department level or equivalent.
PIL101 + PIL102 + PIL103	Courses in teaching and learning in higher education. 10 or 5 + 5 credits, of 7.5 + 7.5 higher education credits
PIL201	Supervision in postgraduate programmes: 5 credits or 7.5 higher education credits

Current syllabuses for the courses in teaching and learning in higher education can be downloaded here: https://pil.gu.se/english/courses_in_english/teaching_and_learning_in_higher_education_1/
https://pil.gu.se/english/courses_in_english/teaching-and-learning-in-higher-education-2
https://pil.gu.se/english/courses_in_english/hpe103
https://pil.gu.se/english/courses_in_english/supervision_in_postgraduate_education

Appendix 2

Intended learning outcomes in the University's courses in teaching and learning in higher education

Intended learning outcomes	Teaching and Learning in Higher Education 1: Basic Course, 3.5 weeks full-time study (PIL101)	Teaching and Learning in Higher Education 2: Subject Field Pedagogy, 3.5 weeks full-time study (PIL102)	Teaching and Learning in Higher Education 3: Applied Analysis, 3.5 weeks full-time study (PIL103)
Knowledge and understanding	<p>On completion of the course, the student is expected to be able to:</p> <p>Discuss students' learning in higher education based on educational theory and research of relevance for educational sciences.</p> <p>Account for pedagogical arguments forming the foundations of some of the common teaching formats in higher education</p> <p>Be familiar with and debate conditions for teachers' pedagogical work based on laws and regulations of relevance for higher education and on local policies of the university</p>	<p>On completion of the course, the student is expected to be able to:</p> <p>Discuss and problematize the design of a discipline specific course/part of course in teaching and learning in higher education, based on relevant policy documents and research relevant for teaching and learning in higher education</p> <p>Account for and critically discuss the significance of constructive alignment in course development.</p>	<p>On completion of the course, the student is expected to be able to:</p> <p>Based on pedagogical research, discuss and reflect on a chosen area of teaching and learning in higher education.</p> <p>Discuss and argue for the rationale for university teachers' pedagogical and didactical considerations within a specific area of teaching and learning in higher education.</p>
Competence and skills	<p>With educational knowledge as a point of departure, plan and organise teaching and learning and critically reflect on own and others' teaching</p> <p>Orally carry out an selected teaching item</p> <p>To give oral and written feedback in a constructive and respectful manner</p> <p>To collaborate using digital tools and to discuss how these can support learning in higher education</p>	<p>Plan and/or develop a discipline specific course/part of course considering learning theories, specific conditions, societal goals, rules and regulations and research of relevance for teaching and learning in higher education.</p> <p>Identify pedagogical problems and analyse teaching and education with relevance for the specific discipline and in relation to science and proven experience.</p> <p>Discuss and critically assess different evaluation and assessment methods in an discipline specific context</p> <p>Formulate and communicate pedagogical considerations in course design and syllabus in a discipline specific context</p>	<p>Develop an independent piece of writing, or design a piece of art with complementary text, that addresses a selected problem in teaching and learning in higher education, aiming at pedagogical development.</p> <p>Apply concepts relevant to the field of teaching and learning in higher education.</p>

<i>Judgement and approach</i>	<p>Demonstrate a reflective approach to the own teacher role and students' learning.</p> <p>Problematize values of the higher education institution</p>	<p>Critically discuss and value teaching and education within the specific discipline domain underpinned by science and proven experience.</p>	<p>Problematize and evaluate pedagogical practice based on scientific literature on teaching and learning in higher education and discipline specific conditions</p>
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Appendix updated 25 February 2021

Current syllabuses for the courses in teaching and learning in higher education can be downloaded here: https://pil.gu.se/english/courses_in_english/teaching_and_learning_in_higher_education_1/
https://pil.gu.se/english/courses_in_english/teaching-and-learning-in-higher-education-2
https://pil.gu.se/english/courses_in_english/hpe103

Appendix 3

Intended learning outcomes in the course Supervision in Postgraduate Programmes

Intended learning outcomes	Supervision in Postgraduate Programmes, 3.5 weeks full-time study (PIL201) On completion of the course, the student is expected to be able to:
<i>Knowledge and understanding</i>	Describe central and local rules and regulations of relevance to postgraduate studies. Account for the objectives, policies/syllabi, organization and realization of one's own postgraduate studies. Describe the parts and their function of the postgraduate programme.
<i>Competence and skills</i>	Discuss the individual study plan as a tool for planning, realization and follow-up of postgraduate programme. Utilize research-based literature to describe and analyse particular aspects of supervision. Argue for the significance of dialogue and understanding concerning mutual commitments in the supervision relation.
<i>Judgement and approach</i>	Display a reflective approach to one's own role as supervisor and related aspects such as gender equality, equal treatment and the student perspective. Exemplify ethical dilemmas during the supervision of doctoral students. Evaluate advantages and disadvantages with different forms of supervision.

Appendix updated 25 February 2021

The current syllabus for this course in teaching and learning in higher education can be downloaded here:

https://pil.gu.se/english/courses_in_english/supervision_in_postgraduate_education

Appendix 4

Nationally agreed starting points for qualifying courses in teaching and learning in higher education

In *Den öppna högskolan* (the open university) (Govt Bill 2001/2002:15), proposals concerning courses in teaching and learning corresponding to 10 credits for university teachers were presented for the first time. In 2003, requirements for courses in teaching and learning in higher education were introduced into Sweden's Higher Education Act and it was left up to the higher education institutions themselves to determine the scope of these courses. At that time, *Rådet för Högre Utbildning* (the Council for Higher Education) instructed a working group at Lund University, called the Pilot Project, to draw up guidelines for a nationally recognised study programme for teaching staff in higher education. The Pilot Project resulted in SUHF's *Recommendations on the learning outcomes for qualifying courses in teaching and learning in higher education and mutual recognition*. At the end of 2014 and 2015, a review of the recommendations was carried out and SUHF's national assembly adopted the new recommendations on 14 April 2016.

In brief, the recommendations mean that:

- qualifying courses are to constitute ten weeks of full-time study (15 credits)
- the courses are to be at second-cycle level
- the courses are to be mutually recognised by Sweden's higher education institutions
- the courses should have a number of common overall learning outcomes.

Learning outcomes for qualifying courses in teaching and learning in higher education:

(in addition to the general learning outcomes in Chapter 1 Section 9 of the Higher Education Act for second-cycle courses and study programmes)

The overall learning outcomes of the courses in teaching and learning in higher education are that, on completion of the course, the participant will be able to:

- demonstrate knowledge, skills and approaches as a foundation for working professionally as a teacher within higher education in their subject area and for participating in the improvement of higher education.

The participant must:

- be able to discuss and problematise students' learning in their own subject area based on education studies and/or subject didactics research relevant to teaching in higher education
- independently, and in conjunction with others, be able to plan, carry out and evaluate teaching and assessment on a scientific or artistic basis within their own field of knowledge
- be able to utilise and contribute to the improvement of physical and digital learning environments in order to promote the learning of groups and individuals
- be able to treat students in an inclusive way, and have knowledge of the regulations and support available to students with disabilities
- be able to use relevant national and local regulations and discuss what society's goals with higher education and academic teaching in relation to their own practice, as well as student influence in their education

- demonstrate a well-considered approach to their own academic teaching, their relationship with the students, and to the fundamental values of higher education such as democracy, internationalisation, gender equality, equal treatment and sustainability
- be able to exploit, analyse and communicate their own experiences and those of others as well as relevant results from research as a basis for improving the courses and their own profession.

The participants must have started acquiring a portfolio of qualifications in teaching and learning and have reported on an independent project dealing with education and teaching within their own subject area related to relevant research in education studies and/or subject didactics.