

Guidelines for the Assessment of Educational Competence in Appointments and Promotions to Academic Teaching Positions

Adopted by the Faculty Board of the Faculty of Humanities, University of Bergen, 21.10.2025

This document provides guiding principles for the assessment of educational competence in connection with appointments and promotions for the following academic positions:

- Professor.
- Associate Professor.
- Senior Lecturer.
- Docent.
- University Lecturer.
- University Teacher.

The guidelines are based on § 3-8 of the Regulations pursuant to the Act relating to Universities and University Colleges (Universitets- og høyskoleforskriften), and the University of Bergen's current guidelines for assessing educational competence, adopted by the University Board on 17 June 2025:

- [Regler for vurdering av utdanningsfaglig kompetanse ved UiB — Regelsamlingen documentation](#)
- <https://lovdata.no/forskrift/2024-06-28-1392/§3-8>

The Regulations state:

§ 3-8. Educational Competence

Universities and university colleges shall establish specific requirements for educational competence. These requirements shall be adapted to each category of academic teaching positions. For the positions as Senior Lecturer, Docent, Associate Professor, and Professor, the minimum requirements shall include formal training, quality development in one's own teaching, supervision, and significant contributions to the development of educational quality.

Educational competence refers to pedagogical or didactic qualifications aimed at promoting learning, including knowledge and skills related to the development and implementation of teaching and supervision at the university and university college level.

Mandate of the Committee for the Assessment of Educational Competence

This guideline provides direction for the Committee's work in assessing educational competence in relation to appointments and applications for promotion to academic teaching positions at the Faculty of Humanities, University of Bergen. The assessment shall be conducted in accordance with the mandate outlined in UiB's regulations for appointment to such positions, section 6.2.4.

In assessing educational competence, the Committee shall:

- Evaluate and explicitly state whether applicants meet the requirements for educational competence for the relevant academic position.

If a successful applicant does not meet the requirements at the time of appointment, the Committee shall specify which requirement that is not met. The successful applicant will then be required to meet these requirements within two years.

Requirements for Educational Competence for Various Academic Positions

Position	Requirements
Associate Professor Senior Lecturer	Documented foundational university pedagogical competence, based on: <ul style="list-style-type: none">• Personal experience in teaching and supervision.• Completion of university pedagogical training (200 hours or equivalent). The competence must include: <ul style="list-style-type: none">• Basic skills in planning, implementing, evaluating, and developing teaching and supervision.• The ability to reflect on one's role as an educator, and to discuss and explain the reasons behind choices made in teaching and supervision.
Professor	The same requirements as for Associate Professor, as well as the following additional requirements: <ul style="list-style-type: none">• Solid competence and experience in planning, implementing and evaluating teaching.• Significant contributions to systematic developmental work in teaching and supervision.• Active engagement and collaboration to enhance educational quality within one's discipline.• Broad experience in supervision, preferably at the master's and PhD level. Normally, the applicant should have experience as main or co-supervisor for eight master's students and at least one PhD candidate. Supervision at other institutions than the applicant's current place of employment may be included in the assessment. In disciplines where the number of master's or PhD students is limited, or where supervision takes a different form or targets a different group, the assessment of teaching and supervision experience should take this into account
Docent	Same requirements as for Professor, except the applicant should normally have experience as main or co-supervisor for eight master's students. Supervision of a PhD candidate is not a requirement.
University Lecturer	Completed introductory courses in university pedagogy with a total duration of no less than 39 hours.
University Teacher	Completed introductory courses in university pedagogy with a total duration of no less than 20 hours.

Assessment of Educational Competence

Basis for Evaluation for Positions as Professor and Docent

Educational qualifications should be grounded in the following principles:

- Focus on student learning.
- Clear development over time.
- A research-based approach.
- Collaboration in teaching and educational development.

Educational competence includes, among other things:

- Solid competence and a broad range of skills in planning, implementing, and evaluating teaching and learning activities at all levels of education, both individually and in collaboration with colleagues.
- Reflection on one's own role, including the ability to discuss and justify choices made in the planning, implementation, and development of teaching, learning activities, and supervision.
- A wide range of skills and significant contributions to systematic development work related to education, teaching, learning activities, and supervision.

Teaching and supervision skills may be assessed according to the following criteria:

Quality development in teaching and supervision over time

- Demonstrates continuous development of teaching practices based on student and colleague feedback, grounded in relevant pedagogical and/or subject-specific didactic theory.
- Reflects on own role and can discuss and explain the reasons behind choices made in planning, implementation, and development of teaching, learning activities and supervision.
- Possesses a broad range of skills and has made substantial contributions to systematic development work related to education, teaching, learning activities, and supervision.

Extensive experience in supervision, preferably at the master's/PhD level

- Applicants should demonstrate a variety of supervisory experiences in terms of level and scope.
- Extensive experience in supervision is required, preferably at the master's or PhD level, and applicants must reflect on the quality and outcomes of their supervision. For institutions without PhD programs, competence may be documented through other means, such as peer supervision, mentoring schemes, peer review, management of research projects, etc.
- Although supervision is a responsibility shared by all academic staff, it holds particular importance and weight in professorial positions. These roles often carry special responsibility for supervising master's and PhD students, as well as academic leadership and mentoring of colleagues. It is therefore essential that applicants for professorships are well-prepared for this task, having encountered and addressed a wide range of challenges in supervision across diverse academic issues and student backgrounds.

Participation in the development of educational quality within academic communities

- Shares knowledge and experiences related to educational quality within various academic communities.

- Collaborates with own and other disciplines on quality development in teaching and supervision.
- Engages in applications and implementation of major educational development projects.

Documentation of Competence

Educational qualifications should be documented through a teaching portfolio, which provides a systematic and comprehensive overview of the applicant's practical experience and competence, documentation of claimed qualifications and completed courses, as well as a concise reflection note related to teaching practice, educational philosophy, achieved results, development work, etc. It is expected that documented educational qualifications are anchored in the principles for educational competence. The teaching portfolio (including the reflection note) should not be overly extensive.

The portfolio must demonstrate how the applicant meets the relevant requirements for the position being applied for, whether for appointment or promotion.

If the applicant has achieved the status of Merited Teacher, documentation of this status may be sufficient to support educational competence, combined with an overview of supervision experience at the master's and Ph.D. level, or alternatively at the bachelor's level.

Appendix 1: Teaching Portfolio – Template for Documenting Educational Competence

Reflection Note

Applicants shall write a reflection note based on their competence and teaching practice, including concrete and relevant examples from their own teaching experience.

Scope: Recommended length for the reflection section: approx. 3–5 pages.

Concrete examples: The reflection must be anchored in specific and relevant examples from the applicant's teaching and supervision practice.

The reflection note should address:

- One or two examples of how the applicant has developed their teaching practice, and an assessment of the impact this has had on student learning. The reflection must be grounded in relevant pedagogical and subject-specific didactic theory.
- Reflection on the quality and outcomes of supervision practice.
- Evaluation of own competence and thoughts/plans for further development of the applicant's role as a teacher and supervisor.

Documentation Supporting the Reflection Note and CV

- Diplomas, course certificates documenting university pedagogical competence, supervision competence, and sources supporting information in CV.
- Sources supporting the content of the reflection note and examples from own teaching.
- Sources supporting the reflection on supervision practice.