



## **Documentation and assessment of pedagogic qualifications**

University teachers at Umeå University are to document their pedagogic qualifications in a pedagogic portfolio. The documentation within the portfolio shall demonstrate how the applicant satisfies the assessment grounds and criteria for pedagogic skill that apply for employment, promotion or placement within the pedagogic qualification system. A CV detailing the teacher's teaching activity should also be attached to the portfolio.

The qualification requirements and assessment criteria for pedagogic skill are stated in the Appointments procedure for teachers at Umeå University (Ref. no.) and in the Model for pedagogic qualifications at Umeå University (Ref. no. FS 1.2.2-986-14).

### **The pedagogic portfolio**

A pedagogic portfolio is a qualitative and quantitative account for a teacher's pedagogic qualifications and it aims to clarify the teacher's pedagogic skill. At Umeå University, pedagogic skill is assessed in connection with the recruitment and promotion of teachers and upon application for placement within the university's pedagogic qualification system. A pedagogic portfolio can also be used for the teacher's own career planning and in conjunction with progress and salary discussions. This means that a pedagogic portfolio should be seen as the place where pedagogic qualifications are to be assembled, but the portfolio may need to be structured in various different ways depending on what it is to be used for, and depending on the qualification requirements and criteria that form the basis for the assessment.

A pedagogic portfolio should always include:

- a) the teacher's account of their pedagogic starting points and attitude
- b) examples of how these are expressed practically in the teacher's pedagogic work, and
- c) the valuations and judgments of others, with regard to the teacher's pedagogic activity

All three components are to be accompanied by appendices, literature references or links so that the documentation is comprehensive and credible. Furthermore, the pedagogic portfolio should be supplemented with a CV. The format can be either paper or web-based, or a combination of both. The portfolio should not exceed 8 pages of printed text, excluding appendices and the CV.

## Template for the pedagogic portfolio

Below can be found overall principles regarding that which should be included in a pedagogic portfolio.

### **a) Pedagogic starting points and approach**

The pedagogic portfolio should contain an account of your pedagogic outlook; your pedagogic starting points and attitude. You should also describe how the context that you are working in affects your teaching, and how to adapt to this. Refer to literature, links, appendices or your CV, if this is appropriate. Choose any standard you wish for literature references.

### **b) Pedagogic experience**

The main section of the portfolio consists of tangible examples of your teaching experience. The examples chosen should show how your pedagogic outlook is expressed, and how you satisfy the pedagogic skill criteria. For each respective example you should describe the activity, the target group, your pedagogic choice(s), the results, lessons learnt and your reflections. The descriptions should be supported with references to appendices, literature, links or your CV, if this is appropriate.

Bear in mind the instructions and criteria that apply for employment, promotion or placement in the pedagogic qualification system when choosing the practical experiences that you wish to highlight in the portfolio.

### **c) Valuations and opinions**

The pedagogic portfolio should contain certificates or valuation documents from, for example, your head of department, study director, colleagues, external assessors and students (for example, via course and programme evaluations). Reference persons can also be provided.

### **Examples of appendices in the pedagogic portfolio**

The appendices included in the portfolio should comprise a representative sample and be connected to part a, b or c within the pedagogic portfolio or to your CV. An appendix list could include the following headings:

- Reports or assignments presented in higher education pedagogical courses
- Study guides or other instructions to students
- Examinations and evaluations
- Teaching aids
- Pedagogic distinctions
- Certificates of participation in course and education
- Compilation of course evaluations
- Opinions from managers or colleagues

## **Curriculum Vitae (CV) for pedagogic qualifications**

A CV detailing the teacher's pedagogic activities should supplement the portfolio. This pedagogic CV will above all else, describe the more quantitative aspects. Include the scope, the level and a description of the content, where possible, for:

- teaching activities, including supervision
- pedagogic education, competence development and professional development
- pedagogic development work
- production of teaching aids, books or the like
- participation in pedagogic conferences
- education planning or assignments with pedagogic responsibility
- pedagogic distinctions

Certain sections of the CV can be supported by references to appendices.

## **Assessment of pedagogic skill by external experts**

Assessment of pedagogic skill is based on Chapter 4 of the Higher Education Ordinance. At Umeå University, pedagogic skill is assessed in connection with the recruitment and promotion of teachers and upon application for placement within the university's pedagogic qualification system. The qualification requirements and assessment criteria for pedagogic skill are stated in the Appointments procedure for teachers at Umeå University (Ref. no.) and in the Model for pedagogic qualifications at Umeå University (Ref. no. FS 1.2.2-986-14).

The person acting as an expert on pedagogic skill shall be very familiar with pedagogic activity within higher education.

### **Basis for the assessment**

The pedagogic qualifications are the information base used in the assessment of a teacher's pedagogic skills. Pedagogic skill is demonstrated through;

1. what the teacher has done,
2. the motivation the teacher has had for their pedagogic choices,
3. the manner in which the teaching has been conducted, and the results that have been achieved

Both quantitative and qualitative aspects are important in an assessment of pedagogic skill. Relevant pedagogic competence within higher education and a desire to develop themselves are important prerequisites for the conducting of professional teaching activities.

### **Assessing pedagogic skill**

According to Chapter 4 of the Higher Education Ordinance and the Appointments procedure

for teachers at Umeå University, equal care shall be imparted to the assessment of pedagogic qualifications as to the assessment of academic or artistic qualifications. However, an expert often has various different types of material to form an opinion on in the assessment of academic, pedagogic or artistic skill.

With the assessment of academic skill, some parts of the information base in respect of qualifications will already have been examined by colleagues and approved by others. Through academic articles and reports, the teacher has already documented the aim of their research, justified their working methods and evaluated the results achieved. The expert then conducts an overall assessment of skill based on the quality of the work produced. With the assessment of artistic skill, an examination is conducted based on previously examined and yet to be examined artistic qualifications and the artistic work is often supplemented with descriptions of aims and the choice of method. The assessment of pedagogic skill seldom involves any reference to previously examined qualifications. The data in the pedagogic portfolio therefore consists of various different types of information and material that can form the basis for an initial review of quality.

### **Expert review**

The expert's task is to assess whether the applicant satisfies the criteria that are relevant for the occasion in question, and, via collegial review, to provide the applicant with constructive feedback. The assessment should take into consideration both the qualitative account found within the portfolio and the CV.

For the expert to be able to evaluate how the applicant's skills can be compared with the criteria, the pedagogic portfolio must include various types of information. An account of the teacher's pedagogic starting points and attitude is required, as are examples of how these are expressed in practice. Examples should be supported by various appendices, links and/or literature references. The portfolio should also include the opinions of others, for example the head of department, study director, colleagues or students, in respect of the teacher's pedagogic activities. References from within higher education pedagogy or other relevant references are desirable but are not an absolute requirement. It is above all else the pedagogic skill that the teacher has demonstrated in their local context that is to be assessed.

The review is to result in a written expert statement. The statement is to include a brief summary of the applicant's pedagogic activity, an assessment of the degree to which the applicant satisfies the respective criteria, and if possible, comments concerning how the documentation or the content of the portfolio could be developed prior to future applications. Finally, the expert should make a clear, summarising assessment regarding whether the applicant satisfies the qualification requirements for employment, promotion or placement within the pedagogic qualifications model.