

# Policy for Pedagogical Competence Development of Lecturers at AAU Energy

Valid from 16 January 2026 (to be revised in January 2027)

## *Introduction*

The department's policy on pedagogical competence development of scientific employees and part time scientific employees is based on AAU's "[Principper for pædagogisk didaktisk-kompetenceudvikling](#)" (Principles for the Development of Pedagogical and Didactic Competence) (last amended 07.10.2025).

The policy begins with a description of the general policy for pedagogical competence development that applies to all departments. This is followed by measures that apply specifically to AAU Energy.

## *General Policy for the Pedagogical Competence Development of Lecturers*

As described in AAU's Principles for the Development of Pedagogical and Didactic Competence, the department ensures that:

- Assistant Professors, and tenured Associate Professors and Professors regularly participate in pedagogical competence development.
- Leaders and employees at Aalborg University, except part-time scientific employees (D-VIP) and student assistants, must participate in annual performance and development reviews (MUS).
  - During the annual MUS meetings, teaching tasks and competencies are discussed, and plans for pedagogical competence development are agreed upon with the employee, based partly on the individual lecturer's portfolio/CV.
  - Evaluations of teaching, semesters, and study programmes can be used to identify specific needs for the individual lecturer and provide examples of good teaching practices.
- All permanent scientific employees (VIP) have a teaching portfolio that can be used for documenting teaching competencies and serves as a basis for MUS meetings.
- All permanent scientific employees (VIP) must receive an introduction to problem-based learning (PBL) at Aalborg University. Therefore, it is mandatory for new employees to attend a basic course for university lecturers focusing on PBL unless they already have substantial experience with PBL.
- The department's full-time Associate Professors and Professors must have completed or

complete Aalborg University's Assistant Professor Pedagogical Training Program (adjunktpædagogikum) or an equivalent program.

- Lecturers teaching courses involving online teaching receive appropriate training (e.g., through a course offered by IASPBL) and are prepared for these specific tasks. The Head of Section delegating the teaching assignments is responsible for ensuring this.
- All lecturers teaching in bachelor of engineering programmes possess the necessary knowledge, and that all lecturers teaching at bachelor's and master's levels actively participate in the department's research in accordance with the key figures defined in the framework.

#### *Specific Measures to Ensure the Systematic Competence Development of Lecturers at AAU Energy*

In addition to the above general policy, AAU Energy has formulated the following specific policy in connection with the pedagogical competence development.

- AAU Energy has a teaching committee consisting of the Head of Studies, the Chairs of both Study Boards at AAU Energy (from Aalborg and Esbjerg campuses), the Head of Section for each section, as well as Study Board secretaries and study secretaries. This committee meets twice a year for a teaching allocation meeting to distribute teaching for the upcoming semester. Heads of Section shall review evaluations of the most recent versions of the upcoming courses and, in advance, discuss these evaluations and teaching assignments for the next semester with the section's lecturers. Prior to the meetings, the Heads of Section propose lecturers for the various teaching assignments. The Study Board provides the necessary input from previous teaching evaluations, both in writing and orally, where needed.
- At the teaching allocation meeting, any notable praise highlighting good examples or criticism of previous teaching for the relevant courses is discussed. The discussion shall take place in a constructive and conciliatory tone and aims to learn from experience by involving all sections of AAU Energy, rather than singling out individual lecturers. The goal is to create the best possible teaching, identify training needs, and allow quality discussions in a safe environment. The Study Board, represented at the meeting by its Chairs and secretaries, supported by quantitative and qualitative data from the department's quality officer, may, in consultation with the Heads of Section, decide to replace lecturers or coordinators if, for example, repeated criticism of a nature that justifies such action has occurred.
- In addition, section leader meetings are held every 14 days, with the Head of Studies for AAU Energy also participating. These meetings include exchanges of input regarding teaching, and recommendations for changes, supplementary courses, etc., may be made by the Head of Studies and the Chairs of the Study Boards based on semester group minutes, semester evaluations, and dropout information/statistics.

- Information about “Learning Day” is circulated annually, and participation is encouraged.
- Courses offered by AAU Learning Lab are communicated to lecturers with encouragement to participate, particularly in relation to relevant issues mentioned in semester group minutes. AAU Energy also occasionally offers courses that lecturers can attend as needed, for example, on new ICT systems and tools or on new pedagogical teaching and examination methods, including digital exams.
- Use of part-time scientific employees (DVIP) is minimized, but the Head of Department is responsible for ensuring that any DVIPs receive appropriate competence development.
- Training and upskilling of new scientific employees is supported by assigning multiple course lecturers per course, typically mixing experienced and new lecturers. A course responsible is appointed for each course. New scientific employees unfamiliar with the Aalborg PBL model will normally act as co-supervisors alongside an experienced supervisor during their first project supervisions.
- Experiments with alternative teaching methods and the use of new pedagogical tools, as well as experiences gained, can be shared in meetings. AAU Energy also organizes regular teaching seminars where good teaching practices and methods are discussed and shared.
- All lecturers are generally encouraged to collaborate in teams on teaching development so that no one is left alone with teaching responsibilities, and both experienced and less experienced lecturers are encouraged to participate in peer review of each other’s teaching.
- Harmonization between Aalborg and Esbjerg campuses is ensured through section leader meetings and teaching allocation meetings, supported by input from semester group meetings and semester evaluations. Often, the same lecturers teach at both campuses, possibly with different teaching assistants.
- PhD students (who have not yet obtained their PhD degree) and research assistants, all of whom have received training in PBL project work and examination procedures, may serve as main supervisors or co-supervisors and as examiners at semester project and final project exams at **the bachelor’s and Bachelor of Engineering levels**.  
In addition, PhD students and Research Assistants, all of whom have received training in PBL project work and examination procedures, may serve as main supervisors or co-supervisors and as examiners at semester project exams at master’s level.  
For master’s theses, they may serve as co-supervisors (not as main supervisors or examiners), as examination of master’s theses requires a completed PhD degree.
- Postdocs who have received training in PBL project work and examination procedures may serve as main supervisors and examiners at **the bachelor’s, Bachelor of Engineering,**

**and master's levels**, including master's theses.

- PhD students and postdocs with a non-AAU background are invited to AAU Energy's own PBL workshops. These workshops are held every semester and are aimed at AAU Energy's guest and master's students who do not have an AAU background.
- The main supervisor of a given project group shares responsibility for ensuring that PhD students and postdocs acting as co-supervisors are introduced to PBL and acquire the necessary knowledge. However, it is ultimately the responsibility of the Head of Section to ensure that PhD students receive appropriate training.

#### *Evaluation and audit*

An evaluation will be carried out no later than two years after the policy enters into force. The evaluation will be conducted under the auspices of the section leader group, with the Head of Studies and the Head of Department as the main responsible parties.