



Centre for Engineering Education, LTH

**Programme Syllabus for Qualifying Teaching and Learning in Higher Education (CHETT) at the Faculty of Engineering, LTH**

V

Valid until further notice.

The programme syllabus is approved 1 September 2019 (replacing the previous programme syllabus from 12 June 2012)

The qualifying programme in teaching and learning in higher education at LTH is intended for teaching staff. For university teachers, the education comprises at least 10 weeks of full-time work. All doctoral students should be offered the opportunity to attend courses in teaching and learning in higher education, corresponding to at least 2 weeks (*Regulations for doctoral education at Lund University, Dnr STYR 2018/562 and Anvisningar gällande utbildning på forskarnivå vid Lunds Tekniska Högskola, Dnr U 2019/70*).

**1. Aim and learning outcomes**

**1.1. Aim**

The overall aim of the programme is to contribute to that all teaching in the first, second and third cycles supports the learning and personal development of students, and to contribute to the professional development of teaching staff.

A sub target of the programme is to meet the formal criteria decided upon by Lund University and LTH, such as:

- enabling teachers to meet the criteria for teaching and learning in higher education required for employment at Lund University (see *Lund University Appointment Rules*, section 4.2, Dnr STYR 2019/1077).

- enabling teachers to meet the criteria for teaching and learning in higher education required for promotion to professor at LTH (see *Guidelines for appointment as, and promotion to, professor at LTH*, Dnr STYR 2017/22).
- doctoral students who teach at first or second cycle level must have completed an introductory course in teaching and learning in higher education for at least two weeks, or acquired equivalent qualification (see Lund University *Regulations for doctoral education at Lund University*, Dnr STYR 2018/562 and *Anvisningar gällande utbildning på forskarnivå vid Lunds Tekniska Högskola*, Dnr U 2019/70).

### **1.2. Objectives for the qualifying programme in teaching and learning in higher education**

The programme falls within the second cycle of education. The general objectives for second-cycle courses and study programmes are specified in the *Higher Education Act*, chapter 1 section 9 (Swedish Code of Statutes SFS 2006:173).

### **1.3. Specific objectives for the qualifying programme in teaching and learning in higher education at LTH**

In addition to the general outcomes specified in the Higher Education Act, the recommendations for outcomes of qualifying higher education teacher training and mutual recognition issued by the *Association of Swedish Higher Education* (REK 2016:1, see also *Lund University Appointment Rules*, section 4.2, Dnr STYR 2019/1077) are applied, specifying that the overall outcome of qualifying higher education teacher training is:

- that the participant shall demonstrate knowledge, skills, and approaches as a basis for professional work as a university lecturer, within his/her subject area and for contributing to the development of higher education.

This means that the participant shall:

- be able to discuss and problematise student learning within their subject area, drawing upon relevant educational theory and/or subject didactics research, relevant for teaching in higher education,

- have an ability to plan, teach, examine, and evaluate education and examination on a foundation of research or artistic activity in their own field of knowledge, individually or together with others,
- have an ability to use and contribute to the development of physical and digital learning environments to support the learning of groups and individuals,
- have an ability to meet students in an inclusive way, as well as have knowledge of rules, regulations and required support for students with disabilities,
- be able to use the relevant national and local rules and regulations, as well as discuss the societal goal of higher education and the academic teaching in relation to own practices and students' contribution to education,
- show a reflective approach to his or her role as a teacher, relation with students, as well as the core values of higher education, such as democracy, internationalisation, gender equality, equal opportunities, and sustainability,
- be able to harness, analyse, and communicate his or her own and others' experiences and relevant results of research as basis for the development of educational practice and professional growth,
- and have presented an independent project on teaching and learning in his or her own field of knowledge, drawing upon relevant educational theory and subject didactics research.

## **2. Programme details**

The programme in teaching and learning in higher education at LTH is offered as separate second-cycle courses counted as weeks of full-time study.

The courses are divided into three main categories:

- General courses in teaching and higher education
- Subject-specific courses in teaching and higher education
- Specialisation courses in teaching and higher education

## **3. The scope and levels of the programme**

To meet the outcomes of the programme and in accordance with the SUHF recommendations, 10 weeks of full-time study are required, comprising of:

- at least 2 weeks of general courses in teaching and higher education
- at least 2 weeks of specialisation courses in teaching and learning in higher education

The available number of weeks within the LTH qualifying higher education pedagogical courses exceeds 10 weeks, and there is no formal upper limit for the number of weeks one individual can study.

#### **4. Specific admission requirements**

The programme is offered as separate courses and therefore participants are admitted to the respective courses and not to the programme. The lowest admission requirement is a completed first-cycle degree. The subject-specific and specialisation courses in teaching and learning in higher education may entail further admission requirements. The admission requirements are stated in the relevant syllabus.

#### **5. Credit transfer from higher education teacher training outside LTH**

The Director of Studies at LTH, with responsibility for higher education, will assess whether credits from courses at other faculties or higher education institutions can be transferred to CHETT courses and what scope and category the transferred weeks belong to (as specified in section 2). The transferred credits are registered in Primula.

#### **6. Certificate**

A certificate can be issued when the programme outcome of at least 10 weeks of higher education teacher training has been completed, according to section 3 (see SUHF's *Recommendations on general learning outcomes for the teaching qualifications required for employment as academic teacher and on mutual recognition*, Rek 2016:1). The certificate is issued, on application, by the officer in charge at the LTH Faculty Office.

SUHF recommends that an assessment at one higher education institution regarding whether the CHETT goals are met for an individual should be recognised by other educational institutions.

#### **7. Excellent Teaching Practitioner (ETP)**

Individuals who have been awarded ETP at LTH are considered to meet the requirement for Excellent pedagogical skills according to LU's employment

regulations (see *Lund University Appointment Rules*, section 4.2, Dnr STYR 2019/1077 and *Guidelines for appointment as, and promotion to, professor at LTH*, Dnr STYR 2017/22), including corresponding knowledge to at least 10 weeks of qualifying teaching and learning in higher education (CHETT), according to SUHF's *Recommendations on general learning outcomes for the teaching qualifications required for employment as academic teacher and on mutual recognition* (Rek 2016:1).

## **8. Course syllabi**

The Centre for Engineering Education Board determines what courses within LTH are to be included in the CHETT programme and decides on their syllabi. All CHETT courses are first prepared by The Academic Development Unit at LTH. In addition, the CHETT courses that are offered along with third-cycle courses are also prepared by the Faculty Committee for Research.

## **9. Programme syllabus**

The programme syllabus for Qualifying Programme in Teaching and Learning in Higher Education (CHETT) at LTH is decided upon by the Dean of the Faculty.