

The Swedish network report 2012 to ICED council for the purpose of gathering data

Questions to address during ICED council:

“For this meeting, we will discuss the training, preparation and support of academics (and perhaps other staff) to teach in higher education.

How does this happen in your country?

Do teachers have any form of qualification, or are they expected to reach any standard, for their ability as a teacher?”

A brief report from the Swedish network:

Teacher training for academics in Sweden vary from one higher education institution to another. Since 1 January, 2011, there is no longer a requirement according to Swedish law that teachers in higher education should have formal teacher training. An autonomy act came in to force from said date, which left it up to each HE institution to decide what the requirements should be.

At present, some HE institutions still demands 10 weeks of formal training for an academic position, some don't. It could be stated in guidelines for teaching and and/or employment regulations.

As a consequence of the autonomy act, the Association for Swedish Higher Education¹ (English abbreviation ASHE, Swedish SUHF) has decided on recommendations “to ensure that all teachers must have completed teacher training or been assessed to have equivalent experience as soon as possible after being permanently employed” (Recommendation 2010:3). ASHE has also in 2005 decided on recommendations² for national learning outcomes for teacher training and mutual recognition of such training given by another HE institution. The teacher training should be equivalent to a total duration of 10 weeks of full time study, i.e. 15 ECTS credits if credits are given.

The training that takes place is given in various forms from staff training courses to regular HE courses with ECTS merits. Some HE institutions give one course of 15 ECTS to meet the requirement, others offers a course package, often with one basic course and then possibilities to choose from a rather wide range of courses.

Many HE institutions also offer support for development of teaching and learning, for course or programme development etc. to individual teachers, teaching teams or educational leaders.

The strategic role of supporting the HE institutions management in developing for example educational policies, career system connected to pedagogical qualifications for teaching staff and more is growing.

There is also an ongoing discussion in the Swedish network regarding facilitating some kind of training for educational developers, for example a summer school for new developers (like SEDA does in the UK), a course on strategic educational development for more senior developers etc.

¹ It is commonly could the rectors conference and 41 universities and university colleges in Sweden are members. More information about the organization could be found here;
http://www.suhf.se/web/In_English.aspx

² ASHE recommendations issued 2005-11-17

We have also started a discussion within the network regarding mapping out and prioritizing research areas in our field in order to find fruitful collaborations and increase the possibilities to get funding.

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