

THE GUIDELINES FOR EVALUATING PEDAGOGICAL COMPETENCIES

1. The guidelines for evaluating pedagogical competencies and determining their level (hereinafter – the Guidelines) are a methodological tool for the persons under evaluation, being certified for their term of office or participating in the competition for the position of member of the teaching staff (hereinafter – persons being evaluated), which sets out the information for assessing the level of their pedagogical competencies and for the admissions/certification commissions of the core academic units (hereinafter – Unit Commissions) of Vilnius University (hereinafter – University) carrying out the evaluation of the pedagogical competencies and their level of the evaluated persons, in accordance with the Vilnius University Regulations for the Organisation of Teaching Staff and Research/Art Staff Recruiting Competitions and Certification approved by Resolution No S-2018-12-4 of 20 November 2018 of the Senate of Vilnius University “On Approval of the Vilnius University Regulations for the Organisation of Teaching Staff and Research/Art Staff Recruiting Competitions and Certification” (as subsequently amended) (hereinafter – the Regulations).

2. In its evaluation of the pedagogical competencies of the persons being evaluated, the Unit Commission shall follow the pedagogical competencies set out in Annex 4 to the Regulations and the criteria for evaluating and rating scale set out in Annex 5 to the Regulations.

3. The level of pedagogical competency of the person being evaluated is determined by the method of holistic evaluation of pedagogical activities and their results, on which the person being evaluated provides information by filling in the description of the evaluation of the academic activities carried out by the candidate/employee being certified, provided in Annex 1 to the Regulations (hereinafter – the Description of Activities). For the detailed evaluation of the pedagogical competencies of the person being evaluated, it is recommended to use the information contained in the following sections of the Description of Activities: “Pedagogical competencies”, “Other significant academic and social activities” and “Goals for the term of office/until the next certification”.

4. The Description of Activities specifies the mandatory information to be provided by the persons being evaluated on their pedagogical, organisation of studies, and educational expert activities carried out during the term of office or other period indicated by the Regulations; however, it is necessary to take into account that not all the persons being evaluated perform, or can perform, all the activities listed in the Description of Activities (e.g. participation in the work of study programme committees, educational expert activities, etc.). For this reason, the information provided by the person being evaluated is categorised as follows: mandatory and provided according to the actual situation. The compliance of pedagogical competencies with satisfactory level requirements shall be determined by assessing the mandatory information. The information provided according to the actual situation is intended to supplement the mandatory information, and the absence of the former does not constitute an appropriate reason for determining the lack of compliance with a satisfactory level of competencies. Persons being evaluated may also provide additional information on pedagogical activities, which is only to be used to evaluate compliance with a higher than satisfactory level of pedagogical competencies.

5. Annex 1 to the Guidelines specifies what information on pedagogical activities provided by the person being evaluated allows to assess pedagogical competencies and in what manner.

6. Annex 2 to the Guidelines provides recommendations on the rating scale for determining the level of competencies.

7. All information submitted for the evaluation may be provided to the Unit Commission in writing or made accessible via interactive links, including the institutional profile of the researcher.

Annex 1 to the Guidelines for
Evaluating the Pedagogical
Competencies

Sources of information proving pedagogical competencies

Section of the Description of Activities	Activities that indicate pedagogical competencies	Information provided for the evaluation
1. Pedagogical competencies	1.1. Reflection on practice in teaching and supervising students	<p>Mandatory information: answers to the reference questions based on your teaching practice (up to 750 words):</p> <ul style="list-style-type: none"> - What is your understanding of the goals of teaching and learning, and the responsibilities of the teacher and the student in the learning process? - What skills do you try to develop in students? - What study and assessment methods do you use to do this? - What do you base yourself on/take into account when choosing specific study and assessment methods? - Do you try to ensure research-based teaching and learning, and if so – how? - How do you encourage, and utilise feedback? - In what ways do you cooperate with colleagues, students and social partners in carrying out various study activities? - How would you rate your pedagogical competencies? - What are your strong points as a teacher? <p>Additional information for assessing competencies of higher than satisfactory level: the person being evaluated shall provide at least one description of their teaching practice case (up to 500 words) in any of the following topics:</p> <ul style="list-style-type: none"> - using feedback to improve teaching; - encouraging student involvement through methods of active teaching and learning; - harnessing the cultural diversity of students when working with international student groups; - implementation of a pedagogical

		<p>scenario designed to work with students of different levels of skill;</p> <ul style="list-style-type: none"> - the use of information technology to promote effective learning and teaching.
	1.2. Descriptions of the subjects taught over the past five years or links to their electronic versions (for new teachers – concept(s) for the subject(s) planned to be taught):	<p>Mandatory information to be provided only by the external candidates.</p>
	1.3. Experience supervising individual student work and theses over the past five years	<p>Mandatory information: up to five of the best, including awarded or otherwise recognised, student theses (final projects) under the supervision of the person being evaluated (list by study cycles).</p> <p>Additional information for assessing competencies of higher than satisfactory level: the person being evaluated shall optionally provide:</p> <ul style="list-style-type: none"> - a list of publications prepared with students; - a list of carried-out research activities that included students; - other examples of supervising student work.
	1.4. List of activities for teaching qualification development and the sharing of good practice on teaching and learning carried out over the past five years	<p>Mandatory information: list of attended trainings on pedagogical competencies.</p> <p>Additional information for assessing competencies of higher than satisfactory level: the person being evaluated shall provide at least one description of a good practice case of teaching and learning (up to 500 words) in any of the following topics:</p> <ul style="list-style-type: none"> - sharing your good practice of teaching and learning with colleagues; - presentations given or training sessions conducted on teaching and learning topics; - a list of publications of pedagogical practice research carried out and/or results of such research (or links to the institutional profile of the

		<p>researcher);</p> <ul style="list-style-type: none"> - list of cases of mentoring of fellow members of the teaching staff or feedback on mentoring by the person being evaluated.
	1.5. Descriptions of the subjects taught over the past five years or links to their electronic versions (for new teachers – concept(s) for the study subject(s)/module(s) planned to be taught):	<p>Mandatory information: descriptions of study subjects (modules) or links to them.</p> <p>Additional information for assessing competencies of higher than satisfactory level: pedagogical scenario/plan of one activity for implementing a combination of specific learning outcomes, teaching and learning and assessment methods (up to 500 words).</p>
	1.6. Over the past five years developed teaching and learning methodological material freely accessible to students	<p>Mandatory information: list of textbooks and other educational and methodological materials with links to free access information repositories.</p>
	1.7. Participation in the work of study programme committees over the past 5 years	<p>According to the actual situation, information is provided on:</p> <ul style="list-style-type: none"> - chairing or participation in the study programme committee(s); - chairing or participation in study field evaluation or self-evaluation groups; - chairing or participation in preparation groups for study programmes to be undertaken.
	1.8. Educational expert activities carried out over the past 5 years	<p>According to the actual situation, information is provided on:</p> <ul style="list-style-type: none"> - involvement in the implementation of institutional and interinstitutional initiatives for the development of studies; - an expert role in the implementation of national education policy; - participation in the activities on external evaluation of higher education quality assurance.
	1.9. Other information on activities carried out over the past 5 years, revealing pedagogical practice and useful for evaluating pedagogical competencies	<p>Information on other study organisations and educational expert activities to be provided according to the actual situation.</p>
	1.10. Information on the results of student surveys is provided by	<p>Mandatory information: results of student surveys.</p>

	the Study Quality and Development Division of the Central Administration of Vilnius University (hereinafter – the University) (if the person being evaluated has not worked at the University before, they can provide the results of student surveys on the subjects taught at another higher education institution)	
2. Other significant academic and social activities over the past five years	2.1. Membership in scientific or other professional organisations or associations and participation in their management	Information on membership in expert or professional organisations or networks dedicated to the development of teaching and learning to be provided according to the actual situation.
	2.2. Work in management or self-government bodies, committees, commissions or working groups at the University/higher education institutions:	Information on the chairing or participation in groups, committees, commissions of organisation of studies or quality assurance in studies at the University or other higher education institutions to be provided according to the actual situation.
	2.3. Other (academic or professional awards, other academic recognition, other activities)	In accordance with the actual situation, information is provided on: <ul style="list-style-type: none"> - teaching excellence recognition or awards at the University and other institutions; - other certifications of recognition for teaching excellence.
3. Goals for the term of office/until the next certification	3.1. Goals of improvement of pedagogical competencies for the term of office/until the next certification	Mandatory information: a plan for improvement of pedagogical competencies (i.e., participation in trainings of pedagogical competencies, application of new teaching and learning methods in personal teaching practice, updating of subjects (modules) taught, preparation of textbooks and other new teaching and methodological materials, etc.)

Evaluation of Pedagogical Competencies

Scale	Level	Requirements
Not applicable	There is no information on pedagogical competencies or there is no possibility to evaluate them	Specific reasons that render the evaluation impossible shall be indicated
Poor	Not enough information provided to properly evaluate pedagogical competencies	Type of missing information needed for proper evaluation shall be indicated
Satisfactory	Meets the minimum/basic requirements for pedagogical competencies: contributes to the teaching of the relevant study programme subject (module)	Available information on the following pedagogical competencies of the candidate/employee being certified: <ol style="list-style-type: none"> 1. improvement of pedagogical competencies; 2. ability to plan the teaching and learning process and the application of active learning methods; 3. ability to use and create educational content to achieve learning outcomes.
Good	Contributes to the development of teaching and learning at the study programme level	Meets the requirements of a satisfactory level (i.e., contributes to the teaching of the relevant subject of the study programme) and also: <ol style="list-style-type: none"> 1. additional information demonstrating the contribution to the improvement of the study programme; 2. reflects on one's pedagogical attitudes and priorities of pedagogical activities, reveals one's contribution to the creation of a motivating and inclusive learning environment and the development of active cooperation with colleagues.
Very good	Contributes to the development of teaching and learning at the Vilnius University (hereinafter – University) level.	Meets the requirements of a good level (i.e., contributes to the improvement of teaching and learning at study programme level) and also: <ol style="list-style-type: none"> 1. additional information demonstrating the leadership and contribution to the development of studies carried out by the University; 2. reflects on how one's leadership has helped create an inclusive, motivating and inspiring environment for students and reveals how this has

		contributed to their learning outcomes achievement.
Excellent	Contributes to the development of teaching and learning at the national level	<p>Meets the requirements of a very good level (i.e., contributes to the development of teaching and learning at Vilnius University) and also:</p> <ol style="list-style-type: none"> 1. additional information demonstrating the leadership beyond University and contribution to the development of university education in the national context; 2. reflects on one's contribution to the development of studies on a national scale, revealing the impact on cooperation and the highest-level achievements in the study field.
Highest/exceptional international level	Contributes to the development of teaching and learning at the international level	<p>Meets the requirements of an excellent level (i.e., contributes to the development of studies on the national level) and also:</p> <ol style="list-style-type: none"> 1. additional information demonstrating the leadership beyond the University contributing to the international development of university studies; 2. reflects on one's contribution to the development of studies on a international scale, revealing the impact on international cooperation and the highest-level achievements in the study field.