

Statement about education and educational activities

Mission

Providing the highest standards in the training of future scientists, and developing transferable skills and career opportunities for Center researchers. Our educational activities span from undergraduate teaching to public outreach, and wherever appropriate draw on Center research and the unique opportunities of being a University-based research center.

The Center's overall strategy for educational activities

The Center's overall strategy is integrated with the overall strategy for the Faculty of Health and Medical Sciences [Knowledge to Health](#)

The Center collaborates closely with Department of Cellular and Molecular Medicine (ICMM) <http://icmm.ku.dk/english/teaching/> and Department of Biomedical Medicine (BMI) on educational activities, and participates in teaching and other educational activities as described in the BMI strategy: http://bmi.ku.dk/english/about_department/strategy/

The Center's specific strategy for educational activities

The role of Center scientists is to perform cutting edge research and contribute to educational activities such as undergraduate teaching, extracurricular undergraduate educational activities, postgraduate education and supervision, and public education and engagement. The scientists at the Center are faculty members and are expected to contribute to the educational effort of the University. It is important to recognize that academic research positions are not all the same with respect to the amount and type of teaching expected as well as the amount of protected time for research. Thus, the amount and nature of educational activities is to be negotiated with the scientist's supervisor or manager. For instance, a Center scientist may teach an undergraduate course once a year, supervise practical lab activities, supervise several undergraduate theses, or develop massive open online courses (MOOCs).

Implementation strategies

Many younger researchers express interest in undergraduate teaching, recognizing the central importance of teaching for their academic careers. An innovative match-making programme has been developed, matching Center scientists to the undergraduate teaching databases at the Department of Biomedical Medicine and Department of Cellular and Molecular Medicine.

Discussion of teaching portfolios in the annual performance and development reviews will be a key tool to encourage more Center scientists to participate in undergraduate education (see below).

Organisational

The Center uses the University-wide mechanisms outlined below for developing teaching competences, and encouraging reflective development of the teaching portfolio.

From 2018, all teachers at UCPH must prepare and maintain a teaching portfolio to strengthen the quality of teaching and to promote a more equal balance between teaching and research. At the same time, UCPH also introduces a pedagogical competence profile, which will be used in conjunction with the teaching portfolio to ensure a common language and criteria for good teaching.

[University guidelines for teaching portfolios when appointing academic staff at the University of Copenhagen](#)

[Teaching portfolio](#)

[Tips for teaching portfolio in job applications](#)

Inclusion of educational activities in annual performance development reviews

The teaching portfolios are to be presented and discussed at the annual performance and development reviews. [Performance and development reports \(PDR\)](#)

Quality assurance of education

The University requires that assistant professors who contribute to teaching must take the teaching and learning in higher education programme or corresponding training.

Postdocs who contribute to teaching must take the Introduction to University Pedagogy (IUP) course or corresponding training.

[Standards for quality of education at HEALTH](#)

[Quality Assurance of UCPH study programmes](#)

[Overview on training in the pedagogy of university teaching](#)

[Offers at HEALTH](#)