Agreement on Teaching Requisition Norms and Organization of Teaching at the Faculty of Engineering and Science, Aalborg University

With the changes to department finances introduced as of 01.01.2010, the relationship between employees' research time and teaching time and the organization of these, in principle, rests with the departments. There is thus a need for discussion in the consultation committees (*samarbejdsudvalg*) of the individual departments (*ISU*) regarding how the work is organized in the individual departments.

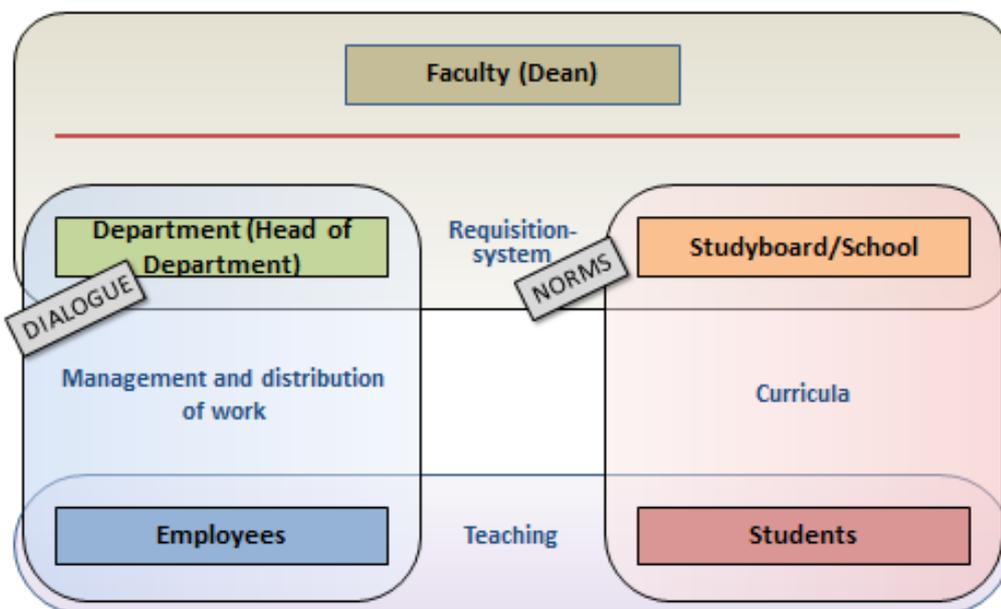The teaching system has four related stakeholders as shown in Figure 1.

Figure1.1 Relationships among teaching's primary stakeholders

The faculty consultation committee (*FSU*) encourages each department to ensure that permanent academic staff (*VIP*s) use at most 50 percent of their working time for teaching, preferably less. The faculty consultation committee encourages each department consultation committee (*ISU*) to stipulate an employment and income policy that makes this possible.

The requisition norm (see Annex 1) is the number of hours exchanged between schools and departments. In order to meet student interests, the requisition norm also serves as a guide for the number of teaching hours delivered. The number of hours indicated as the norm (in the requisitions) increases with the number of students and is also intended to cover any teaching assistants (*hjælpelærere*), whereas the individual student workload measured in ECTS credits does not change.

The FSU recommends that the departments do not make a policy where the requisition norm is automatically transferred to the individual employee's time spent on a teaching task. In the organization of the work, it is recommended, among other things, that you decide how to distinguish between experienced and inexperienced teachers, and new and existing teaching, and accept the consequences of the fact that there can be varying time requirements for the development of new teaching elements.

Therefore, it is important that each ISU discusses the policy for how teaching tasks will be distributed in the department and included in the overall organization of the work for each individual employee. It is not necessary to maintain time records for individual employees, but at least two conditions must be met:

1) Students must be ensured satisfactory teaching services (both qualitatively and quantitatively).

2) The time allocated to a teaching task must match the employee's time spent on this, and the department head and employee must have a common understanding of its size in terms of time spent.

Annex 1 to the Agreement on Teaching Requisition Norms and Organization of Teaching

Requisition norms

The following are minimum norms. Schools and study boards can allocate more resources to specific tasks, possibly accompanied by a desire for testing special forms of teaching and evaluation.

Basic rate for a 5 ECTS credit module	150 hours
Additional hours per student	1.5 hours
Course exam and re-examination, teacher and co-examiner each per student. It is assumed that exam papers, exam questions, and the like, are reviewed by an external co-examiner or a colleague	0.33 hours
Project supervision per student per ECTS credit	1 hour
Maximum per group	100 hours
Project grading by co-examiner(s) per student	2 hours
Minimum per group	8 hours
Re-examination in project module per student (examiner)	5 hours
Maximum per group	10 hours
Re-grading by co-examiner(s) in project module per student	1 hour
Minimum per group	2 hours
Total for internship and final project for bachelor of engineering (*diplomingeniør*)	30 hours
Semester coordination 1st semester of bachelor's program	60 hours
Semester coordination after 1st year (3rd-9th semester)	40 hours
Semester coordination last semester of master's program, if there is coordination	25 hours
Expert assessment of applications from external applicants, per external application	0,33 hours

Notes:
The basic rate includes hours for any teaching assistants (*hjælpelærere*).
There is a repeat rate of 75 hours that is also used for combined teaching across campuses.
For very small classes, it is not necessary to requisition all course modules; some may be held as part of the project module (for which the number of ECTS credits is equivalently increased).