

This is an English translation of *Bekendtgørelse om stillingsstruktur for undervisere ved erhvervsakademiuddannelser og professionsbacheloruddannelser ved maritime uddannelsesinstitutioner* (Ministerial Order on Job Structure for Lecturers on Academy Profession Programmes and Professional Bachelor Programmes at Maritime Educational Institutions). In the event of a discrepancy between the translation and the Danish version, the Danish text published in the Danish Official Gazette (Lovtidende) is valid.

Ministerial Order no. 1459 of 24 June 2021

Ministerial Order on Job Structure for Lecturers on Academy Profession Programmes and Professional Bachelor Programmes at Maritime Educational Institutions

Under section 13(1) of the Danish Act on Maritime Training Programmes (*Lov om maritime uddannelser*), see Consolidated Act no. 781 of 8 August 2019, the following is stipulated pursuant to section 1, item 49, of Ministerial Order no. 1229 of 9 June 2021 on Delegation of the Powers of the Minister for Higher Education and Science to the Danish Agency for Higher Education and Science (*Bekendtgørelse om delegation af uddannelses- og forskningsministerens beføjelser til Uddannelses- og Forskningsstyrelsen*):

1.-(1) The rules on the job structure and the content of the job categories which may be assigned to lecturers on academy profession programmes and professional bachelor programmes at maritime educational institutions under the Ministry of Higher Education and Science are stipulated in Appendix 1 to this ministerial order.

(2) Appendix 2 contains examples of appointments as an assistant lecturer subject to upgrading of qualifications.

2.-(1) This ministerial order enters into force on 1 July 2021.

(2) Ministerial Order no. 1066 of 4 July 2016 on Job Structure for Lecturers on Academy Profession Programmes and Professional Bachelor Programmes at Maritime Educational Institutions is repealed.

Danish Agency for Higher Education and Science, 24 June 2021

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Appendix 1

Job structure for lecturers on academy profession programmes and professional bachelor programmes at maritime educational institutions

Introductory comments

The memorandum lays down a joint job structure for lecturers on academy profession programmes and professional bachelor programmes at maritime educational institutions under the Ministry of Higher Education and Science, and the memorandum stipulates a new job category as research student.

The job structure is a revision and a combination of the job structure for the schools of navigation and the job structure for marine engineers and academics at maritime education and training centres and schools of

marine engineering. The revision of the job structure has taken place within the framework of the Danish Act on Maritime Training Programmes with related ministerial orders on maritime professional bachelor programmes and the Ministerial Order on the Accreditation and Approval of Academy Profession Programmes and Professional Bachelor Programmes (Bekendtgørelse om akkreditering og godkendelse af erhvervsakademiuddannelser og professionsbacheloruddannelser) as amended. The job structure must therefore be implemented in accordance with these provisions.

General comments

The job structure lays down job categories, qualification requirements and the overall job content for employees at maritime educational institutions performing tasks within the following areas:

- 1) Teaching on academy profession and professional bachelor programmes.
- 2) Continuing and further education associated therewith and as a minimum at the same level.
- 3) Research and development activities¹⁾ in relation to study programmes, continuing and further education as well as industries and professions.
- 4) Research collaboration.

Only staff employed in positions covered by the job structure or covered by transitional schemes associated with the job structure may thus perform teaching duties and carry out research and development activities.

Teaching duties may, however, to a limited extent be performed by lecturers employed in accordance with the Circular on Hourly-Paid Teaching (Cirkulære om timelønnet undervisning).

Workshop training is not included in the job structure.

Objective of the job structure

The job structure must support the institutions in

- 1) developing existing and new higher education programmes and continuing and further education programmes associated therewith at an international academic level,
- 2) providing the optimum framework for continuously developing the programmes such that they match future needs for competencies in the labour market and meet the needs for qualified labour in both the private and the public sector,
- 3) enhancing the quality of the programmes with a view to creating a coherent, dynamic and flexible higher education system,
- 4) carrying out research and development activities,
- 5) through national and international collaboration and knowledge and competency development, also contributing to the regional and national development and growth of industries and professions, including in peripheral areas,
- 6) engaging in strategic and specific collaboration, and
- 7) collaborating with relevant research environments and with the industries and professions at which the institutions' programmes are targeted.

The job structure must ensure

- 1) a high academic and pedagogical level among the lecturers,

- 2) broadly based qualifications among the lecturers in relation to performing teaching duties on academy profession and professional bachelor programmes and on continuing and further education programmes as well as in relation to carrying out research and development activities,
- 3) systematic development of new knowledge within the industry or profession, and
- 4) good career opportunities for the lecturers.

The job structure must also support a uniform assessment of the lecturers' qualifications.

Based on an assessment of tasks, qualifications etc., the institution defines the specific job content and the distribution of tasks, it being noted that the weighting of the various tasks may vary over time, see, however, section 2.4 on qualification for appointment as an associate lecturer.

Job categories

The job structure contains the following job categories:

- 1) Research student (*forskerstuderende*)
- 2) Assistant lecturer (*adjunkt*)
- 3) Associate lecturer (*lektor*)
- 4) Senior associate lecturer (*docent*)
- 5) Part-time lecturer (*ekstern lektor*)

1. Research student

1.1. Appointment

Research student positions are advertised. Employment as a research student is normally on a full-time basis for the completion of a PhD programme, see the Ministerial Order on the PhD Programme at the Universities and Certain Higher Artistic Educational Institutions (PhD Order) (Bekendtgørelse om ph.d.-uddannelsen ved universiteterne og visse kunstneriske uddannelsesinstitutioner (ph.d.-bekendtgørelsen)). However, employment may also be on a part-time basis if the PhD programme is organised as part-time studies in accordance with rules laid down by the university or the higher artistic educational institution at which the research student is enrolled, see the PhD Order.

Upon termination of the enrolment as a PhD student at the university or the higher artistic educational institution, the research student is transferred to employment as an assistant lecturer, see section 2.1.1.

If the enrolment as a PhD student at the university or the higher artistic educational institution is extended, the employment as a research student is extended accordingly.

In connection with absence due to maternity/paternity or adoption leave, and following an application from the research student, the research student period is extended by a period corresponding to the duration of the period of absence. The period of employment can only be extended by the number of weeks of maternity/paternity or adoption leave to which the research student is entitled. Following an application from the research student, the employment as a research student may also be extended in connection with longterm illness, where such illness has demonstrably delayed the studies, or as a consequence of military service, including stationing abroad under a contract with the Danish Defence. Furthermore, the employment as a research student may be extended in connection with stationing abroad on behalf of recognised international organisations, including relief organisations approved for collection in Denmark by the

Department of Civil Affairs. Finally, the employment may be extended for persons appointed by Team Danmark to participate in international sporting events.

1.2. Qualification requirements

Appointment as a research student requires simultaneous enrolment on a PhD programme at a university or a higher artistic educational institution covered by the PhD Order. Furthermore, appointment as a research student requires compliance with the qualification requirements for appointment as an assistant lecturer, see section 2.1.2.

1.3. Job content

The research student only performs duties related to the PhD programme. The research student thus spends his or her working time on the PhD programme.

2. Assistant lecturer

2.1. Assistant lecturer

2.1.1. Appointment

Assistant lecturer positions are advertised, or appointment takes place after employment as a research student. Ordinarily, the employment is permanent and is offered with a view to the assistant lecturer qualifying for associate lecturer assessment and for transfer to employment on associate lecturer terms.

A period of up to four years is stipulated in connection with the appointment as an assistant lecturer (assistant lecturer period).

An assistant lecturer who wishes to transfer to employment on associate lecturer terms must submit a request for assessment of his or her qualifications no later than six months before the end of the assistant lecturer period. Such request may be made at an earlier point subject to agreement with the institution.

The institution is responsible for forwarding the request for associate lecturer assessment to the associate lecturer assessment committee.

If the assessment is positive, the assistant lecturer is transferred directly to employment on associate lecturer terms with effect from the first day of the month following the positive assessment. If the associate lecturer assessment is delayed, the assistant lecturer is transferred to employment on associate lecturer terms with retrospective effect from the first day of the month after the time when the assessment should have taken place.

If the assessment is negative, or if the assistant lecturer fails to submit a request for assessment of his or her qualifications within the stipulated time limit, the institution must immediately thereafter initiate dismissal proceedings according to the collective agreement rules; however, with effect from the end of the assistant lecturer period at the earliest.

If the assessment is negative, the institution may, however, elect to offer the assistant lecturer an extension of the assistant lecturer period by up to two years with a view to a renewed assessment in relation thereto.

Where this is the case, the assistant lecturer must submit a request for assessment of his or her qualifications no later than six months before the end of the extended assistant lecturer period. Such request may be made at an earlier point subject to agreement with the institution.

If this second assessment is positive, the assistant lecturer is transferred directly to employment on associate lecturer terms with effect from the first day of the month following the positive assessment. If the associate lecturer assessment is delayed, the assistant lecturer is transferred to employment on associate lecturer terms

with retrospective effect from the first day of the month after the time when the assessment should have taken place.

If this second assessment is negative, or if the assistant lecturer fails to submit a request for assessment of his or her qualifications within the stipulated time limit, the institution must immediately thereafter initiate dismissal proceedings according to the collective agreement rules; however, with effect from the end of the extended assistant lecturer period at the earliest.

The associate lecturer assessment takes place in accordance with the rules on associate lecturer assessment laid down by the Danish Agency for Higher Education and Science.

Generally, the total assistant lecturer period may not exceed six years.

In cases where appointment as an assistant lecturer subject to upgrading of qualifications has been decided, see section 2.2, the period may, however, be up to nine years.

If the associate lecturer assessment is not available before the end of the assistant lecturer period, the assistant lecturer period is automatically extended until the associate lecturer assessment becomes available.

If, during the assistant lecturer period, the assistant lecturer enrolls on a PhD programme, the assistant lecturer period is extended by a period corresponding to the duration of the PhD programme.

In connection with absence due to maternity/paternity or adoption leave, and following an application from the assistant lecturer, the assistant lecturer period is extended by a period corresponding to the duration of the period of absence. Following an application from the assistant lecturer, the assistant lecturer period may also be extended in connection with long-term illness.

The position of assistant lecturer is a full-time position, but the position may be filled on a part-time basis. Less than half-time employment is deemed to be incompatible with the preconditions for the job structure and is thus not possible.

2.1.2. Qualification requirements

The appointment as an assistant lecturer requires a qualification level which, overall, is higher than the leaving qualifications for the programme(s) on which the assistant lecturer is going to teach, as well as industry or profession-related academic insights into the subject(s)/subject area(s) within which the assistant lecturer is going to teach.

The assessment of the qualification level must also take account of qualifications achieved through practical experience. It is thus not a requirement that the qualification level must have been achieved through formal education only. A higher qualification level can be achieved through a combination of formal education and relevant practical experience.

On appointment, the assistant lecturer must be able to document theoretical, academic and industry or profession-related qualifications and competencies within the subjects/subject areas within which the assistant lecturer is being employed to teach. It is a requirement that the part-time lecturer has knowledge of international trends within the subject/subject area.

In all other respects, the institution determines the qualification requirements on the basis of the tasks to be performed by the assistant lecturer.

It is a requirement that the assistant lecturer maintains and renews his or her qualifications on an ongoing basis.

It is also a requirement that the institution, when planning the assistant lecturer's tasks, establishes a framework which, in its job content and the distribution of tasks, ensures a genuine opportunity for the assistant lecturer to qualify for appointment as an associate lecturer.

An assistant lecturer position cannot in itself qualify the assistant lecturer for appointment as an associate lecturer without prior qualification for appointment as an associate lecturer and a positive associate lecturer assessment.

If an applicant has achieved special qualifications which are relevant for handling the job without the applicant being directly qualified for employment as an associate lecturer within this job structure, the institution may grant a credit transfer such that the assistant lecturer period can be reduced to a shorter period than four years.

2.1.3. Job content

The job content is

- 1) teaching and teaching-related tasks on academy profession and professional bachelor programmes and continuing and further education programmes,
- 2) internal and external research and development activities,
- 3) collaboration with relevant research environments, and
- 4) other tasks within the institution.

The distribution of tasks may vary for the individual assistant lecturer; however, the tasks must be suitable for qualifying the assistant lecturer for associate lecturer assessment and for transfer to employment on associate lecturer terms.

2.2. Assistant lecturer subject to upgrading of qualifications

If an applicant for an assistant lecturer position does not meet the qualification requirements, the institution may decide that the person in question be appointed as an assistant lecturer subject to upgrading of qualifications. This must be decided in connection with the appointment and forms part of the employment terms. The applicant's academic qualifications may be upgraded by, for example, completing a master's (candidatus) programme or master's programme, completing an industry or profession-oriented continuing and further education programme or completing an industry or profession-oriented development project.

Examples of appointments as an assistant lecturer subject to upgrading of qualifications are provided in Appendix 2.

The institution lays down a written plan for upgrading the applicant's academic qualifications. Follow-up on the plan must take place on an ongoing basis. The institution is responsible for ensuring that the assistant lecturer subject to upgrading of qualifications has genuine opportunities to qualify for appointment as an assistant lecturer, and the assistant lecturer is responsible for taking advantage of this opportunity. It is thus the joint responsibility of the assistant lecturer and the institution to work towards the upgrading of the assistant lecturer's academic qualifications such that the assistant lecturer can be employed in accordance with the general rules (see section 2.1).

In connection with the appointment, it must be determined how the institution allocates resources for the agreed upgrading of the applicant's academic qualifications as regards working hours, covering education expenses etc. Resources must be allocated to ensure that the goals described in the plan for upgrading the qualifications can be achieved.

An appointment as an assistant lecturer subject to upgrading of qualifications may have a duration of up to two years. If the upgrading of the academic qualifications is delayed so that it cannot be completed during the period of employment, the institution must extend the period of employment by up to one year. Employment as an assistant lecturer subject to upgrading of qualifications may thus have a total duration of a maximum of three years.

Once the academic qualifications have been upgraded as determined by the institution, the assistant lecturer will be employed in accordance with the general rules (see section 2.1).

2.3. Assistant lecturer without entitlement to qualifying for associate lecturer assessment

An appointment as assistant lecturer without the assistant lecturer qualifying for associate lecturer assessment may take place in exceptional cases if such appointment is based specifically and objectively on circumstances at the institution, e.g. in connection with a temporary vacancy. The appointment is for a fixed-term period of up to two years.

It is not a requirement that resources must be allocated or used with a view to qualifying the assistant lecturer for associate lecturer assessment, but the assistant lecturer in all other respects has the same job content as assistant lecturers who are entitled to qualify for associate lecturer assessment. The assistant lecturer may only apply for associate lecturer assessment if this is specified in the letter of appointment. If, on this background, an assistant lecturer wishes to have his or her qualifications assessed, a request to this effect must be submitted no later than six months before the end of the fixed-term employment.

The employment is not included in the maximum assistant lecturer period in connection with any subsequent appointment as an assistant lecturer in compliance with the job structure according to the general rules, unless the employment concerns fixed-term employment with a view to upgrading academic qualifications, see above.

2.4. Qualification for appointment as an associate lecturer

The overall objective of the qualification for appointment as an associate lecturer is for the assistant lecturer to qualify for associate lecturer assessment, including for the assistant lecturer to

- 1) develop his or her theoretical, academic, pedagogical and industry or profession-oriented competencies in relation to planning and realising teaching activities and courses and, in this context, discover, process and incorporate new knowledge, including relevant national and international research findings as well as developments within the industry or profession, and
- 2) apply and develop his or her competencies in relation to research and development activities.

Plan for the assistant lecturer qualifying for associate lecturer assessment

The institution is responsible for ensuring that the assistant lecturer has genuine opportunities to qualify for appointment as associate lecturer, and the assistant lecturer is responsible for taking advantage of this opportunity. It is thus the joint responsibility of the assistant lecturer and the institution to seek to ensure that the assistant lecturer qualifies for a positive associate lecturer assessment.

At the start of the assistant lecturer period, the institution, in collaboration with the assistant lecturer, must prepare a plan for the qualification during the assistant lecturer period.

The institution is responsible for ensuring that the plan

- 1) is prepared within three months of the start of the assistant lecturer period, and

2) is sufficiently comprehensive to form the basis of the qualification for appointment as an associate lecturer within three task areas, see below.

Resources must be allocated to ensure that the goals for qualification for appointment as an associate lecturer described in the assistant lecturer plan, including content, time frames etc., can be achieved.

The assistant lecturer plan is individual and must be based on the individual assistant lecturer's theoretical, academic, pedagogical and industry or profession-oriented competencies. The plan must contain a general description of the areas within which the assistant lecturer is expected to qualify and must contribute to ensuring that the assistant lecturer's tasks are defined taking into consideration the requirements for anchoring in the three task areas as well as for weighting of the requirements at the associate lecturer assessment.

The plan must be based on the assistant lecturer's tasks within the following areas:

- 1) teaching duties on academy profession and professional bachelor programmes,
- 2) teaching duties on continuing and further education programmes, and
- 3) research and development activities.

The plan must include tasks within all three task areas and must contain a detailed description of the opportunities which the assistant lecturer has for qualifying for associate lecturer assessment, including specific tasks, guidance and supervision as well as relevant continuing education.

The tasks may be distributed such that the main emphasis is within a specific area; however, it is a requirement that 1) teaching duties on academy profession and professional bachelor programmes, 2) teaching duties on continuing and further education programmes, and 3) research and development activities as a minimum make up one fourth of the tasks²⁾.

To strengthen the industry and profession-based orientation of the programmes, the assistant lecturer plan must particularly safeguard that the assistant lecturer during the assistant lecturer period gains an insight into and acquires new knowledge about the practice and development of the industry or profession, e.g. via internships at or development work in collaboration with one or more relevant institutions or businesses.

To strengthen the international dimension of the programmes, the plan must also set out relevant international tasks and activities. The institution is responsible for providing a framework that facilitates international tasks and activities.

The plan must be adjusted regularly during the assistant lecturer period with a view to forming a satisfactory basis for the associate lecturer assessment, for example in the absence of tasks matching the requirements in the plan.

Resources must be allocated to ensure that the goals described in the plan can be achieved, and the institution is responsible for ensuring ongoing follow-up on the assistant lecturer plan.

Before the start of the assistant lecturer period, the assistant lecturer must be assigned a supervisor, who monitors the assistant lecturer's work throughout the assistant lecturer period. The supervisor is appointed by the institution in consultation with the assistant lecturer. The institution is responsible for appointing a supervisor. The supervisor must function as a supervisor and must not have any managerial responsibilities vis-à-vis the assistant lecturer. In other words, the supervisor may not be part of the management at the institution with which the assistant lecturer is employed. The supervisor must act as a sounding board for the assistant lecturer and ensure that the assistant lecturer period is utilised in a constructive manner, including assessing whether the assistant lecturer plan and tasks offer the assistant lecturer the opportunity to qualify

for associate lecturer assessment. The assistant lecturer may be assigned one or more secondary supervisors, as required.

The requirements for a positive associate lecturer assessment for part-time assistant lecturers are the same as for full-time employment, including the time frames. Part-time assistant lecturers must also have genuine opportunities in the form of specific tasks, guidance, supervision and relevant continuing education in order to qualify for associate lecturer assessment, and a plan for the assistant lecturer period must be prepared. Resources must be allocated to ensure that the goals described in the assistant lecturer plan can be achieved.

3. Associate lecturer

3.1. Appointment

Associate lecturer positions are filled upon preceding qualification for appointment as an associate lecturer or are advertised. An appointment as an associate lecturer requires a positive associate lecturer assessment.

The employment as an associate lecturer is permanent, unless otherwise agreed.

If the institution wishes to directly employ an applicant as associate lecturer, and if the institution has not been notified of the associate lecturer assessment before the date of employment, the applicant may be appointed assistant lecturer. If the result of the assessment is positive, the person in question is transferred to employment on associate lecturer terms with effect from the date of employment. If the result of the assessment is negative, the person in question continues in the position of assistant lecturer with a view to associate lecturer assessment and transfer to employment on associate lecturer terms.

The position of associate lecturer is a full-time position, but the position may be filled on a part-time basis.

3.2. Qualification requirements

An appointment as an associate lecturer requires a positive associate lecturer assessment. A positive associate lecturer assessment entails that the assessed lecturer can also be appointed associate lecturer at the institutions comprised by this job structure, including outside the subject(s)/subject area(s) within which the person in question qualified for an associate lecturer position, provided that the associate lecturer is deemed to possess adequate academic qualifications within the relevant subject(s)/subject area(s).

Having been awarded a positive associate lecturer assessment, the person in question is thus required to be able to independently develop, plan and realise industry or profession-oriented and development-based teaching activities. The teaching must include academic elements and reflections on these, in addition to the interaction between theory and practice and knowledge about the practice and development of the industry or profession.

Similarly, the associate lecturer must be able to work independently and innovatively on the institution's development tasks, including development of academy profession or professional bachelor programmes, development of continuing and further education programmes, and industry or profession-related development in practice as well as research and development activities. The associate lecturer must also be able to incorporate relevant international research and/or international development trends within the industry or profession into his or her work. It is a requirement that the associate lecturer maintains and renews his or her qualifications on an ongoing basis and that the employment terms enable this.

3.3. Job content

The job content is

- 1) teaching and teaching-related tasks on academy profession and professional bachelor programmes and continuing and further education programmes,
- 2) internal and external research and development activities which ensure that the associate lecturer contributes to gathering knowledge about and developing the programme, the institution's practice and the industry or profession,
- 3) collaboration with relevant research environments, and
- 4) other tasks within the institution.

The job content may be defined with the main emphasis within one or more areas. It is a requirement, however, that all areas are represented in the job content. The weighting of the various responsibilities may vary over time.

4. Senior associate lecturer

4.1. Appointment

The employment as a senior associate lecturer is either permanent or for a fixed-term period of up to six years. Senior associate lecturer positions are advertised externally.

A fixed-term employment may be extended by an additional three years. In connection with the appointment, it is considered whether it will be possible to revert to an associate lecturer position at the institution at the end of the fixed-term employment as a senior associate lecturer.

Senior associate lecturer positions must be within the institution's special competency areas and must be used at international level within a prioritised area specially selected by the institution.

The position of senior associate lecturer is a full-time position, unless part-time employment is agreed.

4.2. Qualification requirements

Appointment as a senior associate lecturer requires that the applicant has a qualification level corresponding to PhD level or another corresponding level. The qualification level can be achieved through a combination of formal education and relevant practical experience. The assessment of the applicant's qualification level may thus include commercial employment having resulted in equivalent qualifications.

The applicant must be able to independently plan, manage and evaluate research and development activities within the industry or profession. The applicant must possess documented, application-oriented knowledge, including theoretical knowledge at a high level about the industry or profession, such that the applicant is able to independently and innovatively develop new knowledge within the industry or profession or introduce new knowledge in respect of the industry or profession. When filling a senior associate lecturer position, decisive emphasis is placed on documented teaching experience and experience within teaching development, including that the applicant is highly qualified in terms of communicating theory and incorporating practice, as well as in terms of linking theory and practice to the industry or profession.

An applicant for a senior associate lecturer position is assessed on the basis of the qualification requirements mentioned above.

The senior associate lecturer assessment takes place in accordance with the rules on senior associate lecturer assessment laid down by the Danish Agency for Higher Education and Science.

It is a requirement that the senior associate lecturer maintains and renews his or her qualifications on an ongoing basis and that the employment terms enable this.

4.3. Job content

The definition of the senior associate lecturer's tasks is based on the continued development of the institution's academic activities

- 1) teaching activities and development of teaching activities on ordinary programmes and continuing and further education programmes, including academic and pedagogical innovation of the programmes,
- 2) responsibility for research and development activities in relation to the development of the programmes, the institution's practice and the industry or profession,
- 3) responsibility for entering into collaboration with industries and professions,
- 4) responsibility for collaborating with relevant research environments, 5) academic management; however, not normally staff management, and
- 6) other tasks within the institution.

The distribution of tasks may vary for the individual senior associate lecturer.

5. Part-time lecturer

5.1. Appointment

The position of part-time lecturer is a part-time position with the main emphasis on the performance of particularly qualified teaching duties.

The purpose of the position of part-time lecturer is to make it possible to appoint specially qualified lecturers who have their chief occupation in practice and who can draw on their knowledge and experience from their occupation/profession in their teaching and thereby strengthen the link between theory and practice.

The appointment as a part-term lecturer is for a fixed-term period of up to three years. Positions are advertised.

No one may be employed in a principal position and as a part-time lecturer at the same educational institution.

The number of working hours associated with the teaching performed by a part-time lecturer may not exceed 300 hours a year.

5.2. Qualification requirements

The appointment as a part-time lecturer requires a qualification level which, overall, is higher than the leaving qualifications for the programme(s) on which the part-time lecturer is going to teach, as well as academic knowledge at a high level about the subject(s)/subject area(s) within which the part-time lecturer is going to teach.

The assessment of the qualification level must in particular take account of qualifications achieved through practical experience. It is thus not a requirement that the qualification level must have been achieved through formal education only. A higher qualification level can be achieved through a combination of formal education and relevant practical experience. An appointment as a part-time lecturer also requires a relevant chief occupation and updated experience in the subject(s)/subject area(s) within which the part-time lecturer is going to teach.

On appointment, the part-time lecturer must be able to document theoretical and academic qualifications and competencies within the subjects/subject areas which the part-time lecturer is being employed to teach within.

It is a requirement that the part-time lecturer has knowledge of international trends within the subject/subject area.

In all other respects, the institution determines the qualification requirements on the basis of the tasks to be performed by the part-time lecturer.

The part-time lecturer must be able to independently carry out industry or profession-oriented teaching activities. The teaching must include academic elements and reflections on these, in addition to the interaction between theory and practice and knowledge about the practice and development of the industry or profession.

5.3. Job content

The main job content is the performance of teaching duties and tasks associated with teaching, including supervision at academy profession and professional bachelor programmes and/or continuing and further education programmes at the same level.

Commencement etc.

The job structure replaces:

- Job structure for marine engineers and academics at maritime education and training centres and schools of marine engineering, see the Danish Maritime Authority's memorandum of 17 December 2001.
- Job structure for the schools of navigation, see the Danish Maritime Authority's memorandum of 6 August 1999.

The Danish Maritime Authority's memorandum of 6 August 1999 on the job structure for the schools of navigation still applies to maritime educational institutions which were previously independent schools of navigation which do not fall within the scope of the present job structure.

The job structure applies to appointments taking place on 1 September 2015 and thereafter.

Appendix 2

Examples of appointment as an assistant lecturer subject to upgrading of qualifications

It is specified in section 2.2 of the job structure that if an applicant for an assistant lecturer position does not comply with the qualification requirements, the institution may decide that the person in question be appointed as an assistant lecturer subject to upgrading of qualifications.

Qualification requirement (see section 2.1.2 of the job structure).

The appointment as an assistant lecturer requires a qualification level which, overall, is higher than the leaving qualifications for the programme(s) on which the assistant lecturer is going to teach, as well as industry or profession-related academic insights into the subject(s)/subject area(s) within which the assistant lecturer is going to teach.

The assessment of the qualification level must also take account of qualifications achieved through practical experience. It is thus not a requirement that the qualification level must have been achieved through formal education only. A higher qualification level can be achieved through a combination of formal education and relevant practical experience.

On appointment, the assistant lecturer must be able to document theoretical, academic and industry or profession-related qualifications and competencies within the subjects/subject areas within which the assistant lecturer is being employed to teach. It is a requirement that the part-time lecturer has knowledge of international trends within the subject/subject area.

In all other respects, the institution determines the qualification requirements on the basis of the tasks to be performed by the assistant lecturer.

The assessment of whether an applicant has the right qualification level takes place through an individual assessment of the applicant's qualifications in relation to the descriptions of the levels in the Qualifications Framework for Danish Higher Education (Kvalifikationsrammen for videregående uddannelser).

If the institution deems that an applicant does not comply with the qualification requirement and, on this basis, wishes to employ the applicant as an assistant lecturer subject to upgrading of qualifications, the institution lays down a process for upgrading the applicant's academic qualifications based on an individual assessment.

The process for upgrading the academic qualifications must be based on the individual assessment of the applicant's qualifications in relation to the descriptions of the levels in the Qualifications Framework for Danish Higher Education (Kvalifikationsrammen for videregående uddannelser).

The upgrading of academic qualifications may, for example, take place by completing all or parts of a master's (candidatus) programme or master's programme, by completing all or parts of an industry or profession-oriented continuing and further education programme, by participating in an industry or profession-oriented development project or by doing internships at one or more relevant institutions or businesses.

Examples

– The institution wishes to appoint a professional bachelor/academic bachelor/marine engineer (having completed a marine engineer's examination)/master (having completed a higher vocational education programme for master (unlimited)) with limited work experience. The institution deems that, in order to meet the qualification requirement, the person concerned must complete a master's (candidatus) programme or master's programme.

– The institution wishes to appoint a professional bachelor/academic bachelor with extensive work experience. The institution deems that, in order to meet the qualification requirement, the person concerned must complete selected subjects/courses at master's (candidatus) level in, for example, scientific methodology.

– The institution wishes to appoint a candidate with limited industry or profession-related academic insights into the subject(s)/subject area(s) within which the candidate is going to teach. The institution deems that, in order to meet the qualification requirement, the person concerned must complete all or parts of an industry or profession-based continuing and further education programme and/or participate in

an industry or profession-based development project and/or do an internship at one or more relevant institutions or businesses.

The examples are indicative. The process for upgrading the academic qualifications must always be determined individually based on an assessment of the qualification level of the applicant concerned.

If the institution deems that the applicant's qualification level is, overall, higher than the leaving qualifications for the programme(s) on which the applicant is going to teach, the institution must appoint the applicant directly as an assistant lecturer in accordance with the general rules (see section 2.1 of the job structure). This may, for example, be the case with a professional bachelor with extensive and specialised work experience, including involvement in research and development activities.

An appointment as an assistant lecturer subject to upgrading of qualifications may be for a maximum of up to three years.

The institution may stipulate that an assistant lecturer subject to upgrading of qualifications, in addition to the upgrading of academic qualifications, must perform teaching duties on academy profession and professional bachelor programmes and/or on continuing and further education programmes associated therewith and as a minimum at the same level.

Once the academic qualifications have been upgraded as determined by the institution, the assistant lecturer subject to upgrading of qualifications will be appointed as an assistant lecturer in accordance with the general rules. The performance of teaching duties as an assistant lecturer subject to upgrading of qualifications may be considered in any assessment of whether the period of employment as an assistant lecturer under the general rules should be shorter than four years.

Official notes

- ¹⁾ For the purpose of this memorandum, the concept of research and development activities is defined as research and development activities as well as related research and development activities in accordance with the Frascati Manual.
- ²⁾ If the institution is able to specifically and objectively substantiate that a basic education at the institution does not have an adequately matching offer of further and continuing education, or that a further and continuing education at the institution does not have an adequately matching offer of basic education, the institution may deviate from items 1 or 2, respectively.