OSLOMET-CAM

Adopted by the Rector 04.07.2025

OsloMet's Competence Matrix is a flexible tool for assessing and recognizing academic careers, based on UHR's NOR-CAM. The matrix reflects OsloMet's priorities to promote quality, breadth, and development within academic careers.

The competence matrix is not a checklist that individuals must fulfill, but rather provides examples of qualifications, achievements, and experiences that may be relevant in a comprehensive assessment. Relevant competencies will vary depending on position level, academic field, and the competence profile of the position.

Examples of how the competence matrix can be used:

- When drafting job advertisements to describe desired qualifications and competencies tailored to the specific position.

- To conduct comprehensive assessments of applicants for positions, promotions, and transitions, with a focus on qualifications, achievements, and experiences.

- For documenting and highlighting one's own accomplishments and development, as well as the quality and breadth of one's work across various competence areas when applying for promotion or transition. The matrix provides examples of achievements and competencies, how these can be documented, and tips for reflection and evaluation of one's own results and competencies.

- When preparing applications for research funding.

- For planning competence and career development.

Important to note: The competence matrix must be viewed in conjunction with the Universities and University Colleges Regulations and the minimum requirements established for each job category therein.

	Results and Competences	Documentation	Reflection
1. Academic Qualifications: Research, Artistic Work, and Scholarly Development Activities	**Scientific / Artistic Works** • Peer-reviewed publications • Academic books and research reports • Doctoral dissertation • Datasets, software, research tools, and methods • Scientific presentations at major conferences • Design and artistic works, exhibitions, performances, films, and other artistic activities	• Diplomas • Curriculum Vitae (CV) • Submitted publications • List of publications • Documentation of datasets, software, models, etc. • Original artistic works and reproductions • Documentation of purchased or accepted works • Awards	• Quality and relevance of results, regardless of publication channel, format, or language • Reviews of artistic works in recognized publications
	Scholarly Development Work • Aimed at the professional and practice fields (see examples under 3. Societal Impact) • Aimed at the educational field, including research-based teaching, pedagogical and didactic work (see examples under 2. Educational Competence)	• Academic publications and textbooks • Documented contributions to the development of a profession • Profession-oriented and research-based teaching plans • Teaching materials	• Personal development over time • Impact of one's work on academic development, the profession, and education • Reflection on how research and practical experience have been applied to develop new knowledge aimed at the professional field

	• Scientific/artistic works (see above) may also be considered as scholarly development work		
	Contributions to the Discipline and Academic Community • Contributions in various phases of the research process / artistic work / scholarly development work • Leader or participant in research projects / artistic projects / scholarly development projects • Leader or participant in research groups • International collaboration and experience • External funding • Interdisciplinary work and competence • Development of research infrastructure • Work related to research ethics • Contributions to open science	• Certificates • Confirmation of project participation and role • Grant award letters • Documentation of open access publishing / data sharing	• Individual role in research and scholarly development work, project development, and in research and artistic collaborations • Contributions to interdisciplinary collaboration • How and why various actors, both within and outside academia, have been involved in research and scholarly development processes • Contributions to open science • Contributions to responsible research and innovation (RRI)

	- Editorial work - Organizer of research conferences, workshops, and seminars - Evaluation and peer review activities		
2. Educational Competence See the guidelines for assessing educational competence for a detailed specification of the requirements for each job category.	- Formal training in educational competence - Competence and experience in planning, delivering, and evaluating teaching - Experience in supervision at university and university college level - Collaboration with colleagues and the professional field practitioners related to educational quality work	**Teaching Portfolio** consisting of the following documents: - Teaching CV: A brief description of experience in higher education as a teacher/supervisor, including seniority, variety of teaching experience, and the levels at which teaching/supervision has taken place - Profiling Document: A reflective account of the applicant's educational competence - Additional documentation **Additional Documentation** - Course certificates in basic competence in teaching and supervision at university and university college level,	**Focus on Student Learning** - Reflection on students' learning processes within one's own subject area - Description of the relationship between one's educational practice and student learning (preferably grounded in research) - Examples of teaching designs and methods that engage students in active learning and assessment practices and/or in research - How students are encouraged to reflect and think critically - Concrete plans for how to work with student learning **Clear Development Over Time**

		and other relevant courses	• Systematic development of one's educational practice over time, including changes to courses or study programs, as well as innovative teaching and assessment methods
		• Teaching materials and plans	
		• Textbooks, compendiums, collections of assignments, visual materials, and reports	
			• Justification for these changes in educational practice (preferably grounded in relevant research literature), and examples of how the changes have impacted student learning
		• Appointments to positions, councils, and committees	
		• List of publications on educational topics	
			• Challenges related to one's educational practice, how these challenges have been addressed, and what consequences they have had for one's development as a educator
		• Conference contributions	
		• Certificates and references	
			• Concrete plans for further development of one's educational practice
			A Research-Based Approach

			• Use of research in one's educational practice and justification for this (both subject content and pedagogical methods) • Concrete plans to further develop a research-based approach to enhance educational quality • Systematic use of evaluations and feedback from students to improve one's educational practice • Examples of research on one's own educational practice **Collegial Attitude and Practice** • Collaboration with teachers, administration, students, and external partners in one's own and others' educational practice • Justification for choosing these forms of collaboration to

			• strengthen educational quality • Examples of how collaboration has contributed to changes in one's own and others' educational practice (preferably grounded in relevant literature) • Concrete plans for continued collegial collaboration and sharing of experiences to promote educational quality • Efforts to promote educational quality through leadership roles
3. Knowledge in Practice: Societal Impact and Public Engagement	**Innovation** • Contributions to new or improved products, services, and practices in society, industry, organizations, and the public sector • Commercial use through licenses, patents, design protection, start-ups, or collaboration with external partners	• CV, certificates, and course diplomas • Inventions, patents, software, models, design protection, designs, contributions to new standards, regulations, etc. • Funding for innovation projects • Project collaboration on innovation with public	• The quality, relevance, and societal impact of the results, including commercial applications • The interaction between research and the field of practice • One's own practice in light of domain-specific knowledge • Principles, reflections, and experiences that

	• Social innovation and entrepreneurship • Contributions to the development of innovation ecosystems, both internally and externally • Development of innovation culture and innovation competence (experience/courses/supervision) • Collaboration with societal actors to ensure relevance in research and education (including continuing and further education) • Contributions to student innovation activities •	and private sectors (agreements and reports) • Membership in industry clusters and knowledge networks • Professional contributions to improvements, new services, and courses for the practice field • Impact case • Statements from collaboration partners	have been central to personal development over time • Contributions to interdisciplinary collaboration • Reflection on the value of knowledge exchange between academia and the professional field
	Dissemination and Societal Engagement • Public-oriented dissemination • User-targeted dissemination • Translation • Artistic dissemination • Participation in public debate	• Popular science publications • Lectures, participation in public debate, opinion pieces, interviews, etc. • Participation in public councils and committees • Participation in jury work • Exhibition catalogues	• Justification for choices made in one's dissemination practice • Reflection on the reach and impact of dissemination efforts • Interaction with society •

	• Contributions to public inquiries, policy development, and evaluations • Professional contributions within the voluntary sector	• Concerts, performances, exhibitions, recordings, programs, articles, reviews/critiques	
4. **Leadership and Professional Roles**	**Academic Leadership** • Institutional and unit leadership • Leadership roles in academia, nationally and internationally • Research leadership • Educational leadership • Other academic leadership responsibilities • Mentoring **Professional Roles** • Member of boards, councils, and committees • Evaluation work • Roles as union representative, safety delegate, or employee representative **Administration**	• Diplomas and course certificates • Letters of reference and testimonials • Curriculum Vitae (CV) •	• Leadership as a contribution to achieving results, e.g.: • Academic quality • Knowledge in practice • Equality and diversity • Open science practices • Good research ethics • Personal contributions in formal and informal leadership roles • One's own practice in light of domain-specific knowledge • Personal development over time: what one has aimed to achieve and how • How experiences in leadership and administration contribute to strengthening competence in other areas

	• Relevant experience in leadership/ administration • Relevant education for leadership/ administration		
5. Other Competence	**Language Competence** • Norwegian language competence (alternatively Danish / Swedish) • English language competence • Other languages **Professional Competence** • Relevant professional education • Relevant work experience / practice	• Diplomas, course certificates, and test certificates • Letters of reference and recommendations • Employment records • Curriculum Vitae (CV)	• Language proficiency today and motivation to acquire the competence • Motivation for profession-oriented research, professional development work, and education