



FULL TEXT OF DIRECTIVE NO. 228

elaborated on 03 April 2025

Professional Development of the UNIZA University Teachers

Article 1

Introductory Provisions

1. This Directive is issued in accordance with the provisions of Section 15, par. 1 (b) of Act No.131/2002 Coll. on Higher Education Institutions and Amendments to Certain Acts, as amended (hereinafter referred to as “Higher Education Act”) and following Act No. 269/2018 Coll. on Quality Assurance of Higher Education and amendment and supplementation of Act No. 343/2015 Coll. on Public Procurement and Amendments to Certain Acts, as amended (hereinafter referred to as “Quality Assurance of Higher Education Act”).
2. The Directive follows the provisions of the Standards for Study Programmes and the Standards for the Internal Quality Assurance System issued by the Slovak Accreditation Agency for Higher Education (hereinafter referred to as “SAAHE”).
3. This Directive is issued to support the professional development of university teachers and researchers involved in the educational process.
4. Within the Directive, the term “university teachers” encompasses university teachers and researchers involved in the educational process.

Article 2

Competency Profile of a UNIZA University Teacher

1. In order to develop the potential of university teachers stated in the UNIZA Long-term Plan, the University of Žilina is obliged to create an environment that supports creativity and the development of their professional competencies. The university thus provides teachers with access to lifelong learning and encourages their initiative to upgrade their qualifications and develop their skills.
2. A competency profile is the main prerequisite for the profession of a university teacher. It forms a set of knowledge, skills, abilities, and attitudes that a teacher should possess and develop.
3. Competency profile of a UNIZA university teacher encompasses:
 - a. **Professional and subject-matter competency** – UNIZA teachers have acquired professional knowledge and skills in a scope and depth appropriate to the needs of the study programme and subject. They can convert the knowledge of the relevant disciplines, along with interdisciplinary knowledge and research results, into a curriculum and are able to create links and connections between the subjects. They can search for and process information, possess user skills in the area of information and communication technologies and are capable of supporting the transformation of the knowledge methodology of the subject into the students' ways of thinking.
 - b. **General pedagogical competency** – teachers have adopted the processes and conditions of higher education, consisting of psychological, social, and multicultural aspects. They can foster the development of students' individual qualities.
 - c. **Psycho-didactic competency** – teachers are proficient in teaching and learning strategies. They utilise information and communication technologies to foster students' learning. They are familiar with methods for verifying the fulfilment of learning outcomes, and know how to use appropriate evaluation tools with regard to individual particularities of students, study programmes and UNIZA requirements.
 - d. **Communicative and social competency** – teachers master and utilise the means of pedagogical communication with students and partners of UNIZA, create a favourable socio-emotional climate in the study group and support professional socialisation of students.
 - e. **Organisational and management competency** – the teachers possess a basic understanding of the conditions and processes of the university's functioning as a public institution. They are proficient in the basic administrative tasks related to the necessary record-keeping of students and their learning outcomes.
 - f. **Diagnostic and intervention competency** – teacher can adapt the selected teaching as well as evaluation methods to students with specific needs and gifted students.

- g. **Competency enhancing teachers' personality** – with their general scope of knowledge and professional ethics, the teachers should influence the shaping of students' attitudes and values.
- h. **Self-reflective competency** – the teachers are capable of self-reflection based on their personal initiative as well as the initiative of other subjects (superior, colleague, students).

Article 3

Professional Development of the UNIZA University Teachers

1. The **system of continuing education** creates prerequisites for the professional development of UNIZA university teachers. This system is comprised of three key areas that comprehensively develop the personality of a university teacher:
 - a. continuing education concerning professional competencies,
 - b. continuing education concerning pedagogical competencies,
 - c. continuing education concerning language competencies.
2. UNIZA supports the professional development of its teachers, thus fulfilling:
 - a. SAAHE Standards of Study Programmes, Article 6, point 6: "The teaching staff develop their professional, language, pedagogical, digital and transferable skills."
 - b. SAAHE Standards for the Internal Quality Assurance System, Article 6 letter c): "systematic assurance by the institution regarding the sufficient number of teaching staff with the required qualifications, workload allocation, research, artistic and other outputs, practical skills, teaching skills and transferable skills that enable them to achieve learning outcomes and that the number of teaching staff and their workload corresponds to the number of students."

Article 4

Continuing Education Concerning Professional Competencies

1. **Continuing education concerning professional competencies is focused on the development of professional and subject-matter competency** is closely linked to the field of study and individual subjects that the university teacher provides or is preparing for their provision in terms of the requirements of practice, social development, as well as the strategic objectives of the university.
2. **The means, as well as evidence** of professional and subject-matter development of competency of UNIZA university teachers are:
 - a. *active membership in scientific/professional committees, groups, associations, chambers, etc.,*
 - b. *active participation in professional discussion forums,*
 - c. *research, artistic and other outputs of a university teacher in the area of research,*
 - d. *active participation at scientific conferences, seminars, and workshops,*
 - e. *participation in international research traineeships, fellowships,*
 - f. *participation in international/national projects,*
 - g. *participation in professional training programmes/courses provided by universities, companies, organisations and institutions of continuing professional education, MOOC (Massive Open Online Course) courses,*
 - h. *further means and evidence confirming the acquisition* of the most current knowledge in the field, recognition by the professional/academic community, the development of the university teacher's professional competency in an international environment, the acquisition of the most current knowledge in the field from foreign universities, educational institutions, experts in the field, etc.

Article 5

Continuing Education Concerning Pedagogical Competencies

1. Continuing education concerning pedagogical competencies is focused on the development of pedagogical competencies of teachers and on the training in higher education pedagogy, adopting the latest trends in this area. This concept of education respects the rights and needs of students, embracing the principles of student-centred education. Educational topics are selected to offer current trends in education applicable to the different phases of teaching: preparation and planning, implementation, evaluation, and self-reflection.

2. **The means, as well as evidence** of development regarding the pedagogical competencies of UNIZA university teachers, are:
 - a. *participation in educational programmes/courses concerning pedagogy, provided by **external parties** – universities, companies, organisations and institutions of continuing education, or as part of the Erasmus+ accreditation mobility for further education, MOOC (Massive Open Online Course) courses, etc.,*
 - b. *participation in continuing education concerning pedagogy, organised by the **UNIZA Institute of Lifelong Learning (hereinafter referred to as ILL)** (adaptive training, further pedagogical education),*
 - c. *design and publication of university textbooks, teaching materials, textbooks for primary and secondary levels of education, etc.*
 - d. *supervision of final theses,*
 - e. *project activity concerning pedagogy,*
 - f. *skills development,*
 - g. *conducting (providing lectures) courses of continuing education for teachers and specialised staff in primary or secondary education,*
 - h. *further means and evidence* regarding the acquisition of pedagogical competencies.
3. **ILL Adaptation Education** is the *first phase* of continuing education in higher education pedagogy, aimed at beginning university teachers. It is organised once a year, and divided into three separate parts:
 - a. higher education/engineering pedagogy,
 - b. language education,
 - c. principles of publishing and the use of library databases.
4. **Further pedagogical education at ILL** is aimed at:
 - a. University teachers working as lecturers, assistants or senior lecturers (*second level of continuing education – see Annexe No. 1*) and enhance competencies like:
 - creator of content/structure of the subject and teaching materials,
 - guide in the process of learning,
 - student's objective assessor,
 - evaluator of the quality of teaching based on feedback,
 - advisor, critical friend/colleague to the students,
 - creator of teaching materials,
 - b. university teachers working as associate professors and professors (*third level of continuing education – see Annexe No. 2*) and enhance competencies like:
 - creator of content/structure of the study programme and teaching materials,
 - lecturer and study guide,
 - objective evaluator of the study programme quality,
 - role model, expert in the given field and a teaching role model,
 - advisor, critical friend to the working team,
 - creator of teaching materials.

Article 6

Continuing Education Concerning Language Competencies

1. **Continuing education concerning language competencies is focused on the development of communicative and social competency** of the university teacher, the ability to communicate and teach in the foreign language and thus fulfil the SAAHE Standards and the Long-Term Plan of the University of Žilina in terms of systematic development and internalisation of studies at the university.
2. **The means, as well as evidence** of the development regarding the language competencies of UNIZA university teachers, are:
 - a. *participation in language educational courses, provided by **external parties** – universities, organisations and institutions of continuing education, or as part of the Erasmus+ accreditation mobility for further education, MOOC (Massive Open Online Course) courses, etc.,*
 - b. *participation in further education provided by the **UNIZA Institute of Lifelong Learning**, where language education, which is also part of adaptation education, focuses on the preparation and conduct of university teaching in English,*

c. *participation in further language education organised at UNIZA.*

Article 7

Conditions for Participation in Continuing Education

1. **Adaptation Education** is **compulsory** for all new university teachers with less than **5 years** of experience.
2. Beginning teachers are **not required** to take a university pedagogy course as part of their adaptation education if:
 - a. they graduated from a university with a pedagogical focus, or
 - b. have completed training with comparably similar content focused on university pedagogy.
3. Beginning teachers are **not required** to complete a language training as part of their adaptation education if:
 - a. they are a 3rd level university education graduate, or
 - b. have completed training with comparably similar content focused on language competencies.
4. Beginning teachers are **not required** to complete training regarding the principles of publishing and working with library databases as part of their adaptation education, if they are a graduate of a 3rd-level university education at UNIZA.
5. The head of the department or the director of the institute **decides** whether **further education** (and its content, scope, form, timing and method of completion) in the field of professional, pedagogical and language competencies is **necessary** for a university teacher, based on a proposal of the study programme guarantor in cooperation with the university teacher or on a proposal of said university teacher.
6. The head of the department or the director of the institute decides whether the university teacher needs to take part in further education based on performed results of achieving quality in the field of education and research.
7. **The costs associated with participation in adaptation education** are covered by the employer (UNIZA).
8. **The costs associated with participation in continuing education** (apart from adaptation education) are covered by the workplace at which the employee carries out the activities related to the preparation and provision of the subject (department, institute, faculty).

Article 8

Common Provisions

1. **Participation in continuing education** in the field of professional development of UNIZA university teachers is **attested** by acquired credentials, certificates, and other relevant evidence of completed continuing education.
2. The employee is obliged to enter these acquired documents of continuing education onto the "**UNIZA Employee Portal**" (<https://zamestnanci.uniza.sk/>), section "**career development**".
3. In case of completion of MOOC (Massive Open Online Course) courses or their equivalent, the evidence on completion of education is also the comprehensive feedback, which the lecturer shall provably provide to the respective employee (the level of free MOOC courses).
4. **Participation in continuing education** regarding professional development of university teachers is **assessed** at UNIZA within the yearly "Comprehensive employee evaluation" and in the recruitment of an employee for a given job or post.
5. Continuing education is recommended for all university teachers. Education topics should be verifiably linked to the competency profile of the UNIZA university teacher and the identified roles. Throughout their professional careers, university teachers should develop their competences in all three areas of continuing education evenly.

Article 9

Final Provisions

1. Integral parts of this Directive are:
Annexe No. 1 – Structure of the 2nd level of continuing education of university teachers in UNIZA higher education pedagogy.

Annexe No. 2 – Structure of the 3rd level of continuing education of university teachers in UNIZA higher education pedagogy.

2. This Directive was discussed by the UNIZA Academic Senate on 7 February 2022.
3. This Directive was approved by the UNIZA Scientific Board on 17 February 2022.
4. This Directive enters into force and effect on the day of its approval.
5. Amendment No. 1 was discussed by the UNIZA Scientific Board on 27 March 2025 and approved by the UNIZA Accreditation Board on 03 April 2025.
6. Amendment No. 1 enters into force and effect on the day of its approval by the UNIZA Accreditation Board.

Prof. Ing. Ján Čelko, CSc.
Chairman of the UNIZA Accreditation Board

Structure of the 2nd level of continuing education of university teachers in UNIZA higher education pedagogy

Overall scope of education: 40 classes/5 years

Phases of teaching	Identified KEY roles of the university teacher	Identified SPECIFIC roles of the university teacher
Preparation and planning	creator of content/structure of the subject and teaching materials	advisor, critical friend of the students,
Implementation	guide in the process of learning	
Evaluation type	student's objective assessor	author of expert articles and publications
Self-reflection	self-reflective evaluator of teaching quality	

Structure of the 3rd level of continuing education of university teachers in UNIZA higher education pedagogy

Overall scope of education: 24 classes/5 years

Phases of teaching	Identified KEY roles of the university teacher	Identified SPECIFIC roles of the university teacher
Preparation and planning	creator of content/structure of the study programme and teaching materials	advisor, critical friend to the working team
Implementation	lecturer and study guide	
Evaluation type	objective evaluator of the study programme quality	author of expert articles and publications
Self-reflection	role model, expert in the given field and a teaching role model	