



UNIVERSITY  
OF ŽILINA

## **DIRECTIVE NO. 228**

# **Professional Development of the UNIZA University Teachers**

Discussed by: UNIZA Academic Senate on 7 February 2022

Approved by: UNIZA Scientific Board on 17 February 2022

Effective from: the date of approval on 17 February 2022

**Processor:**  
Institute of Lifelong Learning

**Job position of the contact person:**  
the Director

*Every teacher is a bearer of erudition and guardian of humanistic and ethical values, who must refine each student as a complex personality (Slavik et al.)*

## **Article 1 Introductory Provisions**

1. This Directive is issued in accordance with the provisions of Section 15 (1) (b) of Act No.131/2002 Coll. on Higher Education Institutions and on Amendments to Certain Acts, as amended (hereinafter referred to as “Higher Education Act”) and in accordance with Act No. 269/2018 Coll. on Quality Assurance of Higher Education and on amendment and supplementation of Act No. 343/2015 Coll. on Public Procurement and on Amendments to Certain Acts, as amended (hereinafter referred to as “Quality Assurance of Higher Education Act”).
2. The purpose of this Directive is to support and monitor the professional development of university teachers. It also regulates the procedure for the implementation of continuing education of university teachers and researchers of the University of Žilina (hereinafter referred to as "UNIZA"), who are 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 is obliged to create an environment that supports creativity and 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. The position of university teachers is viewed from the perspective of a highly qualified profession.
2. The main prerequisite to exercise the profession of a university teacher are professional competencies of said individual. These competencies form a set of knowledge, skills, abilities, and attitudes that a teacher should possess and strive to achieve. Therefore, the development of individual components of professional competencies supported by life experience and self-reflection is a necessity.
3. Competency profile of the UNIZA university teacher:
  - a. **Subject-matter competency** (scientific knowledge of relevant subjects and disciplines). Each UNIZA teacher has acquired systematic expertise and skills in a scope and depth appropriate to the needs of the study programme. He/she has the ability to incorporate practical experience from the field into the teaching process, to transform the knowledge of the relevant disciplines into learning content, to integrate interdisciplinary knowledge and research results into curriculum and to create links between various subjects. He/she is able to search for and process information, has user skills in the area of information and communication technologies and should be able to transform the methodology of knowledge of the given field into a mindset understandable for students.
  - b. **Pedagogical competency** (insight into the context of education and learning) – the teacher masters the processes and conditions of higher education (consisting of psychological, social, and multicultural aspects) on theoretical and practical level. He/she is familiar with the trends in the development of the educational system under conditions of a particular society. He/she is able to support the development of students' individual qualities and acknowledges human rights, which he/she respects in pedagogical work.
  - c. **Psycho-didactic competency** (creation of favourable conditions for learning – motivation, stimulation, creation of a propitious social climate, management of teaching processes, clarification of curriculum, etc.) – the teacher is proficient in teaching and learning strategies, both theoretically and practically, combined with knowledge of psychological, social, and causal aspects. He/she is able to use the basic methodological repertoire when teaching the given subject and should be able to adapt it to the students'

individual needs. He/she has the knowledge and skills concerning the design of educational programmes and is able to utilize them when designing his/her own teaching. He/she uses information and communication technology to support students' learning. He/she is familiar with evaluation theories and their psychological aspects and knows how to use appropriate evaluation tools in relation to the individual particularities of students, study programmes and UNIZA requirements.

- d. **Communicative and social competency** – the teacher is familiar with the means of creating a favourable socio-emotional climate in the study group, and with the means of professional socialisation of students. He/she can navigate difficult social situations and is able to mediate solutions. He/she is familiar with the means of pedagogical communication with students and partners of UNIZA.
- e. **Organisational and management competencies** (planning and design of activities, establishing and maintaining a certain order and system at work) - the teacher is aware of the conditions and processes of the university's functioning as a public institution. He/she is familiar with educational policy and should be able to reflect it in his/her own pedagogical work. He/she is proficient in the basic administrative tasks related to the record-keeping of students and their learning outcomes. He/she maintains their records, reports, and portfolio of work (if relevant), has organisational skills and should be willing to help students in extra-curricular activities. He/she should master the ways of managing students and create conditions for effective cooperation. He/she should also be able to design projects at the level of institutional cooperation, including international cooperation.
- f. **Evaluative and support competency** (to sense and know how the student thinks, feels, and behaves, what are the causes of his/her behaviour, in what areas is the student having problems, what can be done to help) – the teacher is able to apply the aids of pedagogical diagnostics in accordance with the knowledge of the students' individual aptitudes. His/her actions should reflect students' educational needs and interests. He/she is able to adapt the teaching methods to students with specific needs and knows how to work with gifted students. The teacher can solve difficult pedagogical problems and situations.
- g. **Competencies enhancing teacher's personality** (in relation to erudition and personality traits) – with his/her general knowledge, the teacher is supposed to influence the formation of students' attitudes and value orientation. He/she should act as a representative of the profession for which he/she prepares the students. Therefore, the teacher adopts the principles of professional etiquette and patterns of professional behaviour. He/she is able to justify the chosen didactic procedures and has the personal prerequisites for cooperation with colleagues. He/she is to be morally blameless.
- h. **Self-reflective competencies** (analysis and evaluation of one's own activity, abilities to modify one's own behaviour, approaches, methods...) – the teacher is capable of self-reflection based on self-evaluation and evaluation by different subjects. He/she is also capable of self-reflection based on qualified objective evaluation.

### Article 3

#### Continuing Education of UNIZA University Teachers

1. The system of continuing education of UNIZA university teachers creates prerequisites for their professional development. It is comprised of three key areas that comprehensively develop the personality of a university teacher:
  - a. continuing professional education;
  - b. continuing education in higher education pedagogy;
  - c. continuing language education.
2. UNIZA supports professional development, which leads to the strengthening of competencies of its university teachers.

## **Article 4**

### **Continuing Professional Education**

1. The development of subject-matter competency is closely linked to the field of study and individual subjects that the university teacher provides or prepares to provide. It also depends on the needs and requirements of practice, social development as well as the strategic intentions of the university and its parts. Therefore, systematic continuing professional education aimed at the strengthening of expertise, skills and knowledge is a necessary and required condition for every university teacher.
2. The content, scope, form, timing, and method of completion of continuing professional education is the responsibility of the head of the department or the director of the institute and the study programme guarantor in cooperation with the teacher. The main objective is to increase the quality of research and education at the workplace as well as the development of the study programme in which the teacher participates. The selection is an intersection of the needs of the workplace and the study programme falling under the authority of the respective programme guarantor and the university teacher. The recommended methods and techniques for the development of subject-matter competencies with possible evidence of their enhancement (which are part of the "Employee's Personal Card") which are evaluated as part of a comprehensive job performance evaluation, are attached as Annex 2.
3. The costs associated with participation in professional education are covered by the department at which the employee carries out the activities related to the preparation and provision of the subject (department, institute, faculty).

## **Article 5**

### **Continuing Education in Higher Education Pedagogy (HEP)**

1. The aim of continuing education in higher education pedagogy is to increase the professional competency of UNIZA university teachers (beyond the subject-matter competency) following the latest trends in higher education. This concept recognizes the rights and needs of students, referring to the principles of student-centred education. Educational topics are specifically chosen to reflect current trends in education applicable to the different phases of teaching: preparation and planning, implementation, evaluation, self-reflection.
2. Continuing education of UNIZA university teachers is divided into three levels depending on the length of teaching practice and position:
  - a. **1st level of continuing education in HEP:** UNIZA university teachers or researchers, who are involved in the educational process with the teaching experience of less than 5 years.
  - b. **2nd level of continuing education in HEP:** UNIZA university teachers or researchers, who are involved in the educational process with the teaching experience of 5 years or more.
  - c. **3rd level of continuing education in HEP:** university teachers holding the position of associate professor/professor, who are involved in the educational process with teaching experience of 5 years or more.
3. Participation in continuing education in higher education pedagogy is covered by the employer.
4. UNIZA Institute of Lifelong Learning (hereinafter referred to as "ILL") is the professional and organisational administrator of continuing education in higher education pedagogy. The Institute is obliged to flexibly adjust the content and scope of continuing education in accordance with the identified and evaluated feedback from the already conducted education.

## **Article 6**

### **1st Level of Continuing Education in Higher Education Pedagogy – Adaptation Education**

1. The fundamental element of this level is Adaptation Education. Based on its content, the long-term cycle of education is divided into four separate parts:
  - a. higher education/engineering pedagogy,
  - b. language education,

- c. information and communication technologies in university teacher's practice,
  - d. publication activity.
2. If a newly admitted university teacher with less than 5 years of experience is a graduate from a pedagogically-oriented university or has already completed training comparable in terms of content, ILL shall prepare him/her an individual plan of professional development.

### **Article 7**

#### **2nd Level of Continuing Education in Higher Education Pedagogy**

(university teacher – lecturer, assistant, professional assistant)

1. 2nd level of continuing education is focused on the individual phases of teaching, depending on the identified roles of the university teachers holding the position of lecturers, assistants, or professional assistant.
2. The fundamental element of 2nd level of continuing education are short-term educational activities organised as workshops, trainings, discussions, peer-learning etc. The key roles are considered to be:
  - a. university teacher as the creator of content/structure of the subject and teaching materials,
  - b. university teacher as the guide in the process of learning,
  - c. university teacher as student's objective assessor,
  - d. university teacher as a self-reflective evaluator of teaching quality.

Specific roles are considered to be:

- e. university teacher as an advisor, friend offering critique in relation to the student,
  - f. university teacher as an author of expert articles and publications.
3. Education is organised in five-year cycles. Within one five-year cycle, a university teacher is obliged to undergo continuing education of at least 40 lessons (8 lessons/year) – as a participant in education or a lecturer in the structure described in Annex No. 3.
  4. A university teacher is obliged to participate in continuing education on an annual basis so that the minimum specified scope of education is fulfilled at the end of the five-year cycle.
  5. If, as part of 2nd level of continuing education in higher education pedagogy, the university teacher completes a comprehensive programme of Higher Education Pedagogy, he/she will have fulfilled the specified scope of continuing education within the entire five-year cycle.
  6. The university teacher completes the five-year cycle of continuing education **twice**. If the university teacher is awarded the scientific-pedagogical title “associate professor”, he/she shall complete the current five-year cycle. Upon its completion, he/she shall proceed to the 3rd level of continuing education, regardless of whether he/she has completed one or two five-year cycles.
  7. Upon completion of the 2nd five-year cycle of continuing education, it is recommended to take part in educational activities over a two-year period with a total scope of at least 16 lessons.

### **Article 8**

#### **3rd Level of Continuing Education in Higher Education Pedagogy**

(university teacher holding the position of associate professor, professor)

1. 3rd level of continuing education is focused on the individual phases of teaching, depending on the identified roles of the university teachers holding the position of associate professor and professor.
2. A newly admitted university teacher holding the position of associate professor or professor begins his/her professional development (apart from the development of subject-matter competency) **directly in the 3rd level of continuing education**.
3. The fundamental element of 3rd level continuing education are short-term educational activities organised by means of discussions led by moderators, sharing of good practical experiences, peer-learning etc. The key roles are considered to be:
  - a. university teacher as the creator of content/structure of the study programme and teaching materials,
  - b. university teacher as a lecturer and guide in the process of learning,
  - c. university teacher as an objective evaluator of study programme quality,
  - d. university teacher as a role model, expert in the given field and a teaching role model.

Specific roles are considered to be:

- e. university teacher as an advisor, friend offering critique in relation to the work team,
  - f. university teacher as an author of expert articles and publications.
4. Education is organised in five-year cycles. Within one such cycle, a university teacher is obliged to undergo continuing education of at least 24 lessons (classes) - as a participant in education or a lecturer in the structure described in Annex No. 4.
  5. The university teacher is recommended to undergo continuing education on a regular basis, at least every two years, with the minimum scope of education being met at the end of the five-year cycle.
  6. The university teacher completes the five-year cycle of continuing education **only once**.
  7. If, as part of 3rd level of continuing education in the higher education pedagogy, the university teacher completes a comprehensive programme of Higher Education Pedagogy, he/she will have fulfilled the specified scope of continuing education within the entire five-year cycle.

### **Article 9 Continuing Language Education**

1. The development of communicative and social competency in the context of the internationalisation of studies as one of the priorities defined in the UNIZA Long-term Plan is also linked to the ability of a university teacher to communicate in a foreign language.
2. Concerning the 1st level of continuing education in higher education pedagogy, language education is a compulsory part of the whole Adaptation Education cycle. The focus is brought to preparing and conducting the teaching process in the English language.
3. The content, scope, form, timing, and method of language education at other levels of continuing education in higher education pedagogy is entirely within the competence of the relevant senior staff member and the study programme guarantor.

### **Article 10 Common Provisions**

1. Participation in education in all three key areas of continuing education UNIZA university teachers (continuing professional education, continuing education in higher education pedagogy, continuing language education) is attested by acquired credentials, certificates, and other relevant evidence of completed continuing education. The employee is obliged to immediately save all such documentation in the "Employee's Personal Card".
2. In case of long-term interruption of participation in continuing education for objective reasons (e. g. maternity leave, long-term foreign stay, etc.), its continuation will be addressed individually, by the director of the Institute of Lifelong Learning (ILL) together with the head of the department or director of the institute.
3. If the university teacher also performs the role of lecturer for continuing education of university teachers at UNIZA, each lesson of conducted teaching is accompanied by 0.5 (one half) a lesson of preparation (if the university teacher leads a course in the scope of 4 lessons, total scope of completed education is 6 lessons, i. e. 4 lessons of lecturing + 2 lessons of preparation).
4. University teacher may also complete part of the mandatory five-year cycles in another external organisation (as part of Erasmus+ accreditation mobility for continuing education).
5. Within six months of completion of education (both on and beyond UNIZA), the ILL ascertains the fulfilment of the set objectives and outcomes, its effectiveness, and its applicability in practice, by means of questionnaires or other relevant instruments.
6. **Upon completion of the five-year cycles, the university teacher is obliged to continue in his/her education.** The selection of topics of UNIZA university teachers' continuing education, its scope, form, timing, and method of graduation is the responsibility of the head of the department or the director of the institute, the guarantor of the study programme in cooperation with the university teacher. The selection is an intersection of the needs of the workplace and the study programme falling under the authority of the respective study programme guarantor and the university teacher. The topics of education must be demonstrably linked to the competency profile of the UNIZA university teacher, and all three areas of continuing education

must be equally represented – continuing professional education, continuing education in higher education pedagogy, continuing language education.

7. When choosing education in or beyond the five-year cycle, the university teacher can choose from the continuing education offer at UNIZA or another external organisation (e. g. as part of the Erasmus+ accreditation mobility for continuing education). In case of completion of MOOC course (Massive Open Online Course) or its equivalent, the evidence on completion of education is also comprised of comprehensive feedback, which the lecturer shall provably provide to the respective employee (the level of free MOOC courses).

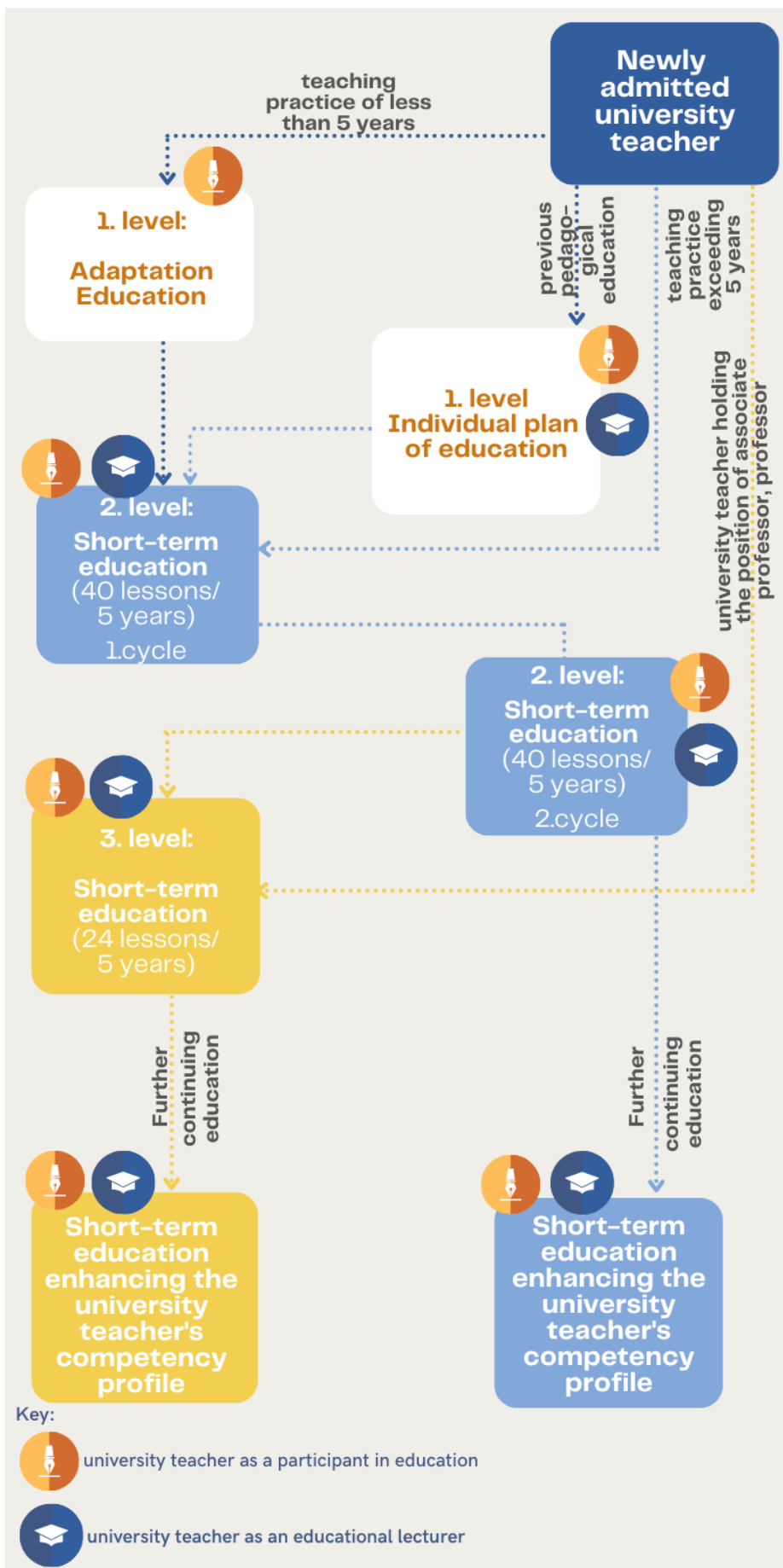
## **Article 11 Final Provisions**

1. The following annexes are an integral part of this Directive:  
Annex No. 1 – The course of professional development of a university teacher in higher education pedagogy at UNIZA - infographic;  
Annex No. 2 – Educational methods and techniques supporting the development of subject-matter competencies;  
Annex No. 3 – Structure of the 2nd level of continuing education of university teachers in UNIZA higher education pedagogy;  
Annex No. 4 – Structure of the 3rd level of continuing education of university teachers in UNIZA higher education pedagogy.
2. This Directive was discussed by UNIZA Academic Senate on 7 February 2022.
3. This Directive was approved by UNIZA Scientific Board on 17 February 2022.
4. This Directive enters into force and effect on the day of its approval.

In Žilina on 17 February 2022

prof. Ing. Jozef Jandačka, PhD  
Rector

The course of professional development of a university teacher in higher education pedagogy at UNIZA – infographic





**Recommended educational methods and techniques supporting the development of subject-matter competencies**

- *Study of professional literature* found in scientific and professional journals, either in printed or electronic form, scientific and professional monographs, textbooks written by recognised authors, proceedings from international scientific conferences, symposia, and seminars, etc., which conveys the latest knowledge from the field of study.
- *Active membership in scientific and/or academic communities*, associations, chambers, societies, etc. – on one hand, it implies working on specific challenges or international projects, while gaining new knowledge from other colleagues, but it also urges the teacher to have a perfect orientation in his/her field of study.
- *Active participation in professional discussion fora*, involving creative discussion among experts, theoreticians and especially practitioners.
- *Publishing activity in scientific journals and proceedings* always signifies a thorough analysis of the existing knowledge in the given subject matter and one's own research, which renews and enriches the teacher's present knowledge.
- *Personal participation in scientific conferences and scientific discussions* deepens the knowledge, enables to gain experiences from different experts and teachers and to compare one's own knowledge and scientific results with the results of different professionals.
- *Participation in foreign academic and non-academic internships and research fellowships* can strongly enhance the professional progress of the teacher at the university, considering the influence of the international environment and the lead of foreign universities in the field of new knowledge revelations.
- *Participation in educational training programmes organised by enterprises and companies* enables designers/manufacturers of new equipment to lead the training, and the safe usage of their simulators under the supervision of practitioners, etc.
- *Conducting (lecturing) continuing education courses* for teachers and professional staff at the primary and secondary level of education.
- *Conducting (lecturing) informal education courses, tutoring* of students at the primary and secondary level of education.

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

Overall scope of education: 40 lessons/5 years

Phases of teaching	Identified KEY roles of the university teacher	Scope of education		Identified SPECIFIC roles of the university teacher	Scope of education	
		Option 1: Participant in education	Option 2: Participant in education + lecturer		Option 1: Participant in education	Option 2: Participant in education + lecturer
<b>Preparation and planning</b>	creator of content/structure of the subject and teaching materials	20 lessons with the obligation to complete continuing education at UNIZA + 10 lessons with a possibility to choose from topics within the 5-year scope (with the possibility of completing the course outside UNIZA)	a maximum of 18 lessons out of total minimum set scope of 30 lessons as an education lecturer + a minimum of 12 lessons out of total minimum set scope of 30 lessons as a participant in education with a possibility to choose from topics in the 5-year scope	an advisor, friend offering critique in relation to the student	10 lessons with the possibility of completion in or outside of UNIZA	a maximum of 6 lessons out of total minimum set scope of 10 lessons as an education lecturer + a minimum of 4 lessons out of total minimum set scope of 10 lessons as a participant in education with a possibility to choose from topics in the 5-year scope
<b>Implementation</b>	guide in the process of learning					
<b>Evaluation</b>	objective assessor of the student					
<b>Self-reflection</b>	self-reflective evaluator of teaching quality					
<b>In total</b>		<b>30 lessons</b>			<b>10 lessons</b>	

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

Overall scope of education: 24 lessons/5 years

Phases of teaching	Identified KEY roles of the university teacher	Scope of education		Identified SPECIFIC roles of the university teacher	Scope of education	
		Option 1: Participant in education	Option 2: Participant in education + lecturer		Option 1: Participant in education	Option 2: Participant in education + lecturer
<b>Preparation and planning</b>	creator of content/structure of the subject and teaching materials	8 lessons with the obligation to complete continuing education at UNIZA + 8 lessons with a possibility to choose from topics in the 5-year scope outside UNIZA	a maximum of 8 lessons out of minimum set scope as an education lecturer + a minimum of 8 lessons out of minimum set scope as a participant in education with a possibility to choose from topics in the 5-year scope	advisor, friend offering critique in relation to the work team	8 lessons with the possibility of completion in or outside of UNIZA	a maximum of 4 lessons out of total minimum set scope of 8 lessons as an education lecturer + a minimum of 4 lessons out of total minimum set scope of 8 lessons as a participant in education with a possibility to choose from topics in the 5-year scope
<b>Implementation</b>	lecturer and learning guide					
<b>Evaluation</b>	objective evaluator of the study programme quality					
<b>Self-reflection</b>	role model, expert in the given field and a teaching role model			author of expert articles and publications		
<b>In total</b>		16 lessons			8 lessons	