Sustainable Learner-centred Teaching – Advanced Recourse for Georgia and China STAR

Capacity Building for Learner – Centred Teaching in PC Institutions

Continuing Professional Development (CPD) Framework for Higher Education Teachers

Questions, Outcomes and Implications

AUTHORS:

TERESA PESSOA
SÍLVIA NOLAN
SANDRA PEDROSA
PIEDADE VAZ-REBELO
ANTÓNIO MENDES

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LIST OF ABBREVIATIONS

STAR	*Sustainable Learner-centred Teaching – Advanced Recourse for Georgia and China*
WP	*Workpackage*
CPD	*Continuous Professional Development unit*
LET	*Laboratory of Educational Technology*
HR	*Human Resources*
HEI	*Higher Education Institution*
MU	*Masarykova univerzita*
UR	*University of Ruse Angel Kanchev*
UCC	*Professionshøjskolen UCC*
UC	*Universidade de Coimbra*
UG	*The University of Georgia*
SSOTU	*Ltd Sulkhan-Saba Orbeliani Teaching University*
ZSSU	*Shota Meskhia State Teaching University of Zugdidi*
LNU	*Lingnan Normal University*
SSPU	*Shanghai Polytechnic University*
SZPT	*Shenzhen Polytechnic,*
CNU	*Chongqing Normal University*
LISE	*Liaoning Institute of Science and Engineering*

EXECUTIVE SUMMARY

This document presents the Capacity Building for learner – centred teaching in PC Diagnosis and Analysis for the Erasmus Project 5733777-EPP-1-2016-1-CS-EPPKA2-CBHE-JP, Sustainable Learner-centred Teaching – Advanced Recourse for Georgia and China (STAR).

The current report details the need's assessment carried out by the University of Coimbra (UC) Team. Considering that the responsibility of UC in the STAR Project will be to contribute to the development of the structure, model and function of the CPDs, the training of trainers and to support the implementation of learner-centred philosophy in partner countries, a questionnaire was applied to partner institutions aiming to access their current status as regards CPD and the needs to be able to develop training programs, according to the European standards in higher education and teacher training.

The UC Team also found it might be useful at this stage to present the case of the University of Coimbra's Distance Learning Project, where interesting practices may be identified and may be used to reflect upon the needs of each institution.

This report includes a proposal for the Design and Development of a CPD Unit, as well as examples of documents that can support the activity of a CPD/LET Unit.

GENERAL FRAMEWORK

Teacher Professional Development in Higher Education is a new form of thinking the academic career of the University Teacher and their progression in that same career. Based on a classical model of the understanding of what is a teacher in higher education, with implication as regards performance, to a more current understanding where the teacher's role, the profession, the professionalism and the professional development are concepts and concerns under discussion and that will need to be understood in today's knowledge society.

Nowadays, the quality of teaching is related to the quality of the teacher and his/her professional development, which is a complex dynamic, as recognized by Ruth Naylor and Yusuf Sayed (2014, 301[1]) and complex as it is represented in Figure 1:
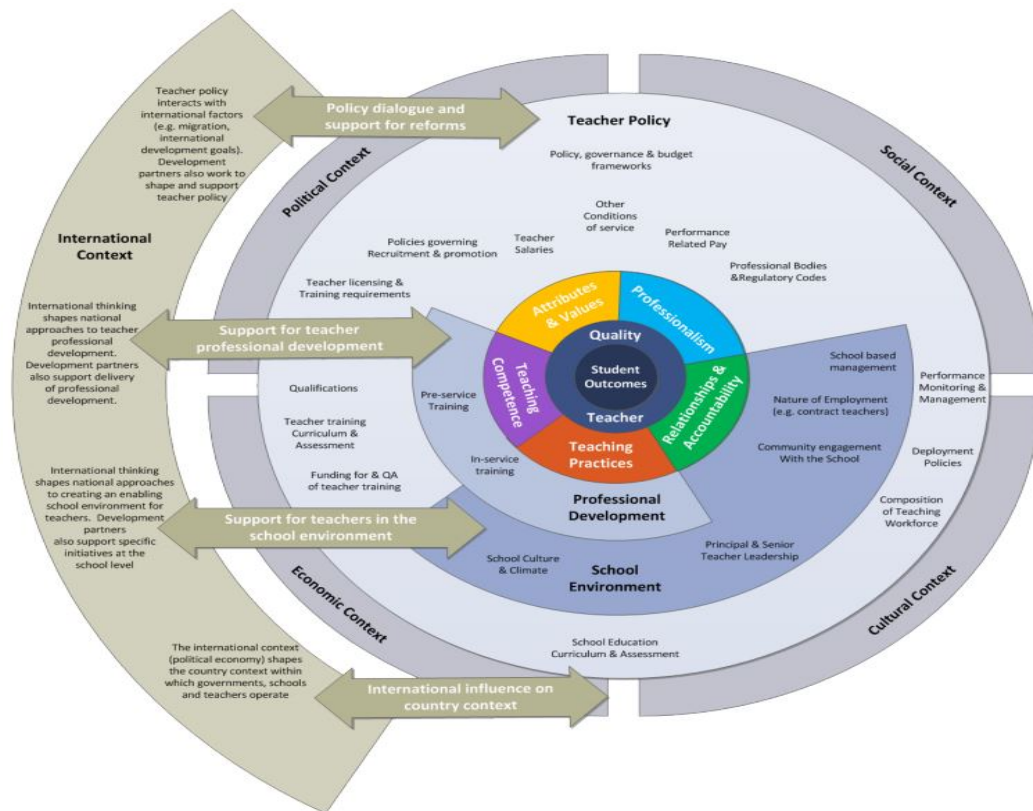

Figure 1 - Source: Naylor and Sayed, 2014, 22

The categories in Figure 1 represent and illustrate the complexity of factors influencing the teacher quality, one of which is precisely the teacher professional development. Actually, teacher professional development appears to have an important impact on changes in teacher behaviour and in student learning.

Continuing Professional Development (CPD) is a key element of professional life. Although there is no shared and consensual meaning and understanding of a CPD and there isn´t a unique CPD framework. One "*broad conceptualisation is that, if CPD is a loose, possibly unrelated set of staff development opportunities, such as courses, then a CPD framework represents an attempt to organise and present these opportunities in a structured, integrated approach which is contextually relevant for the individuals involved*" (Bamber, 2009, 5[2]).

CPD is an umbrella term for "*professional learning and development activities*", often linked to professional accreditation (Rothwell & Arnold, 2005, 18[3]). Some important principles of the CPD Framework are:

- CPD is essential for maintaining the standard and integrity of Higher Education professionals;

- Professional development is a continuous process that applies throughout working life

- Teachers should identify for themselves their learning needs;

- Teachers are responsible for managing and undertaking CPD activities.

A coherent framework for CPD and professional recognition for staff in relation to learning and teaching is recognized nowadays as an important issue. CPD framework must take into account the cultural and political realities of how universities function.

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[2]Bamber, V. (2009). Framing Development: Concepts, Factors and Challenges in CPD Frameworks for Academics. Practice and Evidence of Scholarship of Teaching and Learning in Higher Education Vol. 4, No. 1, April 2009, pp. 4-25.

[3] Rothwell, A & Arnold, J (2005). How HR professionals rate 'continuing professional development'. Human Resource Management Journal. 15(3), 18-32.

It´s possible to consider, for its development, different CPD models:

a) Lieberman's classification (1996) with three types of CPD: 1. direct teaching (courses, conferences, workshops, consultations); 2. learning in school (mentoring, peer coaching, action research, critical friendships and taskrelated planning teams); 3. out of school learning (visits to other school, learning networks, school-university partnerships and so on) (Kryvonis, 2013, 121[4]; Rose & Reynolds, 2007[5])

b) Kennedy (2005[6]) identified nine models of CPD: 1. training – focuses on skills, with expert delivery, and little practical focus; 2. award bearing – "*relies on, or emphasises, the completion of award-bearing programmes of study – usually, but not exclusively, validated by universities*" (Kennedy, 2005, 5); 3. deficit – "*the deficit model uses CPD to attempt to remedy perceived weaknesses in individual teachers*" (Kennedy, 2005, 6); 4. cascade –"*involves individual teachers attending 'training events' and then cascading, or disseminating, the information to colleagues*" (Kennedy, 2005, 7) ; 5. standards based – on a system of effective teaching but is not flexible; 6. coaching / mentoring – where there "*is the importance of the one-to-one relationship*" (Kennedy, 2005, 10); but a coach or mentor needs good communication skills; 7. community of practice – "*can potentially serve to perpetuate dominant discourses in an uncritical manner, under certain conditions they can also act as powerful sites of transformation*" (Kennedy, 2005, 13); 8. action research –enables teachers to experiment with different practices and "*has been acknowledged as being successful in allowing teachers to ask critical questions of their practice*" (Kennedy, 2005, 13); 9. transformative – the integration of several different types of the previous models, "*is the combination of practices and conditions which support a transformative agenda*" (Kennedy, 2005, 15) (Rose & Reynolds, 2007, 219 - 220)

[4] Kryvonis, M. (2013). Models and Types of Continuing Professional Development of Foreign Languages Teachers in the USA. (http://www.biblioteka.vpu.lt/zmogusirzodis/PDF/didaktinelingvistika/2013/kryv120-123.pdf).

[5] Rose, J. & Reynolds, D. (2007). Teachers' Continuing Professional Development: A New Approach. Paper presented 20th Annual World International Congress for School Effectiveness and Improvement. (http://www.fm-kp.si/zalozba/ISBN/978-961-6573-65-8/219-240.pdf)

[6] Kennedy A. (2005). Models of Continuing Professional Development: a framework for analysis. – Journal of In-service Education 31 (2), 235–250.

Although there is already some research on this issue in several countries, in Portugal, despite the growing concern for teachers' professional development in higher education, the studies focusing exclusively on higher education are rare, making it difficult to form a realistic overview of the problem.

The knowledge on the problem is still based on occasional reports or on smaller studies, and in general aiming to diagnose situations in schools (in order to prepare future interventions).

We believe that with our participation in the *STAR* Project we are contributing to raising awareness on the phenomenon of teacher professional development also in Portugal.

THE CONTINUING PROFESSIONAL DEVELOPMENT (CPD) IN THE SCOPE OF THE STAR PROJECT

In the context of the Star Project, the Portuguese team is responsible for contributing and supporting the implementation of Learner-Centred Teaching in Partner Country Institutions, and establishing Continuous Professional Development (CPD) units.

The role of UC in the project will mainly consist in providing support for implementing learner-centred philosophy in partner countries. Above all, UC will contribute to developing training programs, according to the European standards in higher education and teacher training. Furthermore, UC key staff expertise in technology will prove helpful in equipping newly established Continuous Professional Development units with relevant infrastructure.

STAR PROJECT | GENERAL ASPECTS

The STAR Project proposal is to make significant improvements to the higher educational systems of the Partner Countries. This project includes 12 partners from 6 countries and includes 2 profile types of higher education institutions (HEIs): Project Partners, which are European HEIs with solid experience in teacher training and teachers' continuous professional development and Partner Countries, represented by Georgian and Chinese HEIs that are both in need of and eager to receive training on these matters.

The overall aim of the project is to address the shortcomings in higher education across Georgia and China by systematically engaging HEIs in new practices with a learner-centred focus.

The project covers different dimensions and phases organized in different work packages:

WP1. Addresses development of a manual containing the most useful teaching methods on learner-centred approach.

WP2. Implements Learner-Centred Teaching in Partner Country Institutions, and establishes CPD units.

WP3. Is oriented to project results continuity. It establishes foundations and network for permanent experience sharing.

WP4. Deals with the different aspects of quality, internal evaluation, external evaluation and continued quality management.

WP5. Aims at promoting project outcomes at national and international levels. It deals with dissemination of project information and with the sustainability of the project outcomes.

WP6. Addresses project management and includes coordination of activities and resources, both external and internal.

STAR PROJECT | AIMS OF WP2

With WP2, the STAR Project intends to implement a Learner-Centred Teaching in Partner Country Institutions, and establish Continuous Professional Development units.

One of the aims of the project is to develop and implement a CPD framework supporting HE professional services staff in order to:

- enhance institutional performance through high quality staff;

- develop management and leadership capability;

- enable succession planning;

- provide a framework for sustainable practice in career planning;

- foster equality and diversity of development opportunities across the sector.

CPD Unit - a guiding model (WP2)

THE ADDIE MODEL

In the scope of the design of a CPD unit, it is important to highlight the concept of Instructional Design (ID) understood as "a system of developing well-structured instructional materials using objectives, related teaching strategies, systematic feedback, and evaluation" (Moore & Kearsley, 1996[7]). According to Martin we can define ID as "the science of creating detailed specifications for the design, development, evaluation, and maintenance of instructional material that facilitates learning and performance" (2011, 956[8]).

The course's instructional process is based on theories of learning and instruction and should follow a methodology of instructional design. The most commonly used instructional model is ADDIE (Silvern, 1965), which presents 5 phases: analysis, design, development, implementation and evaluation.
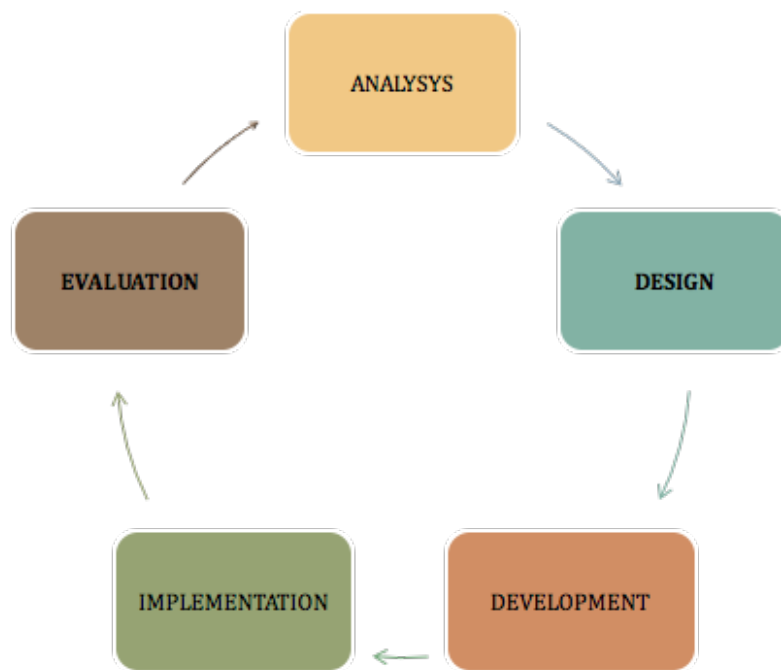

Figure 2 - ADDIE Model (Silvern, 1965)

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[7] Moore, M. G., & Kearsley, G. (1996). Distance education. Belmont, CA: Wadsworth

[8] Martin, F. (2011). Instructional Design and the Importance of Instructional Alignment. *Community College Journal of Research and Practice*, 35: 955–972,

- **Analysis** – in this stage "*the designer develops a clear understanding of the gap that exists between the desired outcomes and the existing knowledge and skills of the learners*" (Martin, 2011, 956).

- **Design** – in this phase the instructional designer "*documents instructional goals, specific learning objectives, the instructional material, identifying examples, practice activities and feedback, instructional strategies, media, and assessment*" (Martin, 2011, 957).

- **Development** – in this phase the developers create and develop the contents (pdf, videos, and so on) and activities that were designed in the previous phase. It is the phase of authoring and producing the materials.

- **Implementation** – this phase refers to the process of installing the project in the real world or in the Moodle or other platform. In this phase it is important to check that the materials, resources, tools and software are in place, and that the platform is functional. This phase refers to teacher training and the "*delivery of the instruction, whether it's classroom-based, lab-based, or computer-based. The purpose of this phase is the effective and efficient delivery of instruction*"[9].

- **Evaluation** – in this moment it´s important to validate the process and the adequacy of the instruction. It´s important that evaluation is applied throughout the entire instructional design process.

This model (ADDIE) will be used as a guide to work on the STAR project and in the contribution to the design, development, implementation and evaluation of the work to be developed.

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[9] https://www.lib.purdue.edu/sites/default/files/directory/butler38/ADDIE.pdf

ANALYSIS PHASE

In order to provide a well-grounded, research-based CPD Units for trainers, the development of this WP2 was built on a multi-research process that started with an initial analysis of partners' needs and practices in terms of a CPD.

The Portuguese team was responsible for coordinating and developing a partner' needs analysis (WP2), by questioning the group of teachers from partner countries.

The aim of this needs analysis was to get concrete information about:

- Partners' state of information on the CPD problem and intervention strategies;

- Partners' needs and preferences in terms of a UNIT on CPD.

With these objectives a questionnaire was designed and conducted. This was the responsibility of the Portuguese team and it was aimed for partners and potential experts in the area.

All partners contributed by discussing the WP2 – the theoretical framework, the draft (Annex 1) and the questionnaire (Annex 2), helping the Portuguese team to find the answers and build a profile for their respective country, as well as thinking about the most useful questions.

The activities of WP2 at this stage included the following key activities and milestones:

- Development of a theoretical framework;

- Design the main dimensions of the questionnaire;

- Elaborate a first draft of the questionnaire;

- Discuss the draft with the partners;

- Questioning of trainers and teachers and experts;

- Qualitative analysis of answers;

- Summary of outcomes in form of report that is the basis for the next working steps;

- Focus group to discuss, clarify and consolidate some of the aspects perceived in the questionnaire in order to get further insights in needs and preferences of the target group.

Methodology

In terms of the research methodology the project makes use of several methods that are combined in multi-level information gathering processes. Trainers' needs analysis was made through a two-level process that included a documental analysis and the questioning of trainers. The trainer's answers were categorised and analysed by means of a content analysis.

Step 1: Development of a matrix | theorical framework for the qualitative questionnaire

In a first moment is important to have a state of art on the topic and understand what is main objective of the research and if the questionnaire is the best way to get the information we need.

A review of the literature allowed us to define the questionnaire with the appropriate instrument and helped us to define and guide the type of questions and dimensions of the questionnaire

Step 2: Qualitative questionnaire

The purpose of the questionnaire was to gather information about each institution's context with the regards to HE teachers' careers, CPD current status and their own understanding of the CPD framework. This will help establish the relevance, effectiveness and efficiency of CPD programs, and how these can be developed on various levels with regard to the national and EU policies and practices of CPD. It will help to evaluate the recognition of the need to access the opportunities for all target groups to participate in CPD programs and make clear recommendations to all project partners on their role in the STAR project.

It is our objective to contribute to the STAR project by analysing how the synergy between national policies of CPD and an institutional approach to CPD programs steers to implementation of viable and sustainable CPD units and programs.

To achieve the intended aim, we requested that all partners provide answers in a way that would help to maximize our findings.

The questionnaire consists of open-ended questions (Annex 1), which were discussed with the partners from Bulgaria, Czech Republic and Denmark. Having established its final terms, all partners were asked to fill in the questionnaire.

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Step 3: Questionnaire Content Analysis

The trainers' answers were categorised and analysed by means of a content analysis.

The first aim of this analysis (implemented without recourse to specific software) was to develop a coding system capable of translating the key ideas conveyed by trainers (the set of categories and subcategories will be shown in Annex 2. With this aim trainers' answers were divided in smaller content units (which were considered relevant according to the characteristics of the material and the objectives of the study).

The second aim of content analysis was to prepare a text to translate the common features and traits present in the several different messages analysed, and to interpret, organize and finally, disseminate the results.

Step 4: Questionnaire Results

A. Participant Profile

[Name of Institution | Partner No]

Partner nr.	Partner Acronym	Country	Answer the questionnaire
P1	MU	Czech Republic	yes
P2	UR	Bulgaria	--
P3	UCC	Denmark	--
P4	UC	Portugal	yes
P5	UG	Georgia	yes
P6	SSOTU	Georgia	yes
P7	ZSSU	Georgia	yes
P8	LNU	China	yes
P9	SSPU	China	yes
P10	SZPT	China	yes
P11	CNU	China	yes
P12	LISE	China	yes

Table 1 - Profile of the trainers' group that completed the online questionnaire

Although only partner countries were required to answer the questionnaire, the partners from Czech Republic and Portugal also replied. This was useful to have an insight on the contexts of these countries as well.

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B. Higher Education Teacher: legal, organizational, functional and pedagogical framework (HET – LOFP)

ACADEMIC QUALIFICATION - HET CAREER

[What is the academic qualification required to enter the Higher Education Teacher career?]
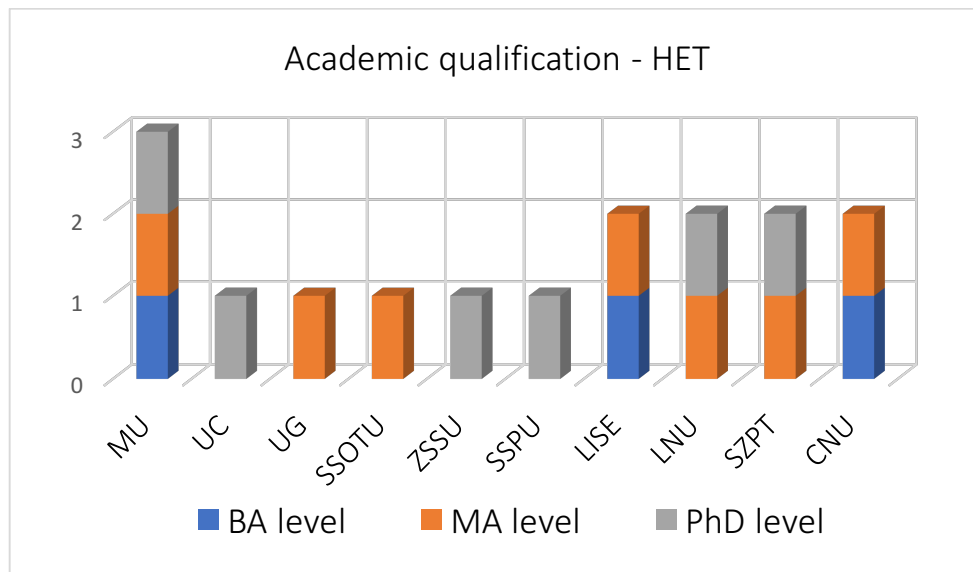
Figure 3 - Academic Qualification - HET Career

FUNCTIONS AND RESPONSIBILITIES - HET TEACHER

[Which are the functions and responsibilities of a Higher Education Teacher?]

P1 | MU Czech Republic	▪ Education ▪ Research ▪ Management
P4 | UC PORTUGAL	▪ Teach ▪ Research ▪ Management ▪ Knowledge Transfer
P 5 | UG Georgia	▪ Give the knowledge to students by creating effective learning environment ▪ Plan, implement, evaluate and update a course ▪ Follow national and institutional rules and procedures

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	▪ Participate in necessary meetings
	▪ Other functions or responsibilities determined by the HEI
P6 | SSOTU Georgia	Functions and responsibilities depends on the position of the lecturer: ▪ Invited lecturers and Assistant profs. - teaching process ▪ Associate and full profs. - also the responsibilities to participate in curriculum planning and development process
P7 | ZSSU Georgia	▪ PhD Degree
P8 | LNU China	▪ In research universities teachers are required to be a good teacher as well as a good researcher. ▪ In teaching universities most teachers are responsible for their teaching even if doing research is encouraged by the university.
P9 | SSPU China	▪ Teaching students ▪ Scientific research
P10 | SZPT China	▪ Teaching ▪ Research ▪ Serving the community
P11 | CNU China	▪ Teaching ▪ Sicientific research ▪ Community service activities
P 12 | LISE China	▪ Implement the national education policy ▪ Undertak educational, teaching and researching work ▪ Play an active role in educational reform

CATEGORIES - HET CAREER
[In what categories is the Higher Education Teacher career structured?]

P1 | MU Czech Republic	▪ Assistant/Lecturer ▪ Assistant Professor/Senion lecturer ▪ Associate Professor ▪ Professor
P4 | UC PORTUGAL	▪ Assistant professor ▪ Associate professor

	• Full professor
P 5 | UG Georgia	• Professor
	• Associate professor
	• Assistant professor
	• Assistant
P6 | SSOTU Georgia	Higher Education Teachers out of Academic Position:
	• Assistant of the professor,
	• Invited lecturer
	Higher Education Teachers holding Academic Position:
	• Assistant Professor
	• Associate Professor
	• Professor
P7 | ZSSU Georgia	• ---
P8 | LNU China	• ---
P9 | SSPU China	• Teachers
	• Researchers
	• Teaching assistants
	• Administrative staff
P10 | SZPT China	• Organizational
P11 | CNU China	• pedagogic
	• research-oriented
	• experimental
	• administrative
P 12 | LISE China	• Teaching assistant
	• Lecturer
	• Associate professor
	• Professor

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CAREER PROGRESSION – HET

[How does a Higher Education Teacher achieve career progression?]

Professional Experience/background:

- Professional experience (UG; SSOTU)

- Educational background promotion (LISE)

- Training (LISE)

- It is based on the teaching amounts, research results and working years (LNU)

Degree:

- PhD (MU)

- Non-PhD-holder HE teacher - get a PhD degree and apply for a professor's position; PhD degree holder – go through academic position competition in order to get a position of an assistant professor, associated professor and full professor (UG)

- Habilitation procedure (MU)

- Bachelor degree + Master degree in education + PhD in a field (ZSSU)

Research:

- Participation in educational research (LISE)

- Publish scientific articles (SSOTU)

- Participate conferences/ international projects/trainings (SSOTU)

- The most important factor is the research (LNU)

Others:

- Appointment procedure (MU)

- Competitive procedures, some of which require specific academic degrees (UC)

- Get academic position through competition organized by the University (SSOTU)

- (should be) Reviewed and evaluated by departments of National Level (SSPU)

- Get academic promotion by publish papers, get grants (SZPT)

- Attend in-service teacher training programs (CNU)

- Self-learning (CNU)

- Attend in exchange and visiting scholar programs (CNU)

Assessment - HET career

[Do Higher Education Teachers undergo assessment? If you have answered "yes", please state which dimensions are assessed and evaluated.]

Yes (all answers).

P1 | MU Czech Republic	- Quality of teaching - Quality and quantity of diploma thesis management - Quality and quantity of project solutions - Quality and quantity of publications - Quality and quantity of managerial work
P4 | UC PORTUGAL	- Each 3 years: research; teach; knowledge transfer; management - Official evaluation/ RADDUC
P 5 | UG Georgia	Comply with national requirements set by the law on Higher Education (2004) like PhD degree, publications, teaching or scientific work experience together with additional criteria determined by the institutions themselves
P6 | SSOTU Georgia	- The teacher is assessed by the university with self-evaluation questioner - Also students evaluate teachers with questionaries'
P7 | ZSSU Georgia	(only secondary teachers)
P8 | LNU China	---
P9 | SSPU China	The higher education teachers undergo assessment by their institutions every year
P10 | SZPT China	- Teaching quality - Research achievements
P11 | CNU China	- Quality of teaching (e.g. santification of students) - Scientific research achievements - Community service activities
P 12 | LISE China	- Performance appraisal - Capability evaluation - Attitude evaluation - Potential assessment

EDUCATIONAL TRAINING - HET CAREER
[Does educational training influence the Higher Education Teacher career progression?]
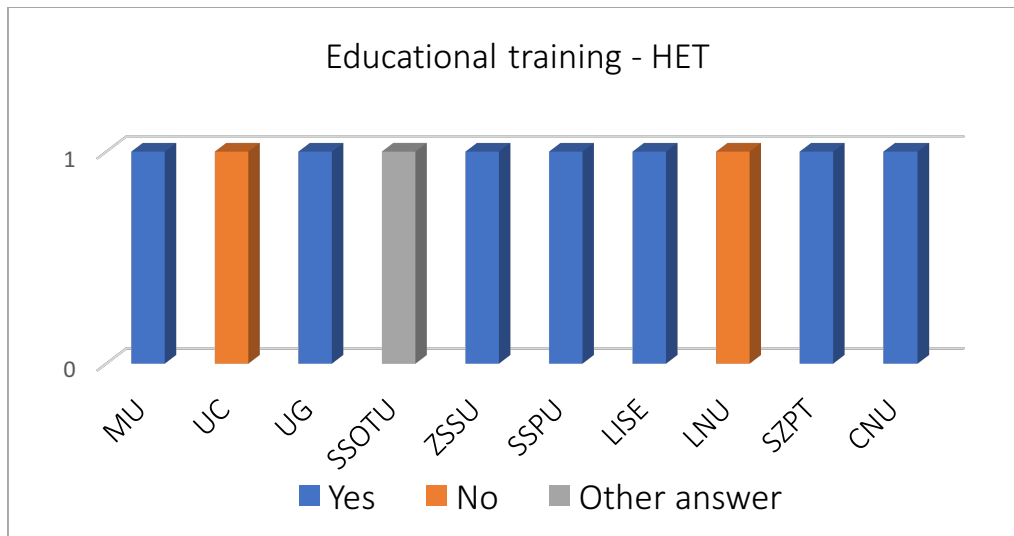
Figure 4 - Educational Training - HET Career

Other answer: "*Participation in different trainings and workshops might be helpful during the process of elections at an academic position.*"

OFICIAL NATIONAL POLICY - HET CAREER
[Do you have an official national policy that regulates Higher Education Teacher career through legislative means?]

Yes -7 answers

- "ECDU http://www.sec-geral.mec.pt/legislacao/16/82/all/all/all" (UC)
- "http://tpdc.gov.ge/index.php?action=0&lang=eng" (ZSSU)

No - 3 answers (UG; LNU; SZPT)

[What are the rights and responsibilities of a Higher Education Teacher?]

P1 | MU Czech Republic	▪ Concretizing the legal requirements for the local conditions of the university/faculty.
P4 | UC PORTUGAL	▪ Established in article 6 of Decree Law No. 97 May 19, 2017.
P 5 | UG Georgia	▪ Depending on the institution and on the profession.
P6 | SSOTU Georgia	▪ Higher Education Teachers out of Academic Position: leads lectures and seminars. ▪ Higher Education Teachers holding Academic Position: leads lectures and seminars, participates in curriculum development process, responsible for the curriculum.
P7 | ZSSU Georgia	---
P8 | LNU China	▪ Rights: to teach, to do research, to participate in the management of the university, to receive continuous professional development, to get salary and benefit, and have paid winter and summer vacations. ▪ Responsibilities: to observe national laws, to carry out teaching and cultivate students, to enhance teaching.
P9 | SSPU China	▪ Teach students; ▪ Scientific research; ▪ Take professional training; ▪ Guide the development of students.
P10 | SZPT China	▪ Carry out teaching ▪ Research ativities.
P11 | CNU China	▪ Teaching ▪ Academic research and exchange ▪ Right of evaluation ▪ Right to get payment ▪ Democratic management ▪ Attend in training programs ▪ Improve the teaching and research ability
P 12 | LISE China	▪ Enjoy the rights prescribed by law; ▪ Fulfil their obligations under the law; ▪ Be loyal to the people's educational undertakings.

[Which legal instruments and legislative documents are used to regulate Higher Education Teacher Training activities?]

P1 | MU Czech Republic	▪ General terms of the Higher Education Act. ▪ The directives of a particular university.
P4 | UC PORTUGAL	▪ N/A
P 5 | UG Georgia	▪ Law on Higher Education of Georgia (2004). ▪ Decree No. 3 by the Minister of Education and Science of Georgia (5/1/2007). ▪ Authorization and Accreditation regulations.
P6 | SSOTU Georgia	▪ There is no national regulations for Higher Education Teacher Training activities. ▪ The Higher Educational Institution has right (not the obligation) to regulate the teachers training process.
P7 | ZSSU Georgia	▪ National Standards (http://tpdc.gov.ge/index.php?action=page&p_id=68&lang=eng)
P8 | LNU China	▪ No
P9 | SSPU China	▪ The teacher's law of the People's Republic of China. ▪ The management method for the teacher's law of the People's Republic of China.
P10 | SZPT China	▪ ---
P11 | CNU China	▪ Teacher's Law ▪ Higher Education Act
P 12 | LISE China	▪ "Executive Guidelines for the Advancement of Teachers of Higher Education".

In spite of the specifics, we were able to see from the partners' answers that the legal framework of the teaching career is generally similar: academic qualification, functions, categories, progression and assessment.

C. Continuing Professional Development (CPD) Framework for Higher Education Teachers

ACKNOWLEDGED DEFINITION OF CPD - INSTITUTIONAL LEVEL
[Do you have an acknowledged definition of CPD at Institutional level?]

Yes - 1 answer

- "One year teacher preparation programme for teachers and Bachelor degree graduate financed fully by the state (since 2017). Trainings for methodologies for teachers (within TEMPUS Erasmus+ prog.)" (ZSSU Georgia)

No - 9 answers

TEACHER TRAINING FOR HET - NATIONAL LEVEL
[Is there any type of teacher training for Higher Education Teachers on a national level? If you have answered "yes", please identify the type(s) of training]

Yes - 4 answers

- Scientific and Pedagogical (ZSSU; CNU)
- Pedagogical (SSPU; LNU)

No - 6 answers

PEDAGOGICAL TRAINING:
[Regarding pedagogical training, please answer the following questions:]

OFFICIAL NATIONAL POLICY - CPD ACTIVITIES
[Do you have an official national policy that regulates CPD activities (pedagogical training) through legislative means?]

Yes - 3 answer

- http://tpdc.gov.ge/index.php?action=0&lang=eng (ZSSU)
- Higher Education teachers have to go through two-week intensive courses before they are qualified (SZPT).
- The Ministry of Education require higher education institutions to give teachers and staff training over a five-year (LNU).

No - 7 answers

RIGHTS AND RESPONSIBILITIES – CPD PROVIDERS

[What are the rights and responsibilities of CPD Providers?]

P1 | MU Czech Republic	---
P4 | UC PORTUGAL	---
P 5 | UG Georgia	▪ Develop their practice and achieve good outcomes for the staff ▪ Manage trainings ▪ Actively provide learning opportunities to meet the professional development needs
P6 | SSOTU Georgia	▪ N/A
P7 | ZSSU Georgia	▪ Improve teaching quality at schools, set high standards of teaching and learning, as well as to raise teachers' status ▪ Professional development of teachers ▪ Attracts qualified staff ▪ Creates positive environment for the new candidates to support them during preparation process and help them grow professionals
P8 | LNU China	▪ There are no concrete regulations stipulated by the Ministry of Education or the provincial education authorities.
P9 | SSPU China	▪ Recruitment ▪ Training ▪ Certification
P10 | SZPT China	▪ Offering courses related to new teaching methods.
P11 | CNU China	▪ Design the training courses and activities of professional development ▪ Monitor and evaluate the implementation process
P 12 | LISE China	---

SPECIAL STATUS OF AUTONOMY AND RESPONSIBILITY - CPD COURSES

[Does the university have a special status of autonomy and responsibility that applies to CPD courses it provides?]

Yes - 5 answers (MU; UG; LNU; SZPT; CNU)

No - 1 answer (SSPU)

N/A - 4 answers (UC; SSOTU; ZSSU; LISE)

LEGAL INSTRUMENTS AND LEGISLATIVE DOCUMENTS - CPD ACTIVITIES

[Which legal instruments and legislative documents are used to regulate CPD activities? Please state internal regulations only (in the case of universities).]

- The directives of a particular university (MU)
- The university has no regulations about CPD yet. The university has autonomy to create CPD units and elaborate the regulations and legislative documents (SSOTU)
- One office of Lifelong education to be responsible of CPD activities (SSPU)
- Some higher education institutions may have regulations for teachers who want to achieve career progression to finish some courses study (LNU)
- Work plan of relevant department (SZPT)
- No specific regulations. The teaching affairs department just organized and hosted seminars, workshops and meetings to improve the teachers' professional competence (CNU)
- N/A – 4 answers (UC; UG; ZSSU; LISE)

DEVELOPMENT AND APPROVEMENT - CPD COURSE CURRICULA

[Who develops and approves CPD course curricula?]

- University (UG)
- Ministry of Education and Science together with National Centre for Teacher Professional Development (ZSSU)
- The teachers of the continuing education school in our university (SSPU)
- There are not designated CPD curricula developers. The Personnel Department or Teaching Affair Department in the university may approve it (LNU)
- HR department (SZPT)
- Teaching affairs department of the university (CNU)
- N/A – 4 answers (MU; UC; SSOTU; LISE)

OFFICIAL LICENSING BODY - CPD

[Is there an official licensing body for CPD? If you have answered "yes", please describe its role, main tasks and responsibilities.]

Yes - 1 answer

- ▪ "The National Center for Teacher Professional Development. The main goal of Teacher's Professional Development Center is to improve teaching quality at schools, set high standards of teaching and learning, as well as to raise teachers' status. Since 2008, the Center carries out its activities in two main priority areas: Professional development of teachers; Attracts qualified staff; Creates positive environment for the new candidates to support them during preparation process and help them grow professionals." (ZSSU)

No - 8 answers (MU; UG; SSOTU; SSPU; LISE; LNU; SZPT; CNU)

N/A - 1 answer (UC)

APPROVEMENT OF THE COURSES BY THE INSTITUTION

[Does the institution/university have to approve the courses if it wants them to be recognized for the specific professional field?]

Yes - 6 answers (ZSSU; SSPU; LISE; LNU; SZPT; CNU)

No - 2 answers (MU; UG)

N/A - 2 answers (SSOTU; UC)

CPD MANDATORY TO HET

[Is it mandatory to undertake CPD for higher education teaching?]

Yes - 4 answer (CNU; SZPT; LNU; LISE)

- ▪ "Various kinds of training provided for the higher education teachers every year." (LISE)
- ▪ "It is, but nobody takes it seriously." (LNU)

No - 5 answers (MU; UG; SSOTU; ZSSU; SSPU)

N/A - 1 answer (UC)

CPD SERVICES PROVIDED BY THE INSTITUTION

[What CPD services are currently provided by your institution?]

P1 | MU Czech Republic	▪ Language preparation ▪ Research publishing courses
P4 | UC PORTUGAL	---
P 5 | UG Georgia	▪ Apart from PhD course on methods on instruction (PhD students) very little and of a sporadic nature.
P6 | SSOTU Georgia	▪ N/A
P7 | ZSSU Georgia	▪ Bachelor degree higher educational programme (4 year for teachers for elementary schools) ▪ One year teacher preparation programme
P8 | LNU China	▪ The Teacher Professional Development Center conducts several lectures each semester.
P9 | SSPU China	▪ Training to the staff ▪ Training to the teachers ▪ Adult Continuing Education
P10 | SZPT China	▪ Offering courses; offering overseas training program.
P11 | CNU China	▪ Seminars, workshops and meetings on improving the teachers' professional competence held by the teaching affairs department. ▪ 2Exchange and visting-scholar programs
P 12 | LISE China	▪ Academic lectures ▪ Teaching seminars ▪ Demonstration

CPD ACTIVITIES PROVIDED BY THE INSTITUTION

[What type of CPD activities are currently provided by your institution?]
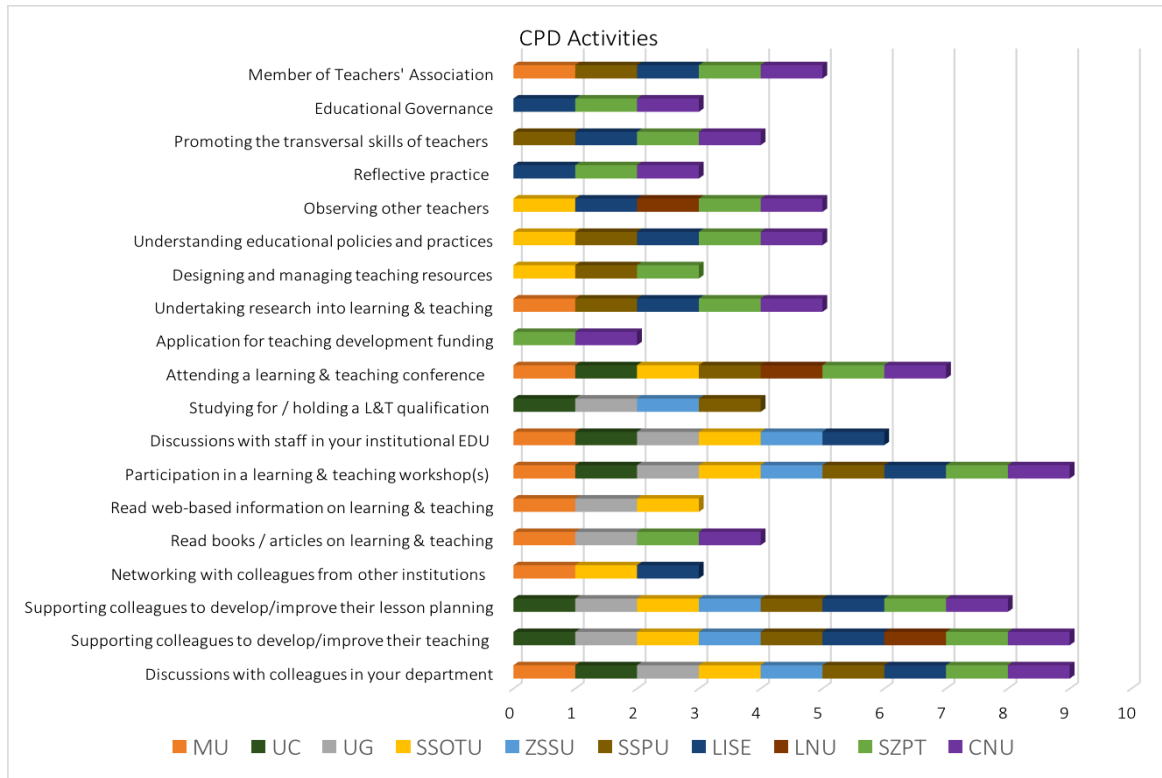

Figure 5 - CPD Activities provided by the institution

ACADEMIC TRAINING AREAS AVAILABLE AT UNIVERSITY

[What Academic Training Areas are currently available at your university?]
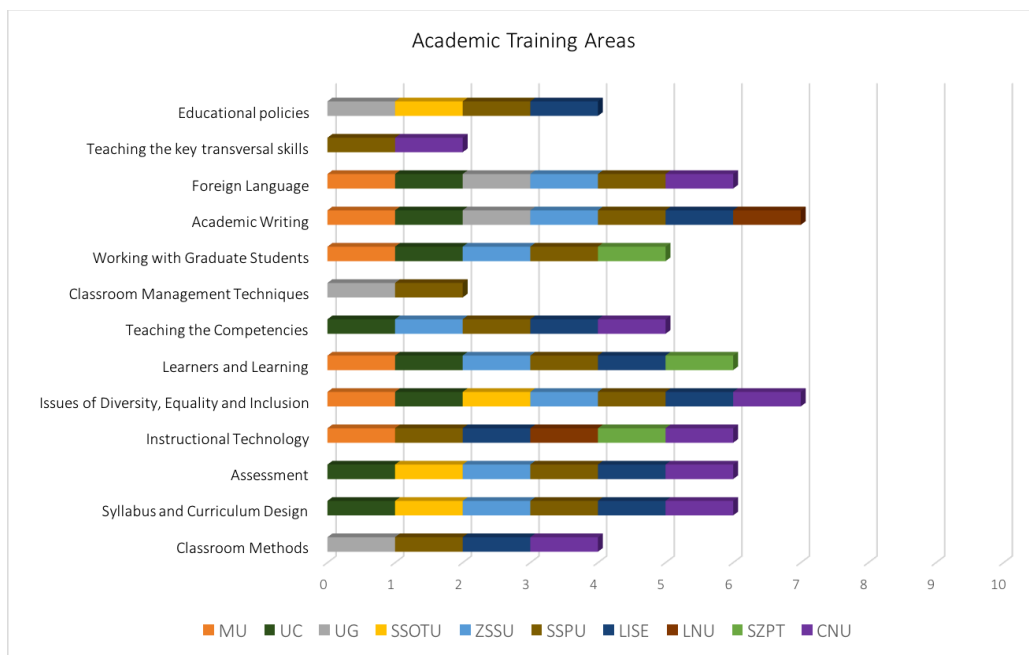
Figure 6 - Academic training areas available at university

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OFFICE/DEPARTMENT/PERSON - CPD ACTIVITIES

[Does your institution have an office, department or person who is responsible for the management of CPD activities? If you have answered "yes", please provide details (name, structure, contacts, number of people involved, wherever applicable).]

Yes - 5 answers

- "The Teacher Professional Development Center in the Department of Teaching Affairs." (LNU)

- "Teacher career development center. Is an office of the dean's , there are 2 people involved in the office." (SSPU)

- "Personnel department". (SZPT)

- "Teaching affairs department — Teaching development center and education evaluation center." (LISE)

- "Zhao Chunli (Head of the Human Resource Department)" (LISE)

No - 4 answers (MU; UC; UG; SSOTU)

Other - 1 answer

- "Not separate office but goal of the Quality Assurance service center at the university level is to provide academic staff with learning and study methods, design syllabi and support them in all activities linked to teacher development, teaching and learning emprovement. Head of Quality Assurance Service Center Bela Mosia, mosiabela@gmail.com management body by the structure of the university." (ZSSU)

LEVEL OF AUTONOMY - CPD ACTIVITIES

[How would you rate the level of your autonomy in the decision making process concerning CPD activities at your institution?]
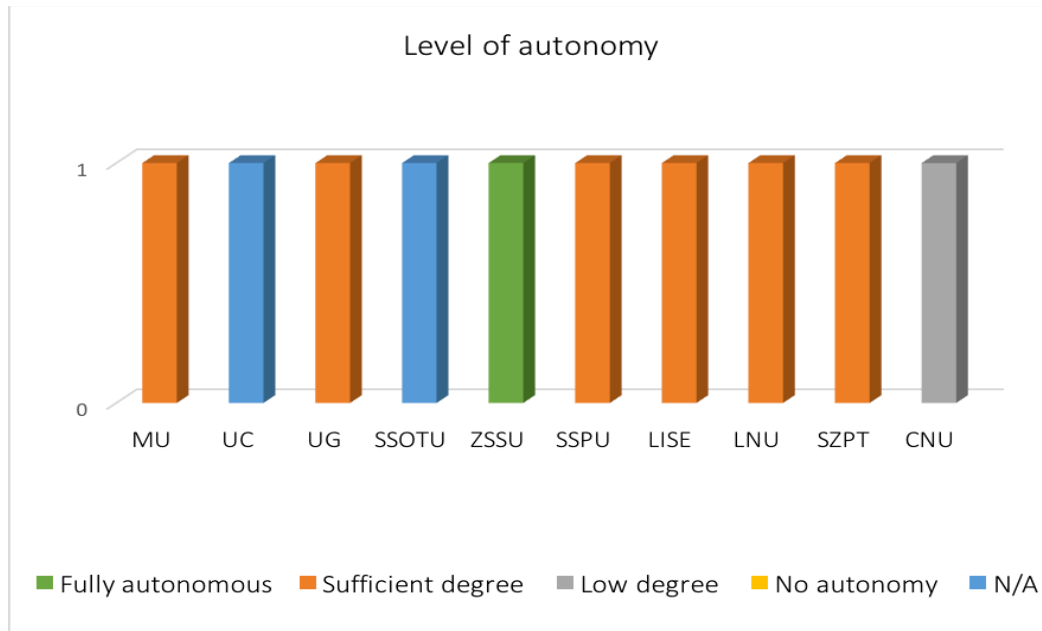
Figure 7 - Level of autonomy - CPD Activities

FINANCING - CPD ACTIVITIES

[How is the financing of CPD activities organized in your institution?]

- The University/faculty - 3 answers (MU; SSPU; CNU)

- The State - 2 answers (ZSSU; SZPT)

- Other answer ("There should be some money for them, but we have no idea about how it is used." – LNU)

- N/A - 4 answers (UC; UG; SSOTU; LISE)

DOCUMENTS ISSUED - CPD COURSE GRADUATES

[What documents are usually issued to CPD course graduates in your institution?]
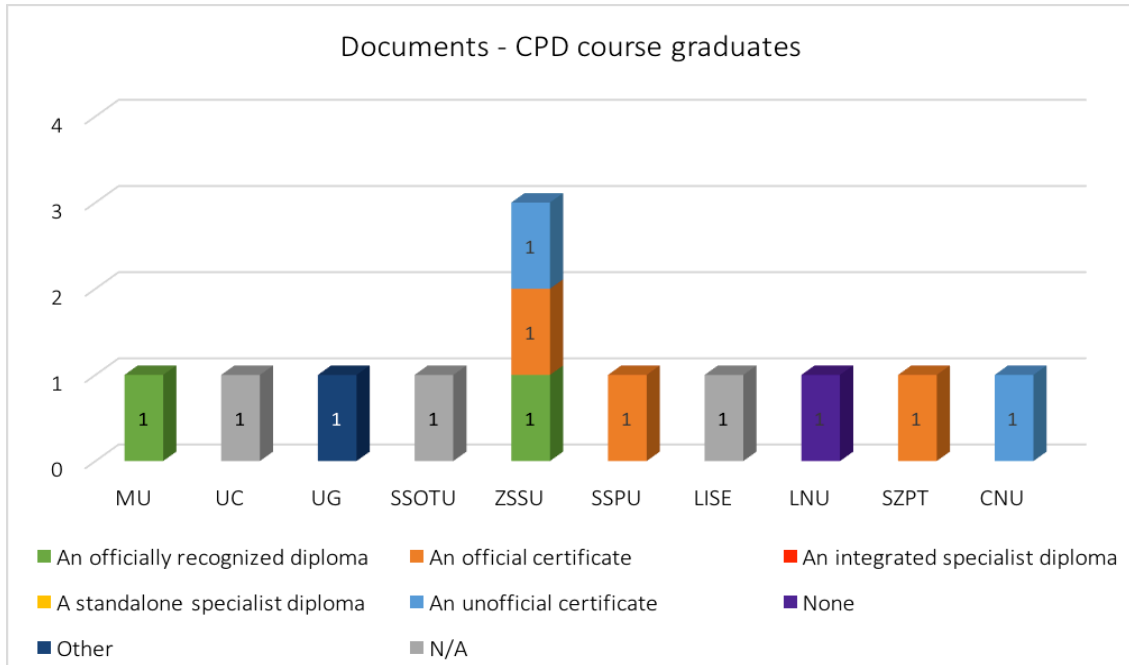
Figure 8 - Documents issued - CPD Course Graduates

Requirements for teachers/tutors - CPD courses

[What are the requirements for teachers/tutors that participate in CPD courses? (i.e. qualification, teaching experience, references, etc.)]

- "No" (MU)

- "Will depend on a course…" (UG)

- "To have qualification in education, teaching experience" (ZSSU)

- "There are not specific requirements" (LNU)

- "All of them are required for participating in CPD courses" (SSPU)

- "Mandatory CPD courses: everyone needs to attend. Additional CPD courses: teaching experience & performance, qualification, etc." (SZPT)

- "It depends on the content of courses, and teachers' needs and interests." (CNU)

- "*N/A*" (UC; SSOTU; LISE)

Overall, CPD programmes are assumed as necessary in each partner country. Although some have specific regulation (national or the institution's) to support CPD Programmes, it is clear that there are different levels of approaches depending on the countries and even on the institution. From the analysis of this section of the questionnaire we perceived that further information might be needed and that it would be useful to collect more details.

D. Laboratory of Educational Technology (LET)

ICT IN EDUCATION – INSTITUTION STRATEGIC PLAN
[Is the use of Information and Communication Technology in education part of your institutions' strategic plan?]

Yes - 8 answers

- "The University of Coimbra established, since 2010, distance learning as a strategic field of action. A distance learning project was developed in September 2010." (UC)

- "All of the classrooms are equipped with a projector connected to the computer. Mid-term and final exams are uploaded to a university system (similar to that of the Moodle) and corrected by the teachers online. In addition, student grades are filled in the above-mentioned system by the teachers themselves. The system is also used for communication and other purposes."(UG)

Other - 2 answers

- "It is not the part of institution's strategic plan, but information and communication technology is used in education process intensively." (SSOTU)

- "Only in general terms." (MU)

THE INSTITUTION'S SUPPORT TO DESIGN, DEVELOP AND IMPLEMENT A LET
[Does your institution/university support the design, development and implementation of a Laboratory of Education Technology?]

Yes - 7 answers

No - 2 answers

Other - 1 answer

- "We do not have a LET but our University is intended to support and implement any kind of news to be study process interesting and varied." (SSOTU)

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THE LET AIM

[What is/ will be the aim of the Laboratory of Educational Technology?]

P1 | MU Czech Republic	---
P4 | UC PORTUGAL	▪ Develop quality e-learning courses.
P 5 | UG Georgia	▪ Create necessary technological support for HE teachers to improve their skills and knowledge on methods of instructions and give them means to share experience with their peers nationally and internationally. ▪ Increase the confidence, motivation and commitment of staff.
P6 | SSOTU Georgia	▪ There is no national regulations for Higher Education Teacher Training activities. ▪ The Higher Educational Institution has right (not the obligation) to regulate the teachers training process.
P7 | ZSSU Georgia	▪ To look for new methods and methodologies for teacher professional development. ▪ To enhance the teaching and learning process by innovation.
P8 | LNU China	▪ To help students to study effectively.
P9 | SSPU China	▪ The lab is used for experimental teaching.
P10 | SZPT China	▪ Providing teachers with new teaching technology and equipment
P11 | CNU China	▪ Students' learning and teaching practice. ▪ Design effective MOOCs
P 12 | LISE China	▪ Train students' basic skills, professional practice ability and innovative ability, so that students can develop their professional skills in the practical environment.

HR TO DEVELOP THE PLAN
[Do you have Human Resources (HR) to develop the plan?]

Yes - 7 answers

- "The UC distance learning project has a multidisciplinary team." (UC)

- "We have human resources' department and we have human resources to implement professional development course on methods of instruction devised throughout this project. There will be a planned and systemic approach to the effective management of trainings: objective assessment of training needs; clear set of objectives for training; a sense of involvement from the side of staff." (UG)

No – 1 answer

N/A – 1 answer

Other – 1 answer

- "Only in general terms" (MU)

THE STAFF - PERFORMING WORK AFFECTING THE LET COMPETENT
[Is staff who will be performing work affecting the LET competent on the basis of appropriate education, training, skills and experience?]

Yes - 7 answers

- "The staff team includes people that are educated, trained, skilled and experienced in different fields: educational sciences, instructional design, multimedia and interface design, informatics and project management, all of which required in a LET." (UC)

N/A – 2 answers (MU; SSOTU)

Other - 1 answer

- "All staff working in the QA Service center are responsible for quality of studying and teaching." (ZSSU)

THE STAFF – SPECIALIZED TRAINING
[Will staff be needing specialized training?]

Yes - 7 answers (UG; SSOTU; SSPU; CNU; LNU; SZPT; LISE)

N/A - 1 answer (MU)

Other - 2 answers

- "Training is necessary if staff does not have appropriate training in the fields of instructional design, assessment, technology, multimedia". (UC)

- "The already existing staff will responsible for trainings." (ZSSU)

THE INSTITUTION'S HABILITY TO PROVIDE TRAINING TO ACHIEVE THE COMPETENCE OF STAFF
[Will the institution/university provide training or take other actions to achieve the necessary competence of staff?]

Yes - 9 answers (UC; UG; SSOTU; ZSSU; LNU; SSPU; SZPT; CNU; LISE)

N/A - 1 answer (MU)

INFRASTRUCTURE REQUIRED TO DEVELOP THE LET
[Does the institution/university have the infrastructure needed to develop the LET: buildings, workspace and associated utilities; equipment (both hardware and software), and supporting services (communication or information systems)?]

Yes - 8 answers (UC; UG; SSOTU; ZSSU; SSPU; SZPT; CNU; LISE)

N/A - 1 answer (MU)

Other answer – "Not enough" (LNU)

THE INSTITUTION PROVIDE THE INFRASTRUCTURE REQUIRED TO DEVELOP THE LET

[If needed, will the institution/university provide the infrastructure required to develop the LET?]

Yes - 6 answers (UC; SSOTU; SSPU; SZPT; CNU; LISE)

N/A - 1 answer (UG)

Other - 3 answers

- "Only partially." (MU)

- "Universty will need some additional equipment for LET." (ZSSU)

- "They'd love to, but not every institution has enough money to do so." (LNU)

RESOURCES REQUIRED TO DEVELOP AND IMPLEMENT THE LET

[If needed, will the institution/university ensure the availability of resources for the development and implementation of the Laboratory of Educational Technology and its continual improvement of effectiveness and fulfilment of needs requirements?]

Yes - 6 answers (UC; ZSSU; SSPU; SZPT; CNU; LISE)

N/A - 3 answers (MU; UG; SSOTU)

Other answer – "The institution cannot ensure 100%." (LNU)

PLAN, MONITORING INSTRUMENTS, ASSESSMENT AND IMPROVEMENT FOR THE ACTIVITY RELATED WITH THE LET

[Has the institution/university established a plan, monitoring instruments, assessment and improvement for the activity related with the LET?]

P1 | MU Czech Republic	- Only in general terms
P4 | UC PORTUGAL	- The UC has a Quality Management System that includes procedures for planning, monitoring and assessing its activity, including the LET. The UC_D project has also developed its own specific planning, monitoring and assessment instruments

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P 5 | UG Georgia	▪ Not yet, but the institution will develop the plan to answer the following questions:
	
	    ○ Who is to be trained? And why?
	
	    ○ What would they be taught?
	
	    ○ How will the training be assessed and evaluated?

P6 | SSOTU Georgia	▪ Not yet
P7 | ZSSU Georgia	▪ Working process
P8 | LNU China	▪ Yes
P9 | SSPU China	▪ Yes
P10 | SZPT China	▪ Yes
P11 | CNU China	▪ Yes
P 12 | LISE China	▪ No

THE LET MISSION
[What will be the mission of the LET?]

P1 | MU Czech Republic	---
P4 | UC PORTUGAL	▪ Continue to aim to provide quality e-learning courses.
P 5 | UG Georgia	▪ To ensure achievement of its aim improve practice. ▪ Contribute to lifelong learning and enable career progression.
P6 | SSOTU Georgia	---
P7 | ZSSU Georgia	▪ To enhance the learning and teaching process for academic staff to emprove teaching quality to grow professionals.
P8 | LNU China	▪ To provide education widely and effectively.
P9 | SSPU China	▪ LET supports the experimental teaching and assists the theory teaching.
P10 | SZPT China	▪ Providing nem technology and equipment.

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| P11 | CNU China | ▪ To assist in design and development of MOOCs. |
| P 12 | LISE China | ▪ Implement the sustainable learner-centered teaching method. |

THE STATUTORY AND REGULATORY REQUIREMENTS – LET

[Which will be the statutory and regulatory requirements applicable to the LET?]

- "The UC and the Portuguese Higher Education System has specific statutory and regulatory requirements, therefore, the LET will comply to them." (UC)
- "Experimental Centre of our university" (SSPU)
- "None" (UG)
- "LET should do their best to meet the needs of teaching staff regarding new technology." (SZPT)
- N/A - 4 answers (MU; SSOTU; ZSSU; LNU; CNU; LISE)

Overall, partner countries have confirmed that their HEI acknowledges the importance of technology in education and has included its use in their strategy, therefore supporting the design and development of a LET unit. Although the aim of the LET may vary, some focusing on the student and some focusing on the teacher, from the partners' answers we were able to see that they understood the scope of a LET in different ways: some understood it as an example or type of CPD unit; others as a support unit for the development of technology enhanced education. Almost all partners have confirmed that the institution will provide both the HR and the training needed to develop, implement and manage the LET.

E. Monitoring CPD and development of a Model

MONITORING SYSTEM - CPD
[Does your institution have a monitoring system for CPD?]

Yes - 3 answers

- "Questionnaires once in each semester to identify needs and satisfaction level of students and staff for improvement of study procedure." (ZSSU)
- "The aim of the monitoring system is to ensure the effectiveness, timeliness and continuity of CPD programme." (LISE)
- "The HR department will check your attendance of the training." (SZPT)

No - 7 answers (MU; UC; UG; SSOTU; SSPU; LNU; CNU)

MONITORING SYSTEM OF CPD PROGRAMMES
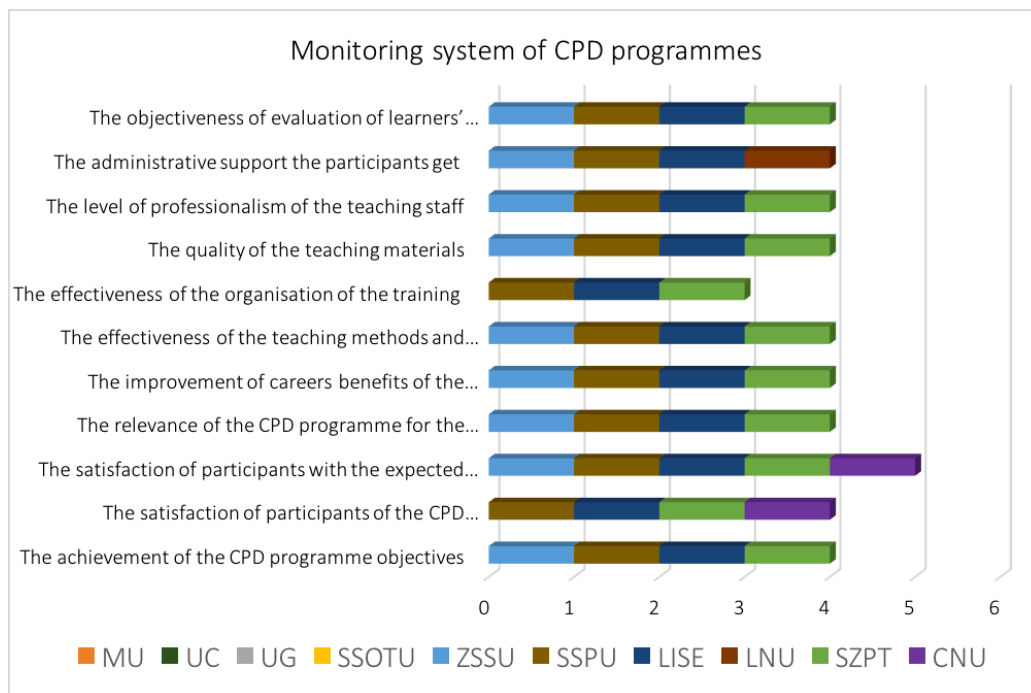*[Which aspects does the monitoring system of CPD programmes at your institution cover?]*

Figure 9 - Monitoring System of CPD Programmes

INTERESTING PRACTICES – CPD
[Have interesting practices of CPD been identified?]

Yes - 3 answers

- "At UC, there is an office "Department of Medical Education" in the Faculty of Medicine with a CPD programme specific for the teachers of the faculty. UC also has a Distance Learning Department that, although it aims to provide continuous training for students, it also provides teachers support enabling them to develop skills in pedagogical technology knowledge." (UC)

- "Every activities carried out by the university is reflexion of the results we got from the needs and analyses after questionnaires, even infrastructure, development of students services are under the needs they require." (ZSSU)

- "Training such as first aid." (SZPT)

No - 7 answers

THE EFFECT OF THE EXPERIENCE IN PREVIOUS CPD PROGRAMMES
[How can the experience from previous CPD programmes in your institution have an effect on new CPD programmes?]

P1 | MU Czech Republic	N/A
P4 | UC PORTUGAL	N/A
P 5 | UG Georgia	▪ No CPD programmes exist so far.
P6 | SSOTU Georgia	---
P7 | ZSSU Georgia	▪ For CPD programme we already have all necessary information and background and requirements for successful development of CPD programme.
P8 | LNU China	▪ Our university has not specific CPD programs for all teachers because the Center just established two years ago. We can learn from other universities inside and outside of our universities.
P9 | SSPU China	▪ The experience from previous CPD programmes will effect positively the new CPD programmes, because the experiences can get rewarded.
P10 | SZPT China	▪ The feedbacks from the trainees should be taken seriously.

P11 | CNU China	▪ The professional development needs and interests of teachers may affect the curriculum design and activities.
P 12 | LISE China	---

Although in general the partner countries replied that they have no CPD programmes, some have identified the aspects monitored in CPD Programmes.

Step 5: Focus Group

When developing the questionnaire, the Portuguese team had as its main goal to better understand the context of each of the partner's institution as regards Continuous Professional Development of Higher Education Teachers. The analysis of the answers to the questionnaire were useful to meet this goal, however, the team felt it was insufficient to achieve the level of knowledge needed to help support the Implementation of Learner-Centred Teaching in Partner Country Institutions.

Therefore, during the 2nd Meeting of the Star Project, the Portuguese team thought it would be useful to gather a focus group with the partners from China to better understand their CPD context because it was perceived that there were different realities at hand:

1. HEI with CPD Programmes running but no specific structure or CPD Unit;

2. National Mandatory CPD Programmes running (managed by HR) but no specific structure or CPD Unit; No CPD Unit or CPD Programme.

In the case of the partners from Georgia, since they have no previous CPD Unit or Programme, no focus group was needed.

Step 6: SWOT Analysis

A SWOT analysis was also carried out based on the answers from the partners both in the questionnaire and in the focus group session. We consider this to be useful to have a more concise and summarised vision of what each partner institution's context is and what they may face in the design, development, implementation and maintenance of CPD Programmes and Units.

S	W
• The commitment of the team working on CPD implementation • Clear CDP needs identified • Experience of trainers in Education • Existing CPD Activities • Some HR to develop CPD programmes and units • Current use of ICT in Education	• Not having full institutional support • Not having the necessary resources to maintain the CPD Unit
O	T
• Star Project support in the development of CPD programme and unit • Financial Support to equip CPD Units	• New national regulations relating to HEI or CPD Programmes

Furthermore, we believe it is important for partner institutions to reflect upon some issues that are central to the design phase of the CPD Unit.

Key Reflexion Questions for Partner Institutions

Does your country have specific laws for CPD?
Does CPD training require certification by a Certification Institution?
Who will need to do CPD training?
Are there requirements for mandatory CPD? (number of hours/credits)
Does your institution support the development of a CPD Unit?
Do teachers have a Personal Development Plan (PDP) in your HEI?
Will your CPD unit be focused on one school or will it be aimed for the entire HEI?
Will your CPD unit be integrated in a HR office?
Will CPD be included in a support for teachers and researcher's office?
Will your CPD unit function independently?
Will teachers earn CPD credits? How?
Will CPD information need to be registered in the teachers' individual file?
Will teachers have to apply?
How will they apply?
How will their application be assessed?
What do teachers need to consider before applying?
What do managers need to consider before their team members apply?
Who will approve the teacher's participation in CPD training programmes?
Is this open to all staff?
What professional skill areas will the CPD courses cover?
Who will be the CPD providers?
Who provides the training? Where will the training take place?
Will your CPD unit require office space?
Will your CPD unit require training space?

DESIGN AND DEVELOPMENT OF A CONTINUING PROFESSIONAL DEVELOPMENT (CPD) UNIT

Design and development is a process (or a set of processes) that uses resources to transform general input requirements for an object into specific output requirements. An object is any entity that is either conceivable or perceivable. Objects can be real or imaginary and could be material or immaterial (ISO 9001:2015).

In the case of the CPD Unit development we will be designing and developing a service which will follow these phases

Design Phase

Once the determination is made within the institution to develop the CPD Unit (it is a requirement to have the institutions support and approval), the steps in the design phase will ensure that the CPD Unit will be designed appropriately for the teachers (trainees) and is according to the institutions regulations and standards. It is important that you maintain records of the different phases. This design phase portrays the corresponding phase of the ADDIE Model, but is also aligned with the Quality Assurance Standard ISO 9001:2015, highly recommended for Higher Education Institutions in Europe.

Planning

- Determine all necessary design and development phases
- Determine the appropriate design review, verification and validation techniques
- Determine who has responsibility for design and development.

Input

- Determine functioning mode and the specifications of the CPD Unit
- Determine or identify the relevant statutory and regulatory requirements
- Determine relevant information from previous CPD Programmes or existing Units
- Determine other requirements that are essential to the CPD Unit and CPD Programme
- Align with the mission, the strategy and the goals of the institution

Output

- Determine whether the outputs meet the input requirements for design and development
- Ensure the outputs provide reference to CPD Programme acceptance criteria (namely defining responsibilities – who has the authority to accept)
- Determine whether the outputs accurately specify essential characteristics

Review

At key stages of development the design should be reviewed to ensure that the inputs are met, and any problems or difficulties are identified and resolved.

- Determine whether the results conform to the specified requirements
- Identify any missing points or frailties in the design
- Propose and implement solutions to solve the issue of missing points or frailties in the design

Verification

- Determine whether the outputs meet the input requirements for the design

Validation

- Ensure the CPD Unit meets the specified requirements
- Undertake testing

Changes/Improvements

Consider the impact of proposed changes, especially in terms of backwards compatibility and ensure control over design and development changes.

Design changes must be:

- Identified
- Recorded
- Reviewed
- Verified
- Validated
- Approved

Document the design and development process

- The overall flow of design and planning activities

- The required responsibilities and authorities

- The criteria for design verification and validation

- Any design and development interfaces

Measuring design and development effectiveness

This may be achieve by the institution's own approval of the CPD Unit design and also by how efficiently information flows between each design and development phase.

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CPD+LET UNIT DESIGN AND DEVELOPMENT PLAN

SPECIFICATION
Name of the CPD+LET UNIT
Is there a synthesis of the needs/demands of the target audience: ☐ No ☐ Yes Documents: Needs Assessment Report	WP1 + Status Assessment	WP2 Obs: See Key Reflexion Questions bellow
Is there legislation / standards to abide by: ☐ No ☐ Yes: References: (each institution should identify their own legislation/standards) Obs: See Key Reflexion Questions bellow
Goal: To develop and implement a Continuous Professional Development Unit

Inputs:
 	
    - Needs Assessment
 	
    - Status Assessment
 	
    - Existing Continuous Professional Development Unit
 	
    - Star Project
 	
    - ...

Critical Factors of Success: - Top management involvement, approval and support; - Clear definition of the objectives to be achieved; - Involvement of staff; - Training in Planning and Quality Assurance; - Human Resources to develop the CPD+LET; - Specific Training of Trainees/Teachers (Instructional Design; Pedagogy: Methodologies); - Advanced training in computer programmes/software needed to develop the CPD with a LET dimension

Human Resources Needed:	Methodologies to be used:
▪ Coordinator	responsible for the mission and strategy of the Center;	▪ Defining the CPD development team

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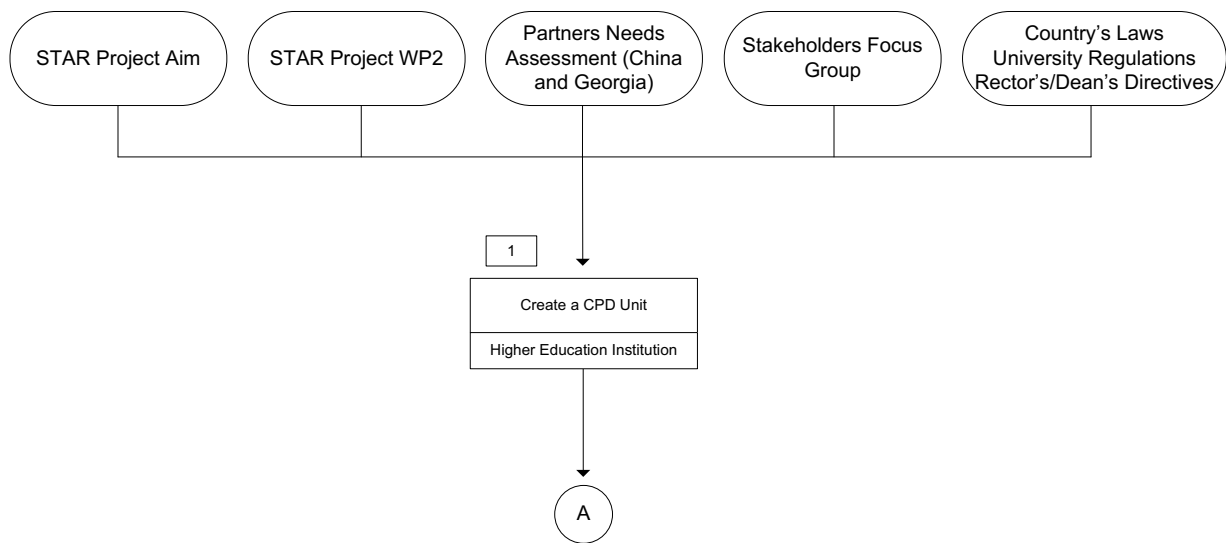of the European Union

- Manager (HR management; Finances Management; Academic Issues Management; Communication and Dissemination; Quality Assurance); - Scientific and Pedagogical Coordination | responsible for the supervision and guidance in the design and development of the CPD Programme. - Pedagogical team | responsible for the instructional design of the courses and - Technical team [Design/Multimedia/Informatics] | Responsible for the development of multimedia resources and for the development of platform needs - Teachers/Trainers with an Education background.	- Collection of documents and regulations that may condition or regulate the development of the CPD Unit - Crossing what we defined as required with what you already have - Designing the procedure flowchart and timeline; - Using the key questions as a guideline - Regular self-assessment of the work developed and of continuous improvement
Financial Resources Needed: - Project Implementation Budget (STAR Project based?) - Functioning budget	**Infrastructures:** - Office suitable for all team members - Classrooms for face-to-face Programmes - Server - Information System
Equipment required: - Server - Computers (laptops) - Datashow - Screens - Camera - Camera Recorder - Microphones …	**Software and Informatics Requirement:** - LMS System - Film Editor - Screencast software - Podcast software
Monitoring:	
Outputs: - CPD + LET - CPD + LET Procedures - Teacher Skills mapping;	

- CPD + LET Training Programme;
- Key Performance Indicators;
- CPD + LET Annual Activity Plan and Timeline;
- CPD + LET Platform.

Development and Conducting CPD Training		Project	STAR
		Version	V0
		Date	November 2017
Aim	Defining the process of design and development of a CPD Unit		
Scope	Sustainable Learner-centred Teaching – Advanced Resource for Georgia and China WP2 | Capacity Building for Learner-centred Teaching in PC Institutions		

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┌──────────────┐  ┌──────────────┐  ┌──────────────┐  ┌──────────────┐  ┌──────────────────┐
│ STAR Project │  │ STAR Project │  │ Partners     │  │ Stakeholders │  │ Country's Laws   │
│    Aim       │  │    WP2       │  │ Needs        │  │ Focus Group  │  │ University        │
│              │  │              │  │ Assessment   │  │              │  │ Regulations       │
│              │  │              │  │ (China and   │  │              │  │ Rector's/Dean's   │
│              │  │              │  │ Georgia)     │  │              │  │ Directives        │
└──────────────┘  └──────────────┘  └──────────────┘  └──────────────┘  └──────────────────┘

                      ┌───┐
                      │ 1 │
                      └───┘
                      ┌──────────────────────────┐
                      │   Create a CPD Unit       │
                      ├──────────────────────────┤
                      │ Higher Education Institution │
                      └──────────────────────────┘

                              ( A )
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Figure 10 - Flowchart

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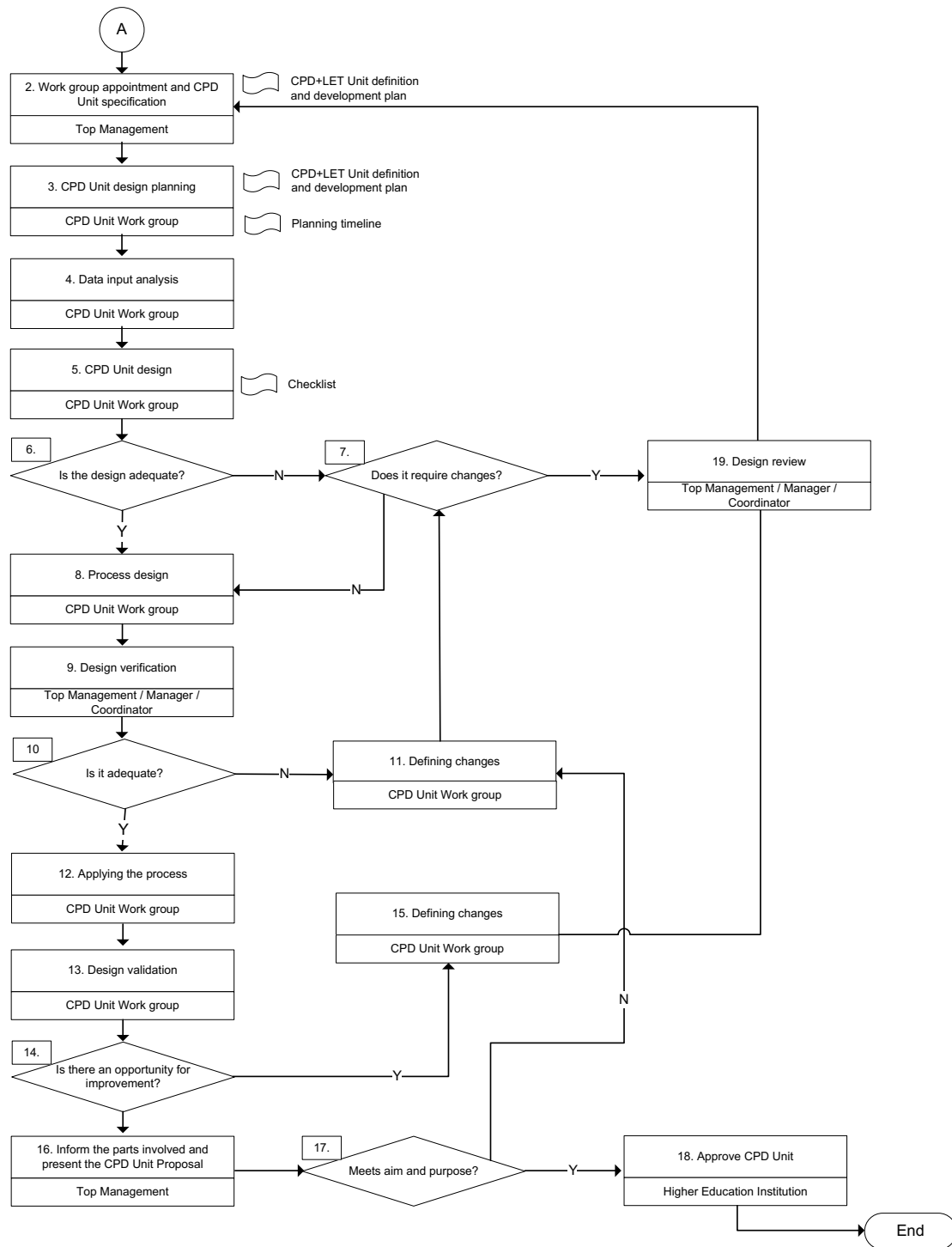
Development Phase

During the development phase, everything that will be needed to implement the CPD Unit should be arranged. All the interested parties and resources should be brought into the process. It is important that all those involved understand their roles and responsibilities and that resources are gathered for implementation.

Documental Structure of the Process

The documental structure of the CPD Unit will aim to guide and support the activities carried out. These documents generally define the *what* (description of the tasks carried out), the *who* (defining who will be responsible for carrying out the tasks), the *when* [establishing the moments when and in what sequence they are carried out) and *how* (defining the instruments that support its implementation). These will be instruments of operational planning of the activities and will assist the organization in monitoring.

In the above mention context, the management, the design, development and assessment process of the CPD Training Programmes will comply to certain standards and requirements which will allow the CPD Unit to follow up and monitor the entire training progress.

For this purpose, a collection of pedagogical management documents should be developed. These, according to their objectives and target audience, should ensure the implementation and monitor the training process, providing evidences regarding the achievement of previously establishes objectives.

Therefore, the development of CPD Programmes, carried out through its design, implementation, trainees' participation, assessment and certification undergoes certain formal procedures that can be divided into three moments: before the course, during the course and after the course.

Before the course:

- Formal Approval of the CPD Programme – proposal for the approval of the course, according to the regulations of the partner's HEI

- Dissemination and communication of the course – development of the courses graphic identity; uploading the course onto the CPD Unit's webpage and information system (if required by the

institution); developing a mailing list and the email layouts; disseminating the course through the various means available (mailing lists, institution's website, interface with partners or sponsors, social media)

- Organizing the trainees' management documents: general information about the trainees; selection/admission process; list of trainees;

- Filling out the pedagogical management documents required to prepare the course: characterization form; course schedule; list of resources; activity plan; video script; content form; multimedia script; meeting agenda; meeting report; other (Annexes 4, 5, 6 and 7);

- Registering the trainees on the institutions online platform (if required) and on the learning management system (if used);

- If you are using a learning management system (LMS) to support the CPD training programme, upload the course onto the platform, as established in your guidelines, and based on the pedagogical documents used while preparing the course.

During the course:

- Evaluate and monitor trainees learning process. If you are using a learning management system you should also monitor the students' activity on the platform and their virtual learning process through: LMS's automatic reports and records; the platforms grading system and the situation reports.

- Follow-up and technical support of trainers: meetings – meeting agenda and meeting report; communication through email.

- Follow-up and general support of trainees (general issues).

After the course:

- Training Course Assessment: trainees and trainer's satisfaction assessment (preferably though an online questionnaire system); CPD Programme report; Final Trainees Assessment;

- Trainees Certificate: Institutions certification model for CPD programme

- Update the CPD training programme folder, having as a base the folder's checklist. This folder should include all relevant records of the training programme (already mentioned above), as well as all the trainees' assignments and other work and the course material (contents, activities and resources);

- *If you are using a LMS you should also do a Backup of the course.*

Before the kick off of the instructional design of the course, it is necessary to analyse and assess the size and complexity of the programme that partner institutions intend to develop in other to define the most suitable instructional strategies. These strategies are included in a dynamic and interactive process of course preparation where all the intervenients are involved, on a greater or lesser degree, according to the different stages of the process.

It is recommended that the instructional process of the course begin with a general meeting where the entire team should be present (CPD unit team and trainers/teachers); the team will support the instructional design, as well as the course conduction. If you are using a LMS the team may also be the one to also plan, develop and implement the course on the learning platform. Throughout this process, the trainers will follow-up and validate all the work developed.

For each phase of this process there are specific documents that should be used to register, monitor and organize all the information on the CPD Programme. These documents should be developed according to the partner institutions' regulations (conforming to internal and external standards, such as quality standards), and should be organized in categories, according to their purpose and aim.

- Planning, assessment and continuous improvement;

- Information and Documentation System Management;

- CPD Unit Management;

- CPD Programme Management;

- Financial Management;

- Human Resources Management;

- Resources Management;

- Communication Management.

As already referred, at the end of each training course, all documents should be filed, according to a previously established structure.

Monitoring the process

One of the concerns that should always be present is that of monitoring the quality of the practices:

    a) pedagogical;

    b) management.

a) In the pedagogical dimension, the aim is to continuously assess if the strategies and resources and adequate for students and if they achieve their objectives when they finish the course. At this level, monitoring is performed through a Satisfaction Assessment Questionnaire, conducted at the end of each course. This instrument comprises the following satisfaction assessment categories: (i) LMS usability (when applicable); (ii) contents and activities; (iii) support resources (bibliography and multimedia); (iv) pedagogical team (CPD Unit + Trainers); (vi) interpersonal relationships; e (vii) relevance of synchronous sessions (for online courses).

The results of the trainees' satisfaction assessment should be analysed by the CPD Unit team, being an important output to support the improvement of the pedagogical process. Besides the quantitative data treatment, it is important to take into consideration the qualitative data analysis obtained not only through the questionnaires, but also through the interaction with trainees and trainers (comments, messages, etc.) These results will be an important input for the course improvement process.

b) In the management dimension, the CPD Unit should follow the principles that are established by the institution, namely the actions defined in the institutions' strategic plans. Furthermore, a set of operational indicators should be defined and monitored, namely: no. of CPD courses; no. of teachers trained; completion rates; and other indicators related to trainee/teacher satisfaction.

This will enable the permanent monitoring and assessment of the process, which will provide relevant information for decision making and for the continuous improvement of the process and of HR development.

Diagnostic

This stage includes the study and characterization of the current status of partner countries' institutions as regards CPD in terms of: existing CPD Programmes of Units, planning mechanisms, monitoring, assessment and improvement for the activities that will be developed by the CPD Unit. This analysis should be aligned with the institutions' management and quality management principles, as well as regulations.

Defining the Action Plan

This stage includes the development of a timeline which identifies the actions and resources needed to create the CPD Unit. The work basis for this stage should be the information collected in the diagnostic phase.

CPD Unit Human Resources Training

The CPD Unit team should undergo training in the fields of CDP, project management, quality organization and management, in order to achieve the utmost involvement of people in the process, while sharing a common reference framework. Thus, the development of skills needed to implement the plan established.

Action Plan Implementation

This phase corresponds to the implementation of the actions included in the project's timeline, aiming to guarantee the total implementation of a Plan-Do-Check-Act cycle in this process.

This includes: developing all the necessary documents (procedures, work instructions, guidelines, forms); Defining the CPD Process (see flowchart 11); the development of monitoring and assessment mechanisms; the formal establishment of how data will be used in the decision making processes and in continuous improvement; etc.

Internal Audit

In order to validate if the action implemented are adequate and to identify improvement or correction opportunities, a general internal audit to the CPD process should be carried out. This exercise should be carried out by internal auditor and by STAR project team members and the output should be a detailed report, which identifies eventual non-conformities, sensitive areas or improvement opportunities.

Defining and Implementing Improvements and Corrections needed

Improvements of Corrections will be defined as an output of the result of the general internal audit. This phase will be conducted by the managers of the CPD process, with the support of those responsible for assessment and continuous improvement.

Formal approval of the CPD Unit

The partner countries institutions' top management should formally approve the CPD Unit and include it in its organizational structure.

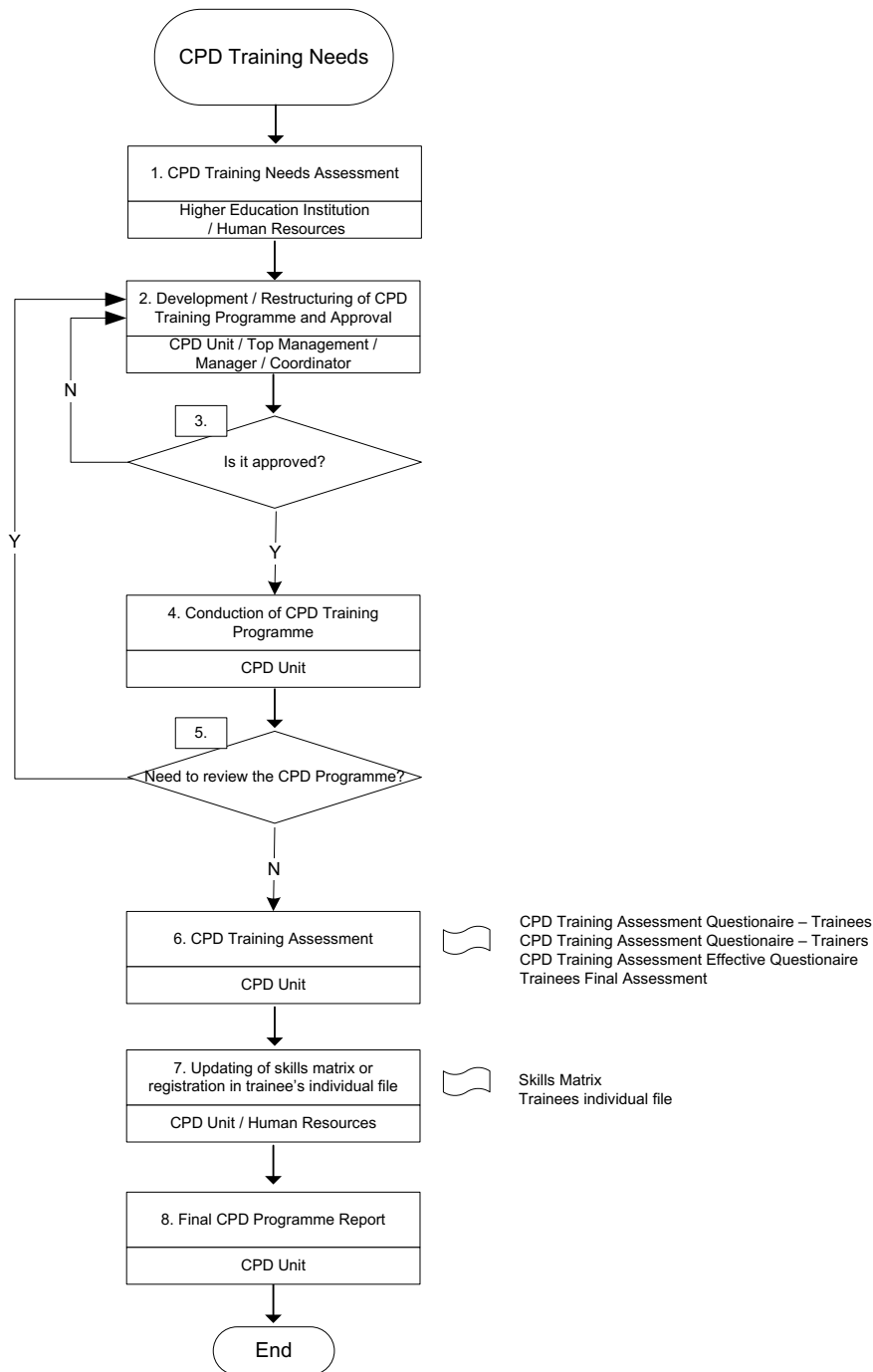| Development and Conducting CPD Training	Project	STAR
	Version	V0
	Date	November 2017
Aim	Defining the process of developing, conducting and managing a CPD training programme	
Scope	Sustainable Learner-centred Teaching – Advanced Resource for Georgia and China WP2 | Capacity Building for Learner-centred Teaching in PC Institutions	

Figure 11 - Flowchart

AN EXAMPLE OF A CPD/LET UNIT | THE DISTANCE LEARNING PROJECT OF THE UNIVERSITY OF COIMBRA

This section of the report aims to give all partners an overview of how the Distance Learning Project of the University of Coimbra was developed and its current functioning method.

We believe that sharing this experience with other Star Partners will help us identify which interesting practices can be highlighted from the Portuguese case and if, given the context presented in the report for all other partners, these practices can be extended or transfered to the institutions where the CPD and the LET will be implemented.

The Distance Learning Project of the University of Coimbra

Technology is increasingly present in our lives. From age 0 do 99, everyone has access to tecnology. The evolution and development has been remarkable and we are more than ever dependent on Information and Communication Technologies (ICT). Public Services, Hospitals, Schools, Business and private lives are all active and avid users of ICT.

Now looking specifically at the ongrowing use of ICT in Education, it is in this scenario that Distance Education (DE) emerges, as education mediated by new technologies aims to reduce the geographical and time distance between the participants.

Lifelong training and learning are central to the personal and professional development of the 21st century citizen. The chance to, on the one hand, design, develop, implement and asses the training profile; and, on the other hand, monitor and follow the development of the learning process of new public are now a mission and a concern of universities which are enabled by ICT. Distance learning has become a necessary choice of education for many universities.

The University of Coimbra has not overlooked the importance of such approach promoting distance learning as a strategic field of action. With its long tradition in the research and development of the use of the technologies to support learning, the University of Coimbra and its leaders supported and enhanced the design, development and implementation of the distance learning project. Thus, while looking to adjust to the modern world, where the sense of distance is increasingly questionable, it aims to provide a learning

option for younger generations, but also an opportunity for an update, upgrade or specialization for those wishing to deepen their knowledge or develop skills on new themes and new issues.

In this context, the University of Coimbra developed a Distance Learning Project (UC_D) in 2010.

RECTOR

VICE-RECTOR FOR DISTANCE LEARNING

GENERAL COORDINATION

Professor in the field of [Computer Sciences]

SCIENTIFIC PEDAGOGICAL COORDINATION

Professors in the field of [Computer Sciences] + [Education]

MANAGEMENT COORDINATION

Manager in the field of [Education Management]

PEDAGOGICAL TEAM

Consultants in the field of [Education]

TECHNICAL TEAM

[Design/Multimedia/Informatics]

Figure 12 - Distance Learning Project of the UC

The UC_D project aims to support the design and development of distance learning courses and projects related to this scope, in close collaboration with the 8 Faculties of the University. This support is more present during the design of the courses, both from the point of view of instructional design and interaction. Nonetheless, UC_D also supports teachers during the courses delivery and functioning, through technical support but also through e-mentoring strategies.

The main activities of UC_D are:

- Managing the distance learning programme, identifying the training need of society which may be met with non-degree courses, delivered in distance or blended learning;

- Supporting the design and development of distance learning projects of Faculties;
- Supporting teachers in the design of courses, namely in the instructional design phase and in the definition of a pedagogic strategy that uses the LMS's resources in the most effective way;
- Developing a quality management system for distance learning, namely through the collection and treatment of indicators;
- Supporting teachers in the distance learning teaching activity.

Working directly with the university's teaching staff from the different knowledge areas, it is UC_D's responsibility to develop innovative pedagogical practices using ICT, enabling students to have an autonomous active role in the learning process. This may occur within the student's own personal space, adjusting to his/her needs and characteristics, provided it follows the course's pedagogical outline.

The knowledge and the experience of the University of Coimbra teachers are central to the method used by UC_D, alongside the work and support provided by a multi-disciplinary team with competences in instructional design, multimedia and interface design, informatics and project management. The UC_D team works in close cooperation with the teachers in the design of distance learning courses: deciding on the best pedagogic strategies, resource development, interface design, multimedia contents. UC_D has developed several courses in different fields, such as: Social Sciences; Health Sciences; Engineering; Management; Economics; Humanities; Law; Sports.

The LMS used by the Distance Learning Project of the University of Coimbra is Moodle, an open source platform used to enhance the learning experience of students and provide teachers with a reliable, secure and integrated system that enables them to create high quality learning environments. At UC_D, and because the instructional design of our courses is personalised for each case, we customized Moodle by establishing common framework, while giving it sufficient flexibility to adjust to each course while maintaining a strong identifiable structure. We also research and explore the different possibilities as regards plug ins available for Moodle and the different activities (tests, glossaries, pear review, group work, etc.) as they are central to the Pedagogical model used on the distance learning courses developed by UC_D.

In general terms the work that the UC_D pedagogical team carries out with the teachers follows more or less established steps, which begin with a general meeting, followed by periodic meetings for the design and development of the course, its implementation and delivery by the teachers with the support of the UC_D team.

This process is constantly assessed and monitored so improvements can be made as needed. The instructional process as described may be presented as follows:
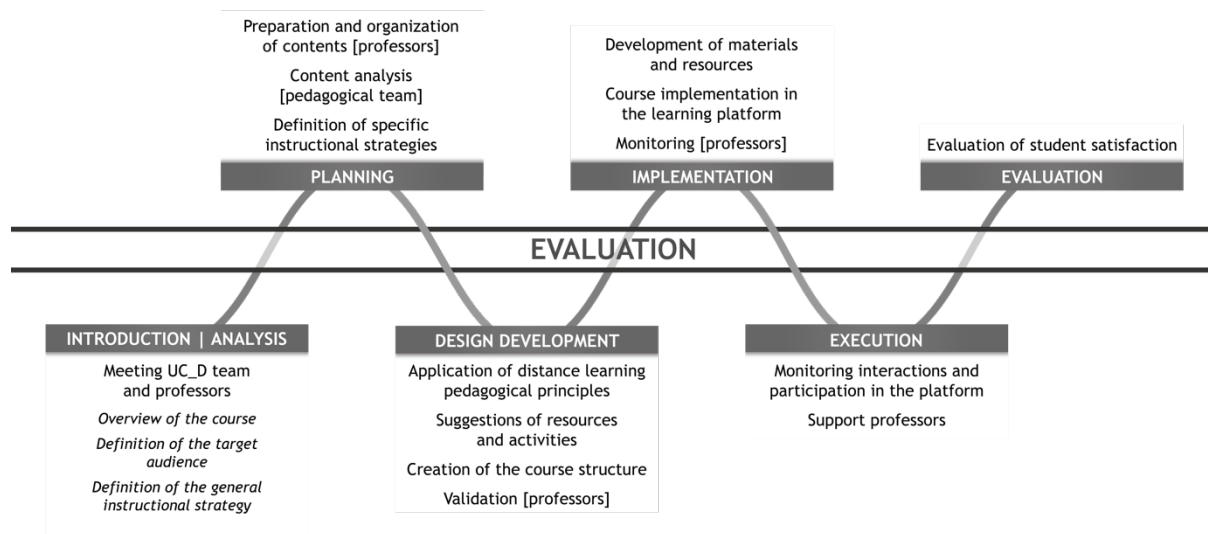
Figure 13 – UC_D Instructional Process

Project Management and Quality Assurance also play important roles in this process. In this scope we highlight:

- Planning;
- Information and Data System Management
- Training Management
- Course Management;
- Financial Management;
- Human Resources Management;
- Resources Management;
- Communication Management.

Focused on promoting good quality management practices which may lead to excellence levels through continuous improvement, distance learning Project complies with the quality management system. This fosters the optimization and improvement of the general process and will enable the production of useful information for decision making processes, which will help the University of Coimbra to achieve its strategic goals, as concerns its missions, strengthening its position in the European Higher Education and Research Area.

The University of Coimbra's Quality Management System includes procedures for planning, monitoring and

assessing its activity. The distance learning project complies with this system, but has also developed its own specific planning, monitoring and assessment instruments.

The University of Coimbra and the Portuguese Higher Education System have specific statutory and regulatory requirements, therefore, the UC_D complies with them.

There are:

- National HE law
- University Statutes
- Pedagogic Regulatory requirements
- Academic Regulatory requirements
- Quality Management System
- Etc.

CONCLUSIONS

It is clear that there is a strong will and, in general, there is a favourable setting to develop CPD Units in partner countries (PC). This document intends to be a reflexion on the current status of PC institutions and presents some guidelines that may be followed by them when designing, developing and implementing their CPD Units and Programmes. The WP2 team recommends that each PC institution reflect upon the key questions we have presented as an output of the analysis phase. Doing so will be an important exercise of self-assessment as to where they are and where they want to go.

The guidelines (procedures, flowcharts, documents) we have presented are not an instruction manual, but rather "inspirational" material, as we believe that there are adjustments that each institution will require within its specific context. Our challenge to PC partners is for them to develop their CPD Unit and Programme design, development and implementation proposal by 15th January 2018, for comments and suggestions by all STAR partners.

The implementation and assessment of CPD Units would translate the last two phases of the ADDIE Model and would be developed by PC institutions according to the STAR Project timeline.

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