pal Promoting Accreditation of Learning

Partner Audit and Need Analysis of CPD Processes and Practices for VET Teachers

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Introduction

Key words: CPD (Continuing Professional Development), recognition of CPD, rewarding CPD, formal, informal and non-formal learning, VET teachers, VET learning champions.

The aim of the PAL project

In 2008 the European Parliament and the Council adopted the Recommendation on the European Qualifications Framework for Lifelong Learning (EQF) which enables the comparison of qualifications and qualification levels of different countries. The framework is learning outcomes orientated and therefore encompass formal, non-formal and informal learning as well. Such an approach proves to be beneficial for learners and facilitates their further mobility and lifelong learning.

There is a growing need for such an approach designed for teachers too. Hayes Mizell note there is growing recognition of the importance of informal learning in the workplace (2010) Eraud, a leading researcher in how professionals learn agrees that much learning is informal, is not necessarily planned or conscious & is often undertaken through collaborative peer exchanges with their "pals" which are not captured & recognised (2008). Eraud adds that there is a need to create opportunities to ensure "staff meet and work with others to develop mutual trust & co-operative relationships." Collaboration leads to improvement in teaching practices and continuous teacher learning(European Commission, 2011; OECD TALIS, 2009).

The Bruges Communiqué states that there is a need to adapt VET content, infrastructure & methods regularly in order to keep pace with shifts to new production technologies and work organization (2010). Non-formal and informal learning opportunities offer cost effective and sustainable mechanisms to support and enhance formal CPD particularly in rapidly changing fields such as entrepreneurship and new technologies.

Therefore the PAL project is designed to achieve the following aims:

- Establish how the VET Sector is currently recognizing & accrediting the formal Continuing Professional Development (CPD) of teachers;
- Identify the breadth of informal VET sector professional learning opportunities that are available as cost effective & sustainable mechanism to support and enhance formal CPD;
- Design an organisational system of recognising, recording and rewarding informal professional learning activities and achievements (CPD credits) aligned to the strategic objectives of an organization and national priorities;
- Produce a Toolkit of strategies to support the informal sharing of learning from professional experiences;
- Produce a recording tool to monitor, track & verify individual professional learning;
- Recognise role models within organisations as champions of learning/learning professionals through accreditation/certification;
- Share the outcomes of the project with the VET and wider sectors responsible for professional learning.

The aim of the Audit and Need Analysis Report on CPD Processes and Practices for VET Teachers

The aim of this report is to collect information about CPD (Continuing Professional Development) processes and practices across 5 project partners. The analysis contains information concerning:

- definition of CPD developed in each of partner's institutions;
- factors that drive professionals to undertake CPD activities and motivate CPD provision in each organization on institutional level;
- organization of CPD in each institution: including its delivering, financing, rewarding, tracking, evaluating and monitoring, sharing and disseminating;
- strategic priorities in relation to CPD in each organization;
- CPD innovative practice in every organisation in a case-study format.

Summary of Key Findings

Whilst, all institutions perform activities for teachers' development, majority of them do not define CPD as such and not all of them have written policy on CPD.

The only written agreement on CPD were developed in City of Dublin Education and Training Board CDETB in Ireland and Belfast Metropolitan College. According to that agreements "CPD refers to all the policies, practices, and procedures used to develop the values, knowledge, skills, and competencies of staff to improve their effectiveness and efficiency both as an individual, as part of a team and as a colleague to others" and "CPD is understood to be a structured approach to learning to ensure competence to practice taking in knowledge, skills and practical experience and can involve formal, informal, structured and self-directed learning".

Factors that motivate CPD at institutional level are mainly connected with

- legal and accreditation-related provisions such as scientific degrees, number of publications, participation in projects and research etc.
- governmental, national and organisation's priorities,
- organisational and local level feedback.

Factors that motivate VET teachers to undertake CPD are mainly: meeting legal /accreditation and organisational requirements and career progression.

Typically, different departments on organisational level specialize in CPD but the structure and responsibilities of those departments vary in each institution.

There are three source of financing CPD: individual, organization and government. Most CPD activities are financed by an individual and an organization, funding usually covers the costs of participating in conference, further studies, publishing and training. Government only occasionally covers the costs of CPD.

CPD is first of all rewarded by career progression and promotion to a higher teaching position. Other and minor achievements such as completing specialized courses are certified by relevant documents.

In most organizations CPD of an individual is recorded every year by a teacher who is obliged to update a list of his/her achievements such as: list of publications, participation in scholarship programs and conferences, individual works and research activity. Other ways of tracking mentioned by project partners are ePortfolio and certificates.

CPD is disseminated by teachers during seminars, staff meetings, conferences, events such as International Weeks, homepages of an institution and professional networks.

The impact of CPD is monitored and evaluated:

- directly by the teachers themselves by giving feedback while filling out evaluation forms, questionnaires and participating in round table discussions,
- indirectly by the level of tasks performed by the teachers (number and rank of conferences, publications etc).

CPD is delivered in both formal and informal way. The first one means participating in conferences, workshops, seminars, online seminars, project based case studies, sector visits (at companies, NGO-s, institutions), individual membership in professional associations and networks. The second one is peer sharing and informal mentoring.

Teachers are aware of the notion of the informal learning and importance of it in terms of professional development. However, when it comes to list the activities that may allow the teachers to raise their competences, skills and knowledge with the use of informal learning, typically they are able to indicate just a few of them. This kind of learning usually is unstructured and not monitored by the organization. What is more, the lack of recognition and awarding informal learning by employees leads to underestimating the role of it.

However, the priorities of each institution differ, they all are inferred from the need to comply with student expectations and accreditation requirements. One of the most significant priority that were indicated as worth including and developing in organizations is building a system of recognition and awarding CPD.

Reccommendations for framework for recognising and rewarding VET Champions of informal learning

The report on *Partner Audit and Need Analysis of CPD Processes and Practices for VET Teachers* allows to capture the most significant features of current situation in terms of CPD, and thereby contributes to identifying areas for future transfer and development in this field. Mainly, the findings lead to formulate recommendations for one of the next Outputs of PAL project: *PAL Framework for recognising and rewarding VET champions of informal learning.* The framework is to identify the categories of informal learning and appropriate weighting across a range of VET field areas and contexts that could be used to recognise VET champions of learning in organisations. The framework will provide:

- a list of the categories of informal learning that a VET teacher can undertake,
- agreed weightings for the different categories to ensure that an organisation's objectives are met e.g. a VET provider priority could be the enhancement of the use of ILT in the classroom so activities to support this could be weighted more strongly than say activities on sharing research in the area,
- agreed number of activities in each category e.g. run 5 workshops; share 2 reviewed vocational texts,
- strategies to celebrate success e.g. application processes for potential champions to complete to enable planning of award ceremonies.

The results of the *Partner Audit and Need Analysis of CPD Processes and Practices for VET Teachers* report indicate that VET teachers and organizations concentrate more strongly on recognizing and rewarding formal learning. On the other hand, as indicated in the introduction to the report, nowadays the role of informal learning is increasing and there is a growing need of ensuring that staff collaborate and participate in peer exchange with others. Therefore, it would be advisable to develop *PAL Framework for recognising and rewarding VET champions of informal learning* in such a way that it would emphasize the importance of informal learning. The framework should attribute high weightings for undertaking informal learning as a result of self-directed activity of an activity performed in relation to organization's priorities. Moreover, on the basis of the report is may be claimed that generally there is a need of building a system that would motivate teachers to undertake, recognize the effects of them and reward such activities.

It would also be advisable to include in that *Framework* such skills as team working and peer sharing due to their necessity in terms of sharing knowledge, skills and competences gained by VET champions of informal learning. Such skills should be given high weightings.

Because of the indispensability of updating teachers' skills in terms of new technologies and entrepreneurship, the framework should also include such factors as characterizing champions in informal learning.

Annex 1 – National Reports

Below all Partner Audit and Needs Analysis of CPD Processes and Practices for VET Teachers are enclosed. The reports specify the definitions of CPD, organizations of CPD and systems of recognizing and rewarding CPD activities.

Hungary

1	Name of Organisation
	Kodolányi János University of Applied Sciences
	Country
	Hungary
	Contact person for more information
	Name: Hoffmann Orsolya, Horváti Éva
	Email address:
	international@kjf.hu
2	**What is your organisation's definition of CPD?**
	With its decision on 26 September 2012 the Senate of KJUAS integrated the different activities focusing on issues of higher education methodology into the tasks of the Centre of Higher Education Methodology and Innovation founded on 01 October 2012. As we know KJUAS is the very first institution of higher education in Hungary, which created a stand-alone department dedicated to the methodology of higher education.
	The Centre for Higher Education Methodology and Innovation:
	- organizes meetings and conferences about questions on higher education methodology,
	- collects and produces scientific literature,
	- prepares further education trainings.
	The planned CPD trainings will be an important part of the methodological further training course offers of the KJUAS.
	The integration of the planned CPD trainings into the award winning PIQ & Lead™ Higher Education Model (Hungarian Quality Product Award 2014).

As is true for all professions, higher education has to pursue to excellence. The main objective is to achieve the most effective, innovative, professional education resulting in a marketable degree. An almost eight year-long development process has led to a new educational model, which builds on the relevant experience of some internationally successful elite universities The essential elements of this model are not determined by the current education policy, legal- and interest-centres, but rather by factors stemming from state-of-the-art higher education methods and theories, namely:

P, as in "Profession",
I, as in "Innovation",
Q, as in "Quality" and
Lead, as in "Leadership".

These keywords have been integrated into the curricula of the courses, as well. The planned CPD trainings help our teachers to realize the contents of the PIQ & Lead™ Higher Education Model.

3	**What motivates CPD provision in your organisation at an institutional level?**

The CPD strategy for academic staff at any given higher education institution in Hungary are determined first and foremost by legal and accreditation-related provisions. The criteria for meeting such requirements are as follows:

appropriate degree,

qualification (PhD or higher),

teaching experience,

number of publications,

foreign language proficiency, foreign teaching experience,

participation in projects and research,

professional association memberships.

At an institutional level, a status catalogue is used in order to record and determine what qualification and professional experience required for each type of position. As far as the academic staff is concerned, a core part of the institutional quality insurance strategy is to measure (each term) overall student satisfaction of teachers and the data is then used to evaluate their job performance and development.

E.g. Organisational policy/Strategy

Government priorities etc

4	**What is the motivating factor for a VET professional undertaking CPD in your organisation?** lowering turnover rates of highly qualified employees, meeting legal/accreditation requirements (an official institutional and faculty evaluation is carried out every 5 years in order to monitor compliance), attracting potential new applicants: highly qualified academic staff, *E.g. Government requirement,* *Organisational requirement and/or* *Career progression etc*
5	**How is CPD organised and structured in your institution?** This process involves a number of departments, the aforementioned institutional documents are submitted to the Senate for approval (ex: quality insurance strategy). The main goal however is compliance with accreditation requirements and therefore it falls mostly into the duties of the highest level of management comprised in this case of the Vice-rector for Research and development as well as the Vice-rector for Education. Other department are also involved: Tender department, Human Resources: keeping records, statistics, departments, institutions, Center for Adult Education: further training for employees, International Center: improving foreign language proficiency, participation in international projects and foreign teaching experience. The Centre for Higher Education Methodology and Innovation will reinforce the CPD training courses with - IT support (there will be a Moodle-subject dedicated CPD), - Organisational tasks: the organisation can be arranged with the help of the infrastructure of the Centre for Higher Education Methodology and Innovation. *E.g. CPD co-ordinator or department?*
6	**How is CPD financed?** - Individual: participation in conferences and workshops are funded out of institutional-, or in some cases also from individual resources and grants

	• Organisation: the main funding for financing PhD studies, foreign teaching exchanges, conferences and further training comes primarily from grants; the same applies to publishing and professional association membership fees that are directly beneficial to KJUAS on an institutional level, • Government: there is government awarded norm/fee payable to the institution based upon the number of highly qualified academic staff employed. Unfortunately, due to new legislation regarding higher education, private institutions do no longer qualify for receiving such fees despite the fact that they are subject to the same employment and accreditation requirements as public institutions.
7	**How is CPD rewarded?** Necessary formal qualification is set forth by the relevant legislation, eg. PhD, which is recognized by the institution and if the teacher meets the requirements, he/she is promoted to a higher teaching position (higher category, increase in pay, less teaching hours and more scientific activities). When considering promotion, factors such as foreign teaching experience, number of publications and foreign language proficiency carry a lot of weight. Participation in specialised courses and further education have to be certified by the relevant documents issued at completion. They do not count as additional degrees/qualifications but are regarded as proof of specialised knowledge. *E.g. certification, other forms of recognition e.g. financial etc*
8	**How is the CPD of individuals tracked – recorded?** On a yearly basis: every member of the academic staff has to put together a list containing his/her publications, participation in scholarship programs and conferences, individual works and research activity for that year. These documents are kept on file by the accreditation department and are published on the homepage of the institution. In addition to that, there is a standardized national online database where the academic staff can upload their CVs, professional expertise and experience so that every registered member has access to them. *E.g. staff records/portfolio, organisational system?*
9	**How is CPD learning disseminated and shared?** Concerning the individual departments in our institution, there are at least 2 dedicated department meetings a year where our teacher can share these experiences. Additionally, during our internal professional- and open-university seminars, teaching staff has the opportunity to exchange and share best practice ideas and trends. International Week: exchanging experiences with members of partner university teaching and non-teaching staff

	Further to that, important events in the life of our institution are published on our homepage, Facebook and our very own online magazine. *E.g. formal events/informal activities/management offers opportunities e.g. staff meetings*
10	**How is success and impact of CPD monitored and evaluated?** After every event (seminars, conferences, workshops) we organise, participants are asked to fill out and submit a questionnaire regarding several aspects, among which satisfaction carries a large weight. This data is then collected and analysed. Its conclusions are then incorporated into the organisation of the next event. Data from questionnaires related to student and teaching staff satisfaction is a strong point of reference when developing education programs and further trainings for employees. *E.g. event satisfaction, impact on learners, evaluation methods*
11	**How is CPD delivered?**
	Formal? conferences, workshops, seminars, online seminars, project based case studies , sector visits (at companies, NGO-s, institutions), individual membership in professional associations and networks. *E.g. conference, workshop, seminars, online, industry placement/work experience/formal mentoring/subject networks/e-portfolios/sector visits/CPD resources?*
	Informal? Based on our experience, informal delivery among colleagues is widespread but there is no institutional-level based delivery system as of yet. Therefore measuring tools and methods for informal delivery types and efficiency have not been developed. *E.g. peer observations/informal mentoring/peer sharing?*
12	**What are the current strategic priorities in relation to CPD in your organisation?** At this point, the biggest priority for our institution is compliance with student expectations and accreditation requirements and to this end: supporting individual career development for academic staff members,

	improving the teaching methodology competencies of our teachers, employing a new system based on student guidance methodology group.
13	**What are the 3 strategic CPD priorities that you would like to see developed in your organisation in the future?** Recognition of the informal paths of CPD, developing a relevant system to encompass all elements, relevant tools for their measurement and recognition since at this point, this structure is completely missing at KJUAS. *Linked to this project?*
14	**What is the awareness, knowledge and practice of informal learning among teachers in your organization?** During the annual data gathering for statistical purposes, our institution collects information regarding publication activities, conference participations, international and other relevant activities for each of its academic staff. The information collected is then converted into numerical data and can be accessed in our yearly statistics. While studying the data regarding the target group for the potential project, according to previous expectations, it has become evident that activities listed by our faculty do not include forms of informal learning **since the current performance measurement systems do not recognize these kinds of activities.**
15	**Summary – Bibliography** Legislation No. CCIV. from 2011 regarding the national higher education system Institutional development strategy Institutional status-quo catalogue Accreditation and research reports

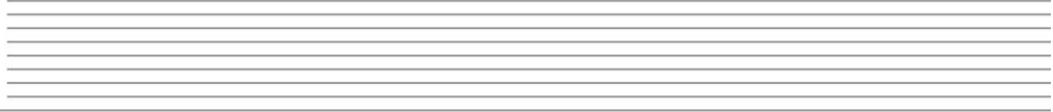| 1	Name of Organisation: **City of Dublin Education and Training Board (CDETB)**
	Country **IRELAND**
	Contact person for more information:
	Name: **Miriam O'Donoghue** Email address: **miriam.odonoghue@cdu.cdetb.ie**
	Name: **John Hogan** Email address: **hoganCPDservices@eircom.net**
2	**What is your organisation's definition of CPD?**
	CDETBs CPD Policy states that:
	'CPD refers to all the policies, practices, and procedures used to develop the values,
	knowledge, skills, and competencies of staff to improve their effectiveness and
	efficiency both as an individual, as part of a team and as a colleague to others'.
	'CPD is understood to be a structured approach to learning to ensure competence to practice taking in knowledge, skills and practical experience and can involve formal, informal, structured and self-directed learning'.
3	**What motivates CPD provision in your organisation at an institutional level?**
	CPD provision is motivated and informed by:
	• Governmental and National priorities e.g. Literacy and numeracy for learning and life, curriculum reform, statutory requirements such as health and safety etc.
	• Organisational and local level feedback e.g. inspection reports, self-evaluation reports etc.
	• Keeping up to date at organisational and local level with policy and research reports e.g. Future Skills Needs,
	• Meeting staff development needs.
	Staff development needs may be identified throughout the year in a number of ways, for example through:
	• Discussion between management and staff;
	• Staff development feedback;
	• Following the progress of staff new to CDETB or staff who have transferred to new roles in CDETB;
	• The annual / cyclical review of programmes and services;
	• Listening to feedback from learners;
	• The Quality Assurance self-evaluation process;
	• Evaluation of feedback from current programmes;
	• Actions arising from reports generated as a result of monitoring,
	• External authentication and inspections;

4	**What is the motivating factor for a VET professional undertaking CPD in your organisation?**
	School, College, Centre Level:
	As part of the Haddington Road agreement teachers must undertake an additional 33 hours of work known as the Croke Park hours. Some nationally mandated/continuous professional development can count towards the 33 hours. This includes training on a whole school basis, as an identified teacher/subject group and as an individual. All hours in attendance at these courses which are outside the teachers timetabled hours count towards the 33 Hours. The time allocated to in-service as part of the 33 hours is negotiated locally.
	Teacher Level:
	The Teaching Council in Ireland describes CPD as a Right and Responsibility
	'CPD is a right for all registered teachers. In that context, an allocation of time for individual and/or staff group CPD should be built into teachers' scheduled non-teaching time. The allocation of time should be significant and should reflect the importance of CPD for effective professional practice'.
	'CPD should be based on teachers' identified needs within the school as a learning community. CPD is a responsibility of all registered teachers. In that context, a registered teacher should take reasonable steps to maintain, develop and broaden the professional knowledge, skill and capabilities appropriate to his or her teaching'.
	The Teaching Council is currently engaged in a consultation process with teachers to develop a CPD framework.
	The Council intends to work towards a position (by 2016), where renewal of a teachers registration with the Teaching Council will be subject to the receipt of satisfactory evidence in relation to engagement in CPD. This will ultimately create a strong motivator for teachers to engage in CPD. Until this time CPD is voluntary and where teachers do choose to engage in CPD, it is motivated mainly by their needs and interests particularly when accessed outside of working hours.
5	**How is CPD organised and structured in your institution?**
	The CDETB Curriculum Development Unit (CDU) is a support organisation within CDETB which works in partnership with CDETB Head Office and CDETB Schools, Colleges and Centres to support a co-ordinated approach to CPD.
	The CDU supports staff as essential contributors to the development of a flourishing learning community in CDETB and the broader national and international educational community. This is achieved through initiating, developing, exchanging, implementing, supporting or managing educational initiatives, projects and support services.
	CDU supports the CPD of staff using a range of approaches and is responsible for: - Supporting effective staff development resources and provision, from helping to clarify need, designing and selecting methods, through to delivery and evaluation; - Supporting managers and personnel with CPD co-ordination responsibilities, to identify and prioritise CPD activities for staff; - Providing guidance to Schools, Colleges and Centres on accessing the provision of internal and external CPD; - Monitoring that CPD activities are conducted in accordance with CDETB's policy

		on Equal Opportunities;
		• Supporting collaboration and peer learning by encouraging CDETB staff to be providers of CPD activities for other CDETB staff;
		• Promoting professional networks support through the CDETB ePortfolio;
		• Providing a CPD calendar each academic year that reflects priority areas identified for CPD as well as a range of interest areas of CDETB managers and staff;
		• Developing and publishing resources to support teaching and learning;
		• Providing curriculum enrichment initiatives and services;
		• Identifying transferrable initiatives, innovation and models of CPD for CDETB
		• Rewarding CDETB CPD through certification and other models of recognition accreditation;
		• Providing a mechanism to ensure that records are maintained for CDU led CPD;
		• Reporting on matters relating to CDETB staff CPD.
6		**How is CPD financed?** A mix of approaches is in place to support the funding of CPD. An individual teacher that wishes to engage in initial teacher education or undertake post-graduate studies does so at their own expense. Most short sessions/courses provided by either the CDU or at local school, college level are free of charge.
7		**How is CPD rewarded?** CDETB provides an annual programme of CPD for staff, most of which is free to staff. Certificates of attendance are provided for activities organised through the CDU e.g. CPD Calendar. Ongoing CPD is encouraged as part of lifelong learning and supporting a teachers career progression
8		**How is the CPD of individuals tracked – recorded?** Currently as there is no mandatory requirement for teachers to engage in a minimum level of CPD, the recording or tracking of CPD differs across individuals depending on who the provider is. Within CDETB the practice is as follows: • CDETB Curriculum Development Unit maintains the booking forms and sign in sheets for CPD organised for staff through its Curriculum Development Unit. Certificates of attendance are awarded to attendees; • CDETB provides an ePortfolio entitled ePathways where teachers can log/record their CPD. The ePortfolio is at an early stage of implementation; • CDETB schools, college and centres also provide CPD for staff at local level. Practice in the recording of this CPD varies.
9		**How is CPD learning disseminated and shared?** Teachers are encouraged where possible to share learning through CDETB teacher networks, meeting etc. European funded projects are particularly important for facilitating dissemination and sharing. Relationships with other organisations and partners to share practice and learning are encouraged.
10		**How is success and impact of CPD monitored and evaluated?** All CPD organised though CDU is evaluated using an end of session/course evaluation form.

	Facilitators also complete an evaluation form. This feedback is reviewed to help improve CPD provision and identify on-going needs of teachers. An annual report collates the CPD activities feedback and recommendations.
11	**How is CPD delivered?** Within CDETB, CPD sessions can include: • Whole centre CPD for staff in local school, college and centre • Sessions that form part of the CPD calendar that are open to staff from across CDETBs schools, colleges and centres. • Sessions that teachers attend externally that are provided by support services such as PDST and FESS Sessions organised by CDETB tend to be short face to face sessions that are mainly but not exclusively offered as twilight sessions 17.00-19.00. A strong emphasis is placed on face to face sessions hosted by different schools, colleges and centres to facilitate teachers getting to know each other. Some small amount of CPD is facilitated as part of the working day by CDETB or through PDST, FESS etc. An ePortfolio in CDETB hosts some CPD resources in subject network areas, however this is a work in progress. CDETB is also trialling webinars as an approach to CPD.
12	**What are the current strategic priorities in relation to CPD in your organisation?** The strategic objectives and priorities of the CDETB take into account the policies of the Department of Education and Skills, SOLAS, The Teaching Council, QQI and other relevant state agencies. These include: • CPD refers to life-long learning and comprises the full range of educational experiences designed to enrich the professional knowledge, understanding and capabilities of staff throughout their careers; • CPD is a responsibility of all staff. In that context, staff members should take reasonable steps to maintain, develop and broaden the professional knowledge, skill and capabilities appropriate to his or her role; • Effective CPD, which is participative in nature, should encourage staff members to evaluate their pedagogical beliefs and practices, to critically reflect on their professional practice and working environments and to engage in professional collaboration; • Effective CPD should be constructivist in nature, involving both formal and informal ways of learning where emphasis is placed on reflection, joint problem solving, networking and systematic sharing of expertise and experience.
13	**What are the 3 strategic CPD priorities that you would like to see developed in your organisation in the future?** • Enhanced culture of CPD learning and sharing both locally with staff and through partner collaboration • Tracking system to support and recognise CPD • Recognition of learning champions in our organisation
14	**What is the awareness, knowledge and practice of informal learning among teachers in your organization?** Teachers in CDETB are aware of the notion of informal learning and it's usefulness to them for their practice. However, some teachers feel that there is very little value placed on informal learning by employers, i.e. it's all about the formal certification people have and not necessarily

about what has been achieved by people in informal and non-formal ways.

CDETB has recently published a CPD policy which recognises that continuing professional learning embraces all forms of formal and informal CPD including: personal study, e-learning, internal or external programmes, workshops, work shadowing, professional networks, reflective practice groups, peer sharing, mentoring and planned experiences.

The policy states that 'effective CPD should be constructivist in nature, involving both formal and informal ways of learning where emphasis is placed on reflection, joint problem solving, networking and systematic sharing of expertise and experience'.

The PAL project will be important in helping CDETB to address the value of informal peer learning and sharing and will support the implementation of elements of its CPD policy by:

- raising awareness amongst CDETB staff of the importance of informal learning, peer learning and peer sharing
- creating spaces and opportunities for informal learning activities
- recognising and rewarding teachers for all forms of learning and achievement

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Lithuania

1	Name of Organisation Kaunas University of Technology (E. Learning technology centre) Lithuania Contact person for more information Name: Danguole Rutkauskiene, Daina Gudoniene Email address: danguole.rutkauskiene@ktu.lt, daina.gudoniene@ktu.lt
2	**What is your organisation's definition of CPD?** CPD at the University is considered as a requirement of legislation in the country, a condition of employment, mandatory for career progression or promotion. CPD is up to teachers, but they should have some evidence (Certificates etc.) in order to have accreditation to position (for example, every 5 years). CPD is not compulsory for holders of specific roles, is not linked to salary increments, pay reviews and pay rises and not delivered as part of the normal week. CPD is certified. CPD is considered a professional duty further encourage teacher participation by making CPD necessary for promotion i.e. evidence of participation is required when applying for a post at a higher professional grade Our academic staff consists of more than 1,000 persons and they have different needs for CPD. So, CPD is a matter for themselves. We suggest only courses related with Moodle, e-learning methods, soft skills and computer skills for teachers. Demand for these courses depends on the situation. For example, now we are moving from Moodle 2.4 to Moodle 2.7 and teachers are interested in attending courses on Moodle 2.7. The university doesn't have a written policy on CPD, but there are some items in the collective agreement where the conditions of CPD are described.
3	**What motivates CPD provision in your organisation at an institutional level?** National educational priorities: it is a common requirement to have computer skills, foreign language skills for teaching staff. The use of new technologies and ICT in the classroom: Now there is a decision at University level that all courses should be on the Moodle, so teachers should have specific skills in using Moodle and they need the training or self-training. Student learning needs: the ability to use Moodle. Also the motivation is that the CPD programme is partly accredited. According to the university accrediting should be based on:

	• High quality content; • Various of activities provided for trainees; • Flexibility; • Openness; • Certification. *E.g. Organisational policy/Strategy* *Government priorities etc*
4	**What is the motivating factor for a VET professional undertaking CPD in your organisation?** • meeting legal/accreditation requirements (an official institutional and faculty evaluation is carried out every 5 years in order to monitor compliance); • Qualified academic staff; • Relevant courses. *E.g. Government requirement,* *Organisational requirement and/or* *Career progression etc*
5	**How is CPD organised and structured in your institution?** The activities are delivered face to face, online and through blended learning. Practical work is structured in the computer lab. For e.g. The length and timeframe of the activities: Moodle - 12 hours (4 x 3 hour lessons) and Computer literacy (plus ECDL certification) - 54 hours. CPD activities are delivered in teacher's own time. List of learning activities delivered by the university for CPD of teachers: • Basics of Moodle course for beginners, • Moodle 2 practicum for advanced users, • English language courses (different levels), • German language courses (different levels), • French language courses (different levels), • Language culture, • How to prepare e-learning, • How to create HTML pages, • Computer literacy, • E-learning methods and development (online), • E- learning administration (online), • E-learning delivery and students support (online), ☐ E-learning policy and standards (online), • Basics of video lecturing (blended learning). Usually teachers attend the courses during their free time. Also, teachers can rearrange lectures or use distance learning facilities. Staff can request leave of absence to attend CPD. *E.g. CPD co-ordinator or department?*
6	**How is CPD financed?**

		Participation in conferences and workshops are funded out of institution or in some cases also from individual resources and grants. Sometimes CPD activities are delivered during various projects where University is a partner so most of the time it is free. Teachers at the university do have access to some CPD from national support services: The University is a member of different organisations. E.g. the University is a member of Lithuanian Distance Education Network, so our teachers participate in the courses provided by this association. The university doesn't have a designated CPD co-ordinator or CPD department. The university funds all CPD for teachers. Teachers do not pay for CPD provided inside University.
7	**How is CPD rewarded?**	
	CPD is relevant in order to have accreditation to position. *E.g. certification, other forms of recognition e.g. financial etc*	
8	**How is the CPD of individuals tracked – recorded?**	
	Some of participants' progress on CPD is assessed and (digital) tools are used for reflection. Undertaken CPD is recorded. We record every Certificate (personal data) on the University data base of Continuing Education E.g. staff records/portfolio, organisational system?	
9	**How is CPD learning disseminated and shared?**	
	Teachers share their learning experiences: e.g. they apply Moodle skills during e-learning or blended learning activities for students. Also during conferences and seminars which are organized by university, teaching staff has the opportunity to exchange and share best practice ideas and trends in many various events. Information about courses and events are in the website of the university www.ktu.eu *E.g. formal events/informal activities/management offers opportunities e.g. staff meetings*	
10	**How is success and impact of CPD monitored and evaluated?**	
	We always have round table discussion after courses. Also, we organize some surveys to know the opinion of teachers about CPD. Practical exercises and final work quizzes are used for assessing participants' progress. Teachers are asked to evidence changes in their performance in the final work quizzes. *E.g. event satisfaction, impact on learners, evaluation methods*	
11	**How is CPD delivered?**	

	Formal? Conferences, workshops, seminars, online seminars, project based case studies. *E.g. conference, workshop, seminars, online, industry placement/work experience/formal mentoring/subject networks/e-portfolios/sector visits/CPD resources?*
	Informal? Informal CPD is delivered among colleagues as sharing of good practices. There is no institutional-level based delivery system. *E.g. peer observations/informal mentoring/peer sharing?*
12	**What are the current strategic priorities in relation to CPD in your organisation?** Compliance with student expectations and accreditation requirements
13	**What are the 3 strategic CPD priorities that you would like to see developed in your organisation in the future?** We have just started the MOOC for CPD and we got really great results (1996 users) and we would like to develop some more open educational resources for teachers in CPD. Also it would be great to have a designated CPD co-ordinator or CPD department at the University. And to have a CPD policy. *Linked to this project?*
14	**What is the awareness, knowledge and practice of informal learning among teachers in your organization?** KTU is working to see informal learning as a necessary and valuable practice for teachers and students because later the knowledge gained serves as a useful information for students. We are well aware that informal learning needs to get more attention from teachers and students, and for this reason, our teachers are participating in educational projects, conferences to deepen their knowledge about the new methods which enhances the quality of learning. Starting from informal learning environments we are seeing a progress in developing an effective learning strategy. We have noticed that the generation coming into the work force has no patience for single-track instruction of working alone. We notice that often the lack of emotional intelligence that one doesn't learn in class may be enhanced via informal learning and applying innovative learning methods.
15	**Summary – Bibliography** Collective University agreement where the conditions of CPD are described Institutional development strategy

1	**Name of Organisation**
	Universities of Humanities and Economics In Lodz (Akademia Humanistyczno-Ekonomiczna w Łodzi)
	Country
	Poland
	Contact person for more information
	Name: Agnieszka Mielczarek
	Email address: amielczarek@ahe.lodz.pl
2	**What is your organisation's definition of CPD?**
	There is no formally approved definition of CPD. A term "professional development" is frequently used but is treated as a term that needs no further explanation and clarifying. In practice, such development means reinforcement didactic and teaching skills in terms of knowledge, skills and competences and – to a lesser extend – increasing theirs organizational skills and attitudes.
3	**What motivates CPD provision in your organisation at an institutional level?**
	The crucial and most significant reason for CPD is entailed by mission and strategy of University. Those documents indicate implementing and improving student-centred learning approach as one of the priorities. The crucial area of CPD in this dimension is connected with developing and perfecting teachers didactic skills. Activities such as seminars, training and conferences on project – based learning and e-learning are essential in terms of implementing the mission and strategy of the University.
	Moreover, there are CPD activities that are intensified due to government policy and expectations, those are mainly: scientific research, number of publications, participation in conferences.
4	**What is the motivating factor for a VET professional undertaking CPD in your organisation?**

	Career progression - gaining scientific degrees **Government requirement** – a teacher may be included into minimum staffing of a certain field of studies if he/she has publications or practical experience in that field of studies, **Institution requirement** – developing knowledge and skills in terms of student- centred learning.
5	**How is CPD organised and structured in your institution?** There is no single department that would be responsible for motivating, executing, rewarding and disseminating CPDs activities. There are few departments that participate and specialize in teachers' CPD in regard to its different dimensions and requirements. **Top management: Rector, Vice-rectors and Deans of each Faculty** – in the area of scientific development, **Department of Science and Quality Assurance**- in the area of collecting questionnaires on scientific achievements, organizing training on project- based learning, supervision of the archive project, **E-learning Quality Department** – in the area of training teachers on e-learning and evaluating delivered teaching, **Project- based learning team** - conducting trainings, seminars, participation in decision-making process in areas such as: awarding teachers the right to conduct project based learning classes, choosing the winners of contests connected with project- based learning.
6	**How is CPD financed?** - Individual – usually participating in conferences, sometimes publishing; - Organisation – training, conferences and seminars on teaching methods (especially project based learning and e-learning), sometimes participation in conferences, publishing; - Government - training and conferences on legal acts connected with Higher Education.
7	**How is CPD rewarded?**

	Career progression - gaining a scientific degree leads to higher teaching position;
	Certification – after completing required tasks during and after training on e-learning and project based learning.
8	**How is the CPD of individuals tracked – recorded?**
	A questionnaire on scientific achievements - updated every year;
	Lists of academic teachers participating in trainings on e-learning and project – based learning;
	List of academic teachers obtaining the right to teach project – based learning classes.
9	**How is CPD learning disseminated and shared?**
	Seminars on project -based learning and teachers's experiences on that teaching method.
	Conferences, for example the latest including such topic as project - based learning, http://www.ahe.lodz.pl/ese/przeglad.
	Informal sharing of good practices among employees.
10	**How is success and impact of CPD monitored and evaluated?**
	Evaluation methods are strictly connected with the impact of CPD on learners, therefore in UHE in Lodz the following methods are used:
	The number and rank of conferences, seminars a person participated;
	The number and rank of researcher's publications;
	The quality of students's assignments, especially their projects prepared under the supervision of teachers - the quality of those work indicate the level of competences of teacher in terms of project –based method.
11	**How is CPD delivered?**
	Formal?
	conferences, workshops, seminars , on-line courses and resources, meeting of Program Board of each field of studies,

	Informal? peer sharing, informal mentoring
12	**What are the current strategic priorities in relation to CPD in your organisation?** **1. Establishing research teams in the fields of studies conducted in University** According to the latest amendment to the Law on Higher Education of 27 July 2005, UHE in Lodz may be obliged to change profiles of studies from academic to practical due to the lack of right to award postdoctoral degree (habilitacja). One of the ways of overcoming obstacles of maintaining academic profiles of studies is significant strengthening scientific research. Establishing research teams required changes in researchers' attitudes towards team working, sharing own ideas, developing the idea's of others, improving their communication and negotiation skills. **2. Teaching skills: paradigm change - implementing student – centered approach** Such approach is achieved, promoted and improved in UHE by following actions and solutions: a) by deep changes in curricula – shifting from teaching- centered methods such as lectures to student-centered method such as workshops, project – based method, blended learning and e-learning. Successful usage of such method requires specific teaching skills and knowledge. That is why one of the strategic priorities is to provide training, conferences and seminars on them.
13	**What are the 3 strategic CPD priorities that you would like to see developed in your organisation in the future?** **1. System of recognizing and awarding CPD** One of the most significant drawback in terms of CPD is the lack of the system of recognising and awarding CPD. Moreover, there is no clear career path for teachers that would indicate the possible bridges – movements among different positions and levels. Establishing a system that would describe possibilities in the field of career development, recognising and awarding CPD could become a motivation tools for employees and an inspiration. Such a system could also include a catalogue of competences for each position and list of activities that may be undertaken to develop them. It would result in building transparency in terms of recruiting, promoting and dismissing an employee. **2. Development of academic's ITC skills.** There is a visible difference between the level of ITC competences between administrative and didactic employees in favour of the former. The difficulties connected with ITC among didactic employees lead to impediment of the flow of information, preparation of curricula, the process of delivering it and proper functioning of the quality assurance procedures. Recognizing ITC skills as valid and requiring continuous improvements would lead to enhancement of the whole organisation.

	3. **Coaching sessions** Establishing coaching sessions for chosen employees would enable them to accelerate their and the organisation's development, aims and goals, could become a way of developing self – awareness, commitment, increase their competences. Coaching would also play a role of a distinction and appreciation of employees participating in such sessions.
14	**What is the awareness, knowledge and practice of informal learning among teachers in your organization?** The amount of time and effort put into such activities varies: typically the younger and less experienced teachers undertake it more frequently. The organization has no formal policy on informal learning leaving the decision on the amount of hours and the kind of activity undertaken for the responsibility of a teacher. That unfortunately leads to the lack of motivation strategy in this field: the motivation for informal learning comes from the teachers themselves, the organization does not participate in increasing it on the institutional level except the area of developing didactic skills in terms of on- line learning, blended learning and project – based method.
15	**Summary – Bibliography** Although there is no definition of CPD in UHE in Lodz, a vast range of initiatives and activities designed to empower employees in their professional development are undertaken. They do not create a complete system though and need additions. The most visible actions are connected with academic teachers and concern both scientific and didactic growth. It is worth noticing though, that in order to strengthen and develop UHE potential, there should be another dimension of professional development recognized – ITC skills. Administrative employees have no clear dimensions of personal development and career path they could follow. There is no model of recognizing and rewarding their CPD.

United Kingdom

1	Name of Organisation Belfast Metropolitan College
	Country Northern Ireland UK
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2	**What is your organisation's definition of CPD?**
	CPD refers to all the policies, practices, and procedures used to develop the knowledge, skills and competencies of staff to improve the effectiveness and efficiency both of the individual and the College. The College recognises that its staff are fundamental to its success. A strategic, professional approach to learning and development helps the College to attract and retain high calibre staff with the skills and competencies necessary to deliver its objectives. The College is committed to providing staff with development opportunities to ensure that individuals and departments are able to contribute fully to the achievement of department and College objectives in the context of the strategic plan. The College acknowledges that as an educational provider it has a unique responsibility to support and encourage the development of its staff, and recognises that staff development can play a critical role in building the capability of its workforce.

3	**What motivates CPD provision in your organisation at an institutional level?**
	CPD provision is motivated and informed by:
	College objectives as set out in the corporate plan. The corporate plan places improving teaching and learning, developing management and leadership skills and developing our people as key strategic priorities. This is underpinned by the People Strategy and Curriculum Strategy. The College is subject to a number of statutory regulations and it must ensure that staff are trained to levels appropriate to their roles in order to perform legally in the best interest of themselves, of others and of the College. Participation in certain staff development activities will therefore be mandatory.
	External examiner reports, findings from Performance Reviews and audits also inform decisions about CPD which is prioritised in line with the strategic objectives of the College. Other mechanisms used to inform CPD needs include course and school self evaluation findings, recommendations from subject network meeting as well as changes within the curriculum areas and awarding bodies.
	The identification of learning and development needs, set in the context of business priorities forms the first stage of the annual learning and development cycle. Action is taken across all departments to identify learning and development needs from a strategic top –down and also from an individual bottom – up perspective. This exercise is primarily carried out through the processes of departmental business planning and personal development planning, and results in identification of a range of needs which encompass line of business (specific to department),

	professional (specific to a particular profession e.g. Teaching, IT, HR etc) and linked to strategic priorities.
4	**What is the motivating factor for a VET professional undertaking CPD in your organisation?** All academic staff are required to undertake five days (30 hours) of CPD per year as part of their contractual obligation. Attendance at the annual two day conference is compulsory for academic staff. The College is subject to a number of statutory regulations and it must ensure that staff are trained to levels appropriate to their roles in order to perform legally in the best interest of themselves, of others and of the College. Participation in certain staff development activities will therefore be mandatory. The College recognises that, for its Staff Development Policy to be effective, staff must take responsibility for their own development. In addition to undertaking mandatory and relevant training defined nationally and locally and as requested for a particular role, they are expected to avail themselves of the development opportunities provided to enable them to keep their skills updated and respond flexibly to change.
5	**How is CPD organised and structured in your institution?** CPD is an integral part of the College's annual Learning & development programme. The Organisational Development (OD) team has a dedicated staff training budget to support CPD. The total annual budget is approx £130K. This includes College funded attendance at conferences, study visits, Technology Enhanced Learning training, Diversity and Inclusion training and Curriculum focused training. All academic staff are required to undertake five days of CPD per year as part of their contractual obligation. Attendance at the annual two day conference is compulsory for academic staff and in the last two years all staff have been encouraged to attend. The OD centre is responsible for developing strategies to ensure the Learning and Development needs of the College and individuals are addressed and prepare plans for implementation. Management buy – in and engagement is critical to the effective implementation of the L&D framework. Whether acting individually in their role as Heads of Department / Heads of Faculties / Schools or acting collectively as the SLT. Line managers have a key part to play in identifying the L&D needs of the staff they manage, for agreeing priorities and delivery methods and for ensuring the learning needs agreed under appraisal are addressed. Individuals have primary responsibility for ensuring that their own learning and development needs are identified and addressed. The appraisal process facilitates and supports them in this regards.
6	**How is CPD financed?** The Organisational Development (OD) team has a dedicated staff training budget to support CPD. The total annual budget is approx £130K. This budget also covers teacher education (PGCFHE) for staff that joins the College and don't have a recognised teaching qualification. An individual member of staff may wish to undertake studies at their own expense but the College will endeavour to support employees in their professional development and will pay for registration or examination fees of an appropriate professional institute during the period of study (if approved under the CPD scheme).
7	**How is CPD rewarded?** The OD department provides an annual programme of CPD for staff which is free. Ongoing CPD

	and staff are encouraged to take full advantage of such opportunities.
8	**How is the CPD of individuals tracked – recorded?** The OD team maintains the booking forms and sign in sheets for CPD organised for staff through its centre. This information is then transferred to an electronic data base (QLP) and training reports can be produced detailing who has attended training, what type of training, duration and date completed. Reports are generated and cascaded to management levels within the organisation on matters relating to staff development
9	**How is CPD learning disseminated and shared?** Staff bring back the knowledge and skills obtained during learning back into the curriculum through the development of new/revised teaching and assessment strategies and materials and creation of case studies. Staff are encouraged to network with Industry and invite Industry representatives into their classrooms as guest - speakers or to arrange site visits for their learners. Internal staff are encouraged to share good practice and "teacher moot" sessions have been successful. Internal experts share their knowledge during the annual staff conference and team meetings. Staff are also encouraged to participate in European projects and share best practice, ideas and trends across countries. The website intranet and Blackboard (VLE) are used as tools for sharing best practice.
10	**How is success and impact of CPD monitored and evaluated?** The OD team and other providers of in-house staff development activities are responsible for evaluating the effectiveness and impact of what they provide. End of session / course evaluation forms are used. Those responsible for managing staff should, together with the staff member participating in staff development activities, evaluate the extent to which development undertaken has achieved the intended objectives, and where necessary agree appropriate next steps with the staff member during their annual Performance Review. Annual reports regarding numbers completing staff development activities, type of development and benefits to the individual and organisation and recommendations are made to the Executive Team.
11	**How is CPD delivered?** Our approach to Learning and Development will be multi – faceted and will be through a combination of some or all of the following methodologies:

Strategy	Components	Note	Responsible
On the Job Learning	Observation / demonstration and practice Delegation	Most effective and efficient means of developing capability	Managers

		Coaching		
		Mentoring		
	Self-managed learning	Reading	Effective where it supports on the job learning	Personal
		eLearning		
		Further Education	Must be relevant	
	Deployment	Mobility	Effective where properly planned and managed	Project
		Secondment		Sector
		Temporary assignments / special projects	Facilitates on the job learning	Industry e.g. CII
	Group learning	Cross functional teams	Key to success is the management of the group and the attributes of the individual members	Org Development
		Learning "Moots"		Training or Management led
		Networking		Or staff development conference
		Action Learning	Can be resource intensive	
	Tutor – led interventions	Training courses	Must be relevant to current work situation	Org Development led
		Seminars		
		Development programmes	Opportunity to put learning into practice should be provided immediately on return to work	
12	**What are the current strategic priorities in relation to CPD in your organisation?**			

What are the current strategic priorities in relation to CPD in your organisation?

The 5 priority Learning and Development areas for the College are:

1.Improving Teaching and Learning

The College strives to ensure that all teaching and learning will be good or better by 2016.

2.Leadership & Management

Further / Higher Education is experiencing an unprecedented amount of change. Leadership is critical at every level of the College to navigate these changes and ensure we remain

a leading College.

3. **Core Skills**

It is essential to that core business skills are developed within the College to ensure efficiency & effectiveness in line with the delivery of the College's corporate plan and departmental objectives as agreed during the annual planning and budgetary cycle.

4. **Professional Competences**

When the areas for development have been identified at an appraisal meeting and a suitable activity agreed the discussion between the employee and the line manager should focus on identifying the employee's learning objectives and the business objectives to be met by the learning and development activity i.e. it should focus on why the employee is undertaking the development activity, what they need to get out of it and what the team and area should also gain.

5. **Statutory and Compliance Training**

The College strives to ensure that everything it does adheres to high quality management practices and is compliant with legal frameworks whilst seeking to provide an environment which minimises the risk to all who operate within it.

13	**What are the 3 strategic CPD priorities that you would like to see developed in your organisation in the future?** Tracking system to record CPD Creating a Learning Network through Action Learning – both internally and externally with partners Tools for evaluating CPD *Linked to this project?*
14	**What is the awareness, knowledge and practice of informal learning among teachers in your organization?** The VET teachers in the first workshops all recognised the importance of informal learning and shared that this was something that they did do currently albeit in an ad hoc and unstructured manner. VET teachers were familiar with some informal learning methodologies such as shadowing and standardisation but were not aware of many of the other approaches available. As a result teachers shared that their experience of informal learning had been limited to 2 or 3 different approaches, none of which had been organised or facilitated. Teachers all agreed that informal learning was valuable but that the key challenge in their current situation was the lack of recognition of informal learning and the difficulty in securing time to engage in this activity with colleagues.
15	**Summary – Bibliography** Education and Training Inspectorate, The Reflective Teacher (2012), Available from: http://www.etini.gov.uk/index/what-we-do/support-material/support-material-general-documents-non-phase-related/support-material-general-documents-documents-relating-to-inspection/the-reflective-teacher-2.pdf General Teaching Council for Northern Ireland's (GTCNI) 27 professional competences, Available from: http://www.gtcni.org.uk/uploads/docs/GTCNI_Comp_Bmrk%20%20Aug%2007.pdf

Annex 2 – CPD innvative practice in a case-study format

This annex includes case studies and good practices in the types of informal and formal CPD undertaken by VET teachers prepared by each project partner.

Hungary

Theme: CPD Innovative Practice
Title: International Week at KJU

Description: The international event launched 4 years ago and always organized during the spring semester aims at serving KJU's internationalization policy by providing an intercultural experience for both our KJU students and international guest students as well as bringing together representatives of our partner institutions, teaching & non-teaching staff, who thus have the opportunity to spend a week together with our staff and students in a pleasant environment for professional networking and exchange of experiences.

The International Week also hosts a **workshop conference with an annually changing topic** in the field of comparative regionalism, international politics, economy, culture and tourism. The presenters include researchers, teachers and PhD students as well professionals in geography, economics, environmental management, tourism, tourism studies and transport policy, sociology, education, health, psychology, human services, history, international development, planning studies, public policy, and social policy. As an outcome of the conference an ISBN registered E-volume in English is published.

KJU expect the participation of lecturers who are willing to offer 4 classes) on any of the topics suggested and who wish to provide our students with international perspectives using interactive teaching methodology. The International Week is offered to all students in the form of a condensed elective course under the title: **Academy of International Lecturers-New Trends in Applied Sciences. The course** is meant to improve the intercultural competencies of students. The seminars held by the guest lecturers reflect the latest achievements in science and research and aim to provide students with practical knowledge, competencies and new approaches. Furthermore, participants will also have the opportunity to experience new pedagogical methods. Due to the multidisciplinary nature of the event, students have the opportunity to opt for lectures best suited to their individual interests and/or field of study. In addition to that, the international exposure can prove a valuable asset by providing the student with perspectives for choosing a subject for their thesis as well as for its completion.

The International Week also welcomes the participation of non-teaching staff that are willing to participate either in the sessions of the conference and/or in a CPD training programme in the form of workshops organized in annually changing topics such as

- International Relations (Best Practices in the new Erasmus+ Programme)
- PR and Marketing (Branding in Higher education)
- The Role of Self-branding in CPD
- Student Services

Besides the opportunity to share the hottest issues and best practices of their profession our guests are expected to introduce their institution in the form of a presentation to our staff and students who wish to participate in future mobility programmes.

Tentative programme:
1st Day Registration & Opening session & Meeting the KJU Departments& Welcome Party
2nd-3rd-4th Days: Courses & Conference Workshops & Professional meetings
5th Day: Whole day excursion and visit of KJU Campuses

Strengths: the international event that originally targeted first of all the students with the intention of introducing an international dimension into their curricula and at the beginning with little interest and involvement of KJU faculty and staff, who considered the one week event an extra holiday with no teaching obligations, by nowadays have become the stage of professional experience with a lot of opportunities of formal and informal CPD. Besides lectures, seminars workshops and conference sessions, participants experience peer teaching, informal discussions while meeting in the staff room especially provided during the event, meetings in the coffee lounge, and several other meeting points such as the department offices. Even the excursion organized at the end serves the purpose of informal CPD as usually the premises are chosen so that they can offer practical experiences. For example, in the year when the general topic of the workshop was Wellbeing, the excursion included the visit to a castle that serves the triple function of cultural heritage, training and recreation center and where the guiding was offered by the owner followed by ad-hoc discussion.

 Impact:
- growing number of students signed up for this elective course
- growing number of applicants from partner institutions
- growing number of international joint projects developed as a result of professional meetings during the International Week
- growing interest and involvement of KJU faculty and staff from the planning phase through organization to the participation in the events of the week
- growing number of applicants for the Erasmus teaching mobility programme
- growing number of scientific publications

Theme: CPD Innovative Practice
Title: ePathways

Description:

ePathways is a project that ran from 2012-2014, designed to support the Continuing Professional Development of organisations, schools and teachers in the VET sector.

It was funded through the EU Lifelong Learning Programme and was a transfer of innovation to CDETB. Over the past two years CDETB has worked with partners in Ireland, Lithuania, Netherlands and the UK to capture innovation and develop resources and tools relevant to career long professional development and learning.

Through the project CDETB and the ePathways partners engaged in extensive research and study visits to identify innovation and develop CPD resources and tools which are now being embedded into the day to day work of CDETB. These included:

1.   **A model of CPD Policy**: This document outlines the process that CDETB went through to develop a CPD policy for the organization and includes the CPD policy that evolved from the process. Copies can be downloaded from the resources section of www.epathways.eu
2.   **CPD Booklets:** During the lifetime of the project 17 booklets were developed on different CPD topics. Many more themes can be added in the future; the booklets just provide a starting point or trigger material for teachers and management. The booklets can be used in different ways e.g. a booklet on a selected topic could be distributed as pre reading to a group of teachers before they meet. The booklets might then help to stimulate discussion at the meeting and enhance the CPD opportunity. Copies of the booklets can be downloaded from the resources section of www.epathways.eu
3.   **ePortfolio:** CDETB now has an ePortfolio for teachers. The home page of the eportfolio can be viewed at http://www.cdetbeportfolio.com/ and a video introduction to the ePortfolio can be found at http://www.cdetbeportfolio.com/view/view.php?id=527 or www.epathways.eu
Following extensive research and piloting it was decided that CDETBs ePortfolio would be multifunctional and would also provide a place where teachers could join and participate in subject networks and share resources..

Strengths:

The ePathways project
- Facilitated CDETB to consult widely through the project partners and bi-lateral visits to identify CPD innovation that could be transferred to CDETB.
- Supported CDETB to develop its CPD vision for the organisation and write a policy and develop resources to help to implement this vision

Impact etc:

While the project has come to an end, the CPD policy, ePortfolio and CPD tools etc. are being used across the organisation and CDETB is working hard to embed these into the day to day environments of the teachers and management through the CPD professional networks and on-going CPD.

Lithuania

Theme: CPD Innovative Practice
Title: Moodle courses
Description: The most successful CPD are: Moodle courses (today) and Computer literacy courses in the past (1996-2006). These were successful as a lot of teachers have attended the courses. The key feature of success was the need for specific skills and knowledge in using computers and ICT. The activities are delivered face to face, online and through blended learning. Practical work is structured in the computer lab. The length and timeframe of the activities were: Moodle - 12 hours (4 x 3 hour lessons) and Computer literacy (plus ECDL certification) - 54 hours. CPD activities are delivered in teacher's own time.

Poland

Theme: CPD Innovative Practice

Title: Project – based learning

Description: Since 2002 curriculum of all fields of studies provided by UHE included a few classes based on project method. The decision of implementing such classes was made by the Founder of the University – prof. Makary Stasiak, who strongly believed that such teaching and learning method would be more fruitful, efficient and engaging for both student and teacher. However, those changes were not accepted easily by academic teachers. It was necessary to hold several meetings just to change the attitude of teaching staff and enable them to see those method as an opportunity, not a threat.

Teachers were obliged to participate in training on that teaching method. Such training lasted for 2 days, 8 hours each day. Prior to the trainings sessions, a team of trainers prepared a set of tools (collected in manual) that would provide a guidance especially in fields such as structuring classes, monitoring students' performance and evaluating the outcomes of that performance. During the first day, the method as such was presented. All learning materials were discussed and manual containing all information distributed among participants. Final part of the first day of training was dedicated to presenting and analyzing good practices and task that the participants were to complete before taking part in before second day of training. They were asked to fill in a template including information on theme and topic of project based classes they would deliver to students, the aims and learning outcomes, schedule of each activity provided within the classes, impact on socio – economical environment, evaluation criteria. Participants had two weeks to fill in such a template and then, a second day of training was held. A whole meeting was spent on analyzing and adjusting the proposal of classes described in templates.

Eventually, the templates were presented to the founder of the schools, who with the help of the trainers conducting the training made decision which teachers may be allowed to conduct classes based on project method.

Those teachers, who were awarded with the certificate of completing the training (which means in particular, that their templates were not accepted by the founder of the school) were asked to make corrections to their teaching plan and participate in second day of training with another group.

Since 2011 and due to several factor such as
- amendments to the Law on Higher Education,
- implementing national qualification framework,
- mission and strategy of UHE in Lodz,

activities connected with project based learning were intensified. What is more, the attitude towards such teaching method changes significantly. Currently, there is no need to oblige teachers to participate in training, they enroll willingly.

The number of trainings is increasing. What is more, due to teachers requests, e-learning courses are now also provided. Therefore, a teacher may chose a more convenient form of learning: on-line or stationary.

More initiatives connected with promoting and sharing experiences in this field are provided:
- a seminar for academic teacher who already conduct such classes in held twice a year;
- a contest for the best students' project;
- a conference on student – centers learning is held every year.

Seminar for academic teacher.

Taking part in such an event is voluntary, but each time more and more teachers decide to take part in it. The main aim of the seminar is to share good practices and indicate areas for improvements in a method itself, in training they took part in earlier, in the organisation of curricula etc. It is worth mentioning that a seminar itself was an initiative of teachers, who communicated to trainers and deans a need for such a method of improving and perfecting their teaching skills.

Contest for the best students' project.

Such a contest was organized for the first time in 2012, since then a contest is held every semester. A student or a group of students may submit his/her/their project in one of the four categories:
1. Entrepreneurship project
2. Social project
3. Personal development project
4. Art project

http://www.ahe.lodz.pl/ese/konkurs

One of the crucial criteria of evaluation the projects is the real impact on the project on socio – economical environment. Needless to say, the project have to be implemented, executed, not only planned – otherwise it is not even considered as real project.

A committee grants awards in above fields. The award and prizes are given to the winners during the conference on student- centred learning described below.

Conference on student – centers learning.

Target group of that conference are teachers of all levels and fields of expertise. The main goal of the conference is to share good practices in the field of innovative methods of teaching and organizing education. Prior to the conference, a contest in four fields is announced:
1. Innovative and creative teacher, educator, trainer;
2. School of innovation;
3. The best creative and innovative project prepared by pupil(s);
4. The best creative and innovative project prepared by student(s).

During the conference, the awards and prizes are given and winner are presenting their project or other achievements.

The link to the next, already announces conference: http://www.ahe.lodz.pl/ese/przeglad
- Project archive (http://www.metodaprojektow.ahe.lodz.pl/) was established in 2012 in order to provide a platform to archive all students project, teachers templates and communicate with stakeholders.

Strengths:
1. UHE in Lodz was the first University in Lodz that included project base learning in curriculum and provided a wide range of trainings, tools, event to promote, explain and share good practices in this field. Project based learning functions like a recognizable feature of the University.
2. Despite different obstacle and difficulties in implementing such method of teaching, it proved to be very beneficial both to the teachers and students by demanding deep change is organizing learning, relation between learner and teacher, redefining outcomes of learning etc.

Impact etc:
1. Building awareness of the necessity of development in the didactic field - typically an academic teacher perceives his/hers professional development only in scientific perspective.
2. Changing the relations between student and teacher from autocratic to democratic, form one

– sided communication and subordination to two-sided communication, cooperation, negotiation and searching for win-win situations.

3. Providing a new dimension of evaluating academic teachers by deans and University authorities.

4. Building commitment not compliance in both student and teacher towards learning/teaching process.

Theme: **Innovation in Approach to CPD**
Title: **Upskilling Marketing Staff using a range of CPD approaches**

Description:

As Head of School for Business, Management & Finance it is my responsibility to ensure staff have opportunities to upskill in relation to industry practice in the interests of ensuring quality in classroom delivery. With a highly qualified team of Marketing lecturers, I nevertheless identified a skills/knowledge deficit in relation to Digital Marketing. With an award-winning part time lecturer engaged to deliver evening classes, I decided to use this valuable resource to support upskilling of full-time staff. This took place in 2 stages:

1. The part-time lecturer delivered a full training day to full-time staff as part of our annual staff development conference.
2. As a follow-up, two full time staff were identified to undertake a period of industry placement in the PT lecturer's Digital Marketing company

Strengths:

This peer learning approach was well received by FT staff, as a curriculum-specific session forming part of the SD conference. In the past there have been criticisms that the conference content was too generic and of limited practical value. This provided an opportunity for key staff to upskill in a supportive environment where they felt comfortable with asking questions to further understanding. The follow-up industry placement provided an opportunity for 2 staff to experience industry practice, which they have used to enhance their classroom delivery – particularly in relation to Foundation Degree Marketing students who complete a period of work placement with attached project (in many cases requiring a knowledge of digital marketing) as part of their course.

Impact:

FT staff upskilled in digital marketing tools, techniques and strategy at low cost to school/college

Further development of 2 staff at phase 2 – deeper experience/case studies to bring back to classroom

Development of team – part-time tutor getting to know full time marketing team – improved collegiality

Future plans

Phase 3 opportunity for other marketing lecturers to undertake industry placement

Repeat of peer learning approach to CPD in annual staff development conference

Data Analytics, Code Camp, Sales and Export International Marketing, Diageo Academy will now be shadowed by lecturers requiring up skilling and the PAL Toolkit will record their CPD

Contact person for more information

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