

ST. IGANATIUS OF LOYOLA COLLEGE DESCRIPTION OF THE PROCEDURE FOR QUALIFICATION DEVELOPMENT OF LECTURERS AND OTHER EMPLOYEES

I. GENERAL PROVISIONS

1. The Description of the Procedure for the Qualification Development of Teachers and Other Employees of the College of St. Ignatius of Loyola (hereinafter referred to as the College) (hereinafter referred to as the Description) establishes the principles, objectives, areas, methods, forms, planning, organisation, monitoring and financing conditions for the qualification development of lecturers and other employees.
2. The terms used in the Description correspond to the terms used in the Law on Education of the Republic of Lithuania, the Law on Science and Studies of the Republic of Lithuania, the Erasmus+ Handbook, the Labour Code, the Statutes of the College and other legal acts regulating education and science.
3. The following terms are also used in the Description:
 - 3.1 **In-service training** is continuing training(s) aimed at developing the competences required for professional activities.
 - 3.2 **Self-learning** - learning from everyday activities, work, peers, experience, etc. It is not organised or structured in terms of objectives, time or learning support; it may be unplanned from the learner's point of view.
 - 3.3 **Self-learning** - independent learning that draws on a person's knowledge from a variety of sources and on his or her practical experience.
 - 3.4 **“Creative leave”** means leave for up to 12 months to prepare a research paper (dissertation, textbook or monograph, etc.), as provided by law and agreed between the employer and the employee.
 - 3.5 **Traineeship** - the renewal and development of general, pedagogical, subject-matter and research competences in other organisations, enterprises, institutions and bodies. Traineeships for the development of scientific competence may be carried out in research projects.
 - 3.6. **‘International mobility’** means an activity involving physical or virtual upgrading of qualifications through participation in international activities for the purpose of training, gaining or sharing professional experience, cooperation, innovation/transfer, etc.
4. Professional development must ensure consistency between the College's strategic goals and the individual needs of the teacher and staff member.

5. Principles of professional development:

- 5.1. equal opportunities - every faculty, staff member has the right to professional development regardless of age, gender, race, religious beliefs or position;
- 5.2. continuity - continuing professional development is an ongoing process, reflecting the concept of lifelong learning;
- 5.3. optionality - a lecturer or staff member is free to choose the methods, forms and topics of qualification development in accordance with the College's strategic goals;
- 5.4. responsibility for one's own actions when planning professional development and implementing development plans;
- 5.5. to cooperate, work together, continuously exchange knowledge, adopt best practices and contribute to the objectives of the College;
- 5.6. effectiveness in achieving objectives and rational use of resources through continuous analysis, evaluation and planning of professional development activities, based on effective management - appropriate and timely decision-making.

CHAPTER II

THE AIM AND OBJECTIVES OF CONTINUING PROFESSIONAL DEVELOPMENT

- 6. The aim of qualification development is to deepen and broaden the competences of the College's lecturers and other employees in order to ensure high quality of studies.
- 7. Objectives of qualification development of lecturers:
 - 7.1. update, deepen and develop subject competences;
 - 7.2. to develop research skills;
 - 7.3. to deepen and develop pedagogical competences - teaching excellence;
 - 7.4. to develop skills in the use of digital technologies and to master e-learning methodologies and technologies;
 - 7.5. to improve foreign language competences and learn new foreign languages;
 - 7.6. develop other general competences in leadership, management, intercultural, entrepreneurship, etc.
- 8. Other staff development objectives:
 - 8.1. to update, deepen and develop subject competences;
 - 8.2. improve competences in the use of digital technologies;
 - 8.3. improving foreign language competences and learning new foreign languages;
 - 8.4. develop other general competences in leadership, management, intercultural, entrepreneurial, etc.

CHAPTER III

PLANNING PROFESSIONAL DEVELOPMENT

9. Teachers and other staff can be further trained in:
 - 9.1. pedagogical (i.e. teaching), research, general (digital, leadership, intercultural, etc.), subject competences, and values (see Annex 1 for a detailed description of these areas);
 - 9.2. other employees in areas of professional and general competence (Annex 1).
10. Qualifications can be developed through formal, non-formal, informal and informal learning.
11. Possible forms of qualification development: seminars, courses, conferences, internships, participation in scientific and other projects, carrying out applied scientific research, publishing scientific results in the scientific press, participating in scientific events, participating in international mobility activities, studying for a PhD or Master's degree, preparing methodological materials, study programmes, other documents, sharing experience with colleagues, self-study and other.
12. Professional development may be carried out by contact or distance learning, with the participation in the event being documented by an appropriate document, if one is issued.
13. Responsibility for staff development lies with the College administration, the Academic Council of the College, the Head of the Department of Studies, the heads of academic and non-academic departments, and each individual staff member:
 - 13.1. Heads of the College departments, defining national and international provisions for staff qualification development, in the light of the College's strategic goals, shall formulate the College's staff development policy, initiating procedural changes in the College's qualification development system;
 - 13.2. the Head of the Study Department and the Heads of other academic and non-academic departments, when identifying individual and group needs for qualification development, shall coordinate them with the goals and objectives of the College and the department;
 - 13.3. each staff member is responsible for ensuring that his/her development, education, and professional development are oriented towards ensuring the quality of studies.
14. The College administration, the Academic Council, the Head of the Department of Studies, and the heads of academic and non-academic departments identify staff development needs and prepare a staff development plan for the academic year (autumn and spring semesters).

CHAPTER IV

ORGANISING PROFESSIONAL DEVELOPMENT

15. A lecturer or other staff member going for further training must submit an application on behalf of the Director at least 2 working days before the start of the further training, and at least 4 working days before the start of the further training in the case of international mobility visits. The request must be agreed between the lecturer and the Head of the Department of Studies, and between the other staff member and the Head of Unit.

Authorisation for a professional development event during working hours shall be by written order of the Director. The request shall be accompanied by an invitation or other document, the acceptance (if any) of the institution organising the in-service training, and documents indicating the source and conditions of funding.

16. Organisation of the traineeship:

16.1. a lecturer or other staff member may undertake a traineeship on the basis of a formal invitation from the host organisation by the College, or the lecturer or staff member may undertake a traineeship on the basis of an agreement from the host organisation, which ensures the conditions for the traineeship programme;

16.2. a traineeship contract shall be concluded with the teacher or other staff member going on placement;

16.3. the trainee teacher or other staff member shall submit, in addition to his/her application, the following: an invitation/agreement from the host organisation specifying the duration of the traineeship and a provisional traineeship programme. The lecturer must agree the provisional traineeship programme with the Head of the Department of Studies and the other staff member with the Head of Unit.

17. Continuing professional development must be evidenced by a certificate, attestation or other documentation.

18. The documents certifying the professional development shall be kept by the lecturer or other staff member, and copies of the documents certifying the professional development shall be kept by the Head of Staff.

19. Lecturers returning from a secondment must present a secondment report at a meeting of the Department of Studies. In the case of a traineeship, the lecturer or other staff member must present a report on the completion of the traineeship programme.

20. The qualification development of lecturers and other staff members within the framework of international mobility programmes shall be organised and carried out in accordance with the requirements of international mobility programmes.

CHAPTER V

FUNDING FOR STAFF DEVELOPMENT ACTIVITIES

21. . Staff development is funded by the College, EU Structural Funds, projects or the staff member's own resources.
22. The College shall cover the costs of participation in targeted training programmes, seminars, conferences, business trips, sabbaticals, internships and other professional development events, according to the possibilities and needs of the staff member. The costs of professional development shall be reimbursed on the basis of an invoice submitted by the lecturer, other staff member or the organiser of the professional development.
23. The College may fund professional development events:
 - 23.5.1. orientation/induction/adaptation programmes for new staff;
 - 23.5.2. use of IT software and virtual learning environments;
 - 23.5.3. training to develop the general skills necessary for pedagogical or research work and administrative work;
 - 23.5.4. seminars, national and international conferences, with the contribution of a participation fee;
 - 23.5.5. seminars by guest speakers on curriculum development;
 - 23.5.6. mission expenses to international events of particular importance, congresses, symposia, conferences;
 - 23.5.7. professional development events;
 - 23.5.8. spiritual/religious development events;
24. The College shall not reimburse expenses incurred in connection with further training at other institutions if they are reimbursed by the institution organising the further training or by another institution. If the costs are partly borne by the other institution, the College may, by agreement between the staff member and the employer, pay those costs which are not borne by the other institution.
25. Staff members shall participate in in-service training events within the College free of charge. Participation in training courses, seminars, conferences, business trips, sabbaticals, internships in Lithuania and abroad, which take place outside the College, may, by agreement, be paid for from the funds of the College.
26. The planning of staff development activities depends on the availability of financial resources. Staff development needs and plans for staff development shall be submitted no later than 15 November each year.

CHAPTER VI

FINAL PROVISIONS

27. The Regulations shall apply unless other agreements between the College and the institutions carrying out qualification development provide for different conditions for the organisation and conduct of qualification development of lecturers or other staff.

28. The description and its amendments shall be approved by an order of the Director of the College. _____

Annex 1 to the Procedure for the
Professional Development of
Lecturers and Other Staff of the
College of St Ignatius of Loyola

AREAS FOR THE PROFESSIONAL DEVELOPMENT OF LECTURERS AND OTHER STAFF

1. Teachers' qualifications can be developed in the following areas of competence: pedagogical (i.e., teaching), research, generic (digital, leadership, intercultural), and subject-related:

1.1. PEDAGOGICAL (TEACHING) COMPETENCES

2. Competences	Competence description
1. Designing learning activities	1.1. the design of learning activities in the subject/module taking into account the requirements of the field of study and the level of study, the requirements of the study programme, the institution, the national and international requirements and trends in studies, the results of current research and the achievements in science/art and/or technology, the needs of society and the labour market; 1.2. the design of teaching/learning activities on the basis of the principles of constructive coherence (coherence of study objectives and results, criteria and methods of their assessment, study content and methods); 1.3. the development of quality teaching/learning materials that are relevant to the learning outcomes.
2. Implementation of training(si) activities	2.1. the organisation of teaching/learning activities based on the active involvement of students in the learning process; 2.2. the implementation of teaching/learning activities focused on the application of research results in studies; 2.3. the implementation of teaching/learning activities responding to the different needs of students.

3. Evaluating achievements and providing feedback	3.1. adherence to the principles of academic ethics in the assessment of student performance; 3.2. selecting methods of assessing achievement that enable the level of achievement of the student's learning outcomes to be assessed and describing the assessment criteria; 3.3. providing continuous feedback throughout the study process and advising on planning for further progress.
4. Evaluating and improving teaching/learning activities	4.1. collecting, analysing and evaluating information on the achievement of learning outcomes in order to improve teaching/learning activities; 4.2. updating and improving the quality of the course/module on the basis of the results of the (self-)assessment.

1.2. RESEARCH COMPETENCE GROUP

Competences	Competence description
1. Knowledge of research methodologies (arts field)	1.1. knowledge of and adherence to ethical standards in academic research (artistic activity); 1.2. compliance with the requirements for the parameters of research (topic, problem, object, aim, objectives, hypothesis, validity and reliability of research data); 1.3. selecting research principles and designing processes in the context of the specific research; 1.4. assessing the research methods and their interrelationships and justifying the appropriate methods and tools; 1.5. anticipating the limitations of the research in the context of the specific research.
2. Planning, conducting, analysing, interpreting (creative solutions) and summarising (critical analysis) data (resources and opportunities)	2.1. detailed planning of the research process; 2.2. planning and implementation of artistic activities; 2.3. development/adaptation of research tools, data collection and analysis in accordance with the principles of the chosen methodology; 2.4. explaining and interpreting the research findings in relation to the research problems to be addressed and the results of other research; 2.5. summarising the results of the artistic activity and critically analysing creative solutions; 2.6. applying research findings to the development and testing of a model, prototype or new product; 2.7. evaluation of the results of artistic activities in planning further creative activities;

	2.8. formulating structured research conclusions based on the research aims and objectives; 2.9. making recommendations for further research and practice (data-driven practice) in the field under analysis.
3. Preparing and reviewing research-based publications	3.1. a targeted selection of scientific journals and other academic publications to publish research results; 3.2. linking the results of the research to the most relevant research trends and results; 3.3. presenting research results in accordance with publication requirements; 3.4. evaluating the research publications in terms of their compliance with the requirements and making recommendations for their improvement; 3.5. preparing, reviewing and disseminating publications based on research results at conferences, etc; 3.6. internationalisation, dissemination and commercialisation of research results; 3.7. innovation: development of science-business cooperation projects, research projects; 3.8. patenting; intellectual property.
4. Communicating and publicising the results of research (artistic activities) to different audiences through different means	4.1. identifying and assessing the target audience; 4.2. selecting ways and means of publicising the various research outputs (artistic activities); 4.3. presentation and application of the results of the research/artistic activity in the study process; 4.4. communicating the results of the research (artistic activities) to stakeholders (target audience); 4.5. the provision of resources for publicity; 4.6. providing publicity information in an appropriate form and content; 4.7. communicating and collaborating with the world of activity.

1.3. GENERAL COMPETENCES GROUP

Applicable to lecturers and other staff.

Competences	Competence description
1. Digital competences	1.1. the development, adaptation and correct use of digital resources for the teaching/learning process; 1.2. teaching(s) in digital space;

	1.3. the use of digital technologies to promote active student engagement in the learning process; 1.4. making the digital space actionable for the assessment of students' learning achievements; 1.5. the use of digital technologies to provide timely student support; 1.6. the use of digital technologies to provide timely feedback and to assess learning outcomes; 1.7. the development of digital tasks, tools for independent, self-directed learning and self-monitoring.
2. Leadership competences	2.1. educational guidance for students; 2.2. organising, supervising and evaluating student teamwork; 2.3. encouraging, selecting, developing and evaluating innovative ideas; 2.4. Involving students at all levels in the design of research/arts projects, the conduct of research/arts activities, the preparation of publications and the dissemination of research/arts results; 2.5. active involvement in study and research interest groups, professional communities and other professional networks through traditional professional development tools and digital technologies; 2.6. collaboration between lecturers and their teams in the development of study content, its implementation and the assessment of the achievement of study outcomes; 2.7. the development of and participation in virtual and traditional learning communities.
3. Intercultural competence	3.1. openness and tolerance towards different cultures and personal cultural backgrounds; 3.2. appropriate and ethical interpretation of traditions, events and documents from different cultures in study and research activities; 3.3. fluent communication in professional and informal contexts through the initiation, maintenance and synthesis of discussions.

2. The development of subject competences of lecturers includes development in a specific field(s) of study and is partly linked to the development of other competences, therefore the development of subject competences is not detailed in this Annex.

3. The development of generic competences of other staff members is addressed in point 1.3 of this Annex. The development of the subject competences of these staff members is related to the specific nature of their work, the specific functions they perform and can be very broad in scope and is therefore not dealt with in detail.