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Approved at the meeting of
the Board of JSC “AMU”
Minutes No.5
February 1, 2012

Program for the development of the academic-teaching staff of JSC “Astana medical university” for 2012-2016

Introduction

The program for the development of the academic-teaching staff of JSC “Astana medical university” for 2012-2016 (hereinafter – Program) was developed in accordance with:

- State program for the development of healthcare in RK for 2011-2015;
- State program for the development of education in RK for 2011-2020;
- Concept of development of medical and pharmaceutical education in RK for 2011-2015;
- Strategic plan of JSC “Astana medical university” for 2011-2015 on the implementation of key priorities of the development of education and healthcare systems in the Republic of Kazakhstan including the development of medical and pharmaceutical education for 2011.


When developing the Program, the main provisions and requirements of:

- SCES RK – 5.01.018-2008 Standards and criteria of institutional accreditation of medical organizations of education;
- The standard ISO 10015:1999 – Organization management. Teaching guidelines;
- Report and recommendations of WB experts on the strategies of upgrading the qualification of university teachers in the use of modern methods of teaching and outstanding technologies in medical education (The project “Transfer of technologies and conduct of institutional reforms in the field of healthcare of Kazakhstan”) were taken into account.

In addition, when developing the Program, materials and recommendations to organize the development of potential of ATS of international conferences on medical education matters were used:

- Annual conference of the Association of medical education in Europe;
- 1st international conference on the development of teachers of medical education (Canada, 2011);
- Conference “2020 – vision of the development of potential of teachers in the continuum of medical education” (USA, 2010).

Analysis of the current situation of upgrading the qualification of ATS of JSC AMU
Strengths:

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- Presence of the potential of teachers who was trained within the framework of the implementation of the Concept of reforming medical and pharmaceutical education within 2006-2010 abroad or by inviting foreign specialists;
- Organizational-legal form allowing to allocate financial means in order to organize the upgrading of qualification in the required volume;
- Priority of developing the potential of ATS in strategic plans of MH RK and MES RK;

Weakness:

- After the transition to the status of a joint-stock company, the university lost the opportunity to participate in state programs for upgrading qualification;
- Lack of system organization and monitoring of upgrading qualification;
- Low level of upgrading qualification in a specialty in theoretical chairs;
- Low level of upgrading qualification in pedagogy in clinical chairs;
- Uneven participation of ATS in teaching programs;
- Low level of innovative educational activity.

Opportunities:

- Availability of the Concept of development of medical and pharmaceutic education in RK for 2011-2015;
- Implementation of the investment project “Transfer of technologies and conduct of institutional reform in the field of healthcare of the Republic of Kazakhstan”;
- Presence of an unit able to assume the functions of system organization of upgrading the qualification of ATS.

Threats:

- Overload of ATS in a training process;
- Insufficient financing of qualification upgrading programs

The main goal of the Program is to form a staff capacity able to provide the medical education corresponding to the best international practice.

The goals:


1. Introduction of the system of systematic continuous training of the University’s ATS;
2. Development of key competences in teachers;
3. Upgrading of innovative competence and activity in the University’s teachers.

Implementation time frame – 2012-2016 (first stage – 2012-2014, second stage – 2015-2016).

Expected results:

In the result of implementing the Program:

- The system of continuous upgrading of the potential of the University’s teachers based on the skill approach will be introduced;
- The demand of the University’s ATS in personal and professional growth and development will be satisfied;
- Innovation competence and activity of the University’s ATS will be upgraded;
- Satisfaction of students with the quality of teaching and training process organization will be increased.

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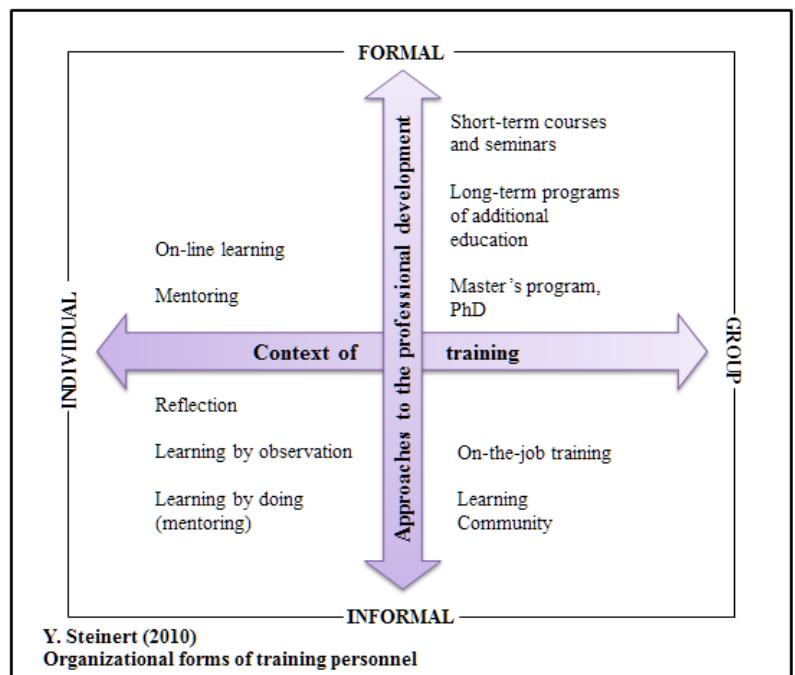
Chapter 1. Vision of the development system of ATS of JSC AMU

Development of human resources is defined as the higher priority of the Strategic development plan of the country till 2020. The tasks of creating modern education system, introduction of innovative forms and methods of teaching impose higher requirements to the personality and professional competency of pedagogic workers (State education development program of RK for 2011-2020). The Organization must teach the staff to execute their obligations on the delivery of products of the required high quality. At the same time, the requirements of rapidly changing market conditions and increasing consumer needs should be taken into account (ISO 10015:1999 Organization management).

Continuous professional development (CPD) is the informed systematic updating of professional knowledge and increasing personal competence throughout the professional life, it is the obligation to be an expert, to be aware of the last data and to strive constantly to improve (*Chartered Institute of Personnel Development, 2009*).

According to Swanwick T., “professional development of teachers is the institutional initiative aimed at professionalizing pedagogic activity of teachers, improving the educational infrastructure and forming staff potential for future”.


The scheme proposed by Y. Sreinert was taken as the framework to identify organizational forms of measures for the development of ATS (2010). According to the scheme, all the forms of organizing training and developing ATS are divided into group and individual, formal and informal.



Chapter 2. The main principles and approaches of the development of ATS in JSC “AMU”

The institutional initiative on the development of competences of ATS of JSC “AMU” in 2012-2016 will be focused on the following formal forms of organizing traininf:

- Academic mentoring;
- Methodical seminars in a chair;
- Planned short-term module programs on competencies;
- Occupational seminars;
- On-line learning;

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- Master’s program on medical education.

Academic mentoring

Task force: young teachers with a pedagogic experience no less than 3 years.

Tasks: mastering the discipline, on-the-job training on the methods of teaching a discipline.

Form of conducting: consulting, exchange of lesson visits.

Responsible officer-organizer: head of the chair.

Executer: academic mentors - experienced teacher of the chair (associate professor, professor).

Form of documenting: protocols of the chair, reports, journal of the exchange of lesson visits.

Methodical seminars in a chair

Task force: all teachers of the chair.

Tasks: Familiarization with new themes in a discipline, introduction of new methods of teaching/evaluation.

Form of conducting: seminar.

Responsible officer-organizer: head of the chair.

Executer: teacher of the chair.

Form of documenting: protocols of the chair, reports, seminar materials.

Planned short-term module programs on competencies

Task force: all teachers of the chair.

Tasks: Development of key competencies.

Form of conducting: seminar.

Responsible officer-organizer: department of innovative learning technologies (DILT).

Executer: staff of DILT, educational and methodical center, quality management department, scientific department, center for evidence-based medicine, information technologies department, etc..

Form of documenting: protocols of the chair, reports, seminar materials.

Occupational seminars

Task force: teachers of chairs, employees of the educational bloc.

Tasks: discussion, approval, distribution of new data, targeted training on specific matters, etc.


Form of conducting: seminars, master-classes.

Responsible officer-organizer: units of the educational bloc.

Executer: chiefs of the units of the educational bloc.

Form of documenting: orders, disposals of the vice-rector, attendance lists, reports, seminar materials.

Occupational seminars

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Task force: teachers of chairs, employees of the educational bloc.

Tasks: discussion, approval, distribution of new data, targeted training on specific matters, etc.

Form of conducting: seminars, master-classes.

Responsible officer-organizer: units of the educational bloc.

Executer: chiefs of the units of the educational bloc.

Form of documenting: orders, disposals of the vice-rector, attendance lists, reports, seminar materials.

External internships and qualification upgrading cycles

Task force: teachers of chairs.

Tasks: qualification upgrading in a specialty.

Form of conducting: thematic improvement, internship, etc.

Responsible officer-organizer: department of innovative learning technologies.

Executer: external organizations of education.

Form of documenting: orders, reports.

On-line learning

Task force: teachers of chairs.

Tasks: development of key competencies, targeted training on specific matters, additional education, upgrading qualification, etc.

Form of conducting: webinars, distance-learning.

Responsible officer-organizer: department of innovative learning technologies.

Executer: DILT employees, teachers of chairs involved as trainers, organizations implementing distance education programs.

Form of documenting: orders, register reports, electronic educational resources, etc.

Master’s program on medical education

Task force: teachers of chairs, employees of the educational bloc.

Tasks: training of specialists in medical education.

Form of conducting: master’s program.


Responsible officer-organizer: department of innovative learning technologies.

Executer: teachers involved.

Form of documenting: master’s program, educational and methodical complex of disciplines, orders, etc.

Key competence of the ATS of JSC “AMU”

The requirements to the professional activity of a teacher are determined by the roles that he executes within his official competence. These requirements include expectations of the University administration in order to implement the mission and goals and expectations of students as the main consumers of services. Teacher of a medical university executes the following roles – teacher, researcher, medical expert and administrator. In order to execute these roles, teacher must have necessary knowledge and skills – competences. Astana medical

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university defined 7 key competences in order to implement its policy of the development of ATS:

1. Knowledge and skills in a specialty;
2. Efficient training;
3. Evaluation and expertise;
4. Educational program planning;
5. Researches;
6. Leadership and management;
7. IC-technologies

Development of competences within the framework of the Program will be carried out step-by-step and level-by-level: introductory, basic, advanced.


Competence 1 – knowledge and skills in a specialty – will be implemented through methodical seminars in a chair and off-site internships. Development of the competences 2-7 will be implemented through modules of short-term cycles for upskilling:

1. Introductory module – workplace learning of new teachers.
2. Modules of the basic level (for all teachers).
 - Teaching in theoretical and clinical chairs;
 - Evaluation and expertise for theoretical and clinical chairs;
 - Leadership and management;
 - IKT-competence;
 - Researches;
 - Educational program management.
3. Modules of the advanced level (for senior teachers/associate professors/professors)
 - Teaching in theoretical and clinical chairs;
 - Evaluation and expertise for theoretical and clinical chairs;
 - IKT-competence;
 - Researches;
 - Educational program management.
4. The module of the advanced level for chair heads and personnel reserve
Leadership and management

The themes of cycles which must be included into the modules are shown in Appendix 3.

Chapter 3. Program implementation stages

Implementation of the Program for the development of teachers of JSC “AMU” will be carried out in 2 stages: on the first stage, necessary regulatory documents will be worked out and the following forms of personnel management will be introduced: academic mentoring, methodical seminars in chairs, short-term module programs for the development of key competences, occupational seminars and learning outside the University.

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On the second stage, online learning system will be introduced under the University’s programs (competence model). As well as the opportunity for additional education will be created under the distance programs of external educational services suppliers. On this stage, the master’s program in medical education on the integration of master’s programs on pedagogy and public health will be worked out.

Chapter 4. Efficiency monitoring and evaluation

Efficiency monitoring is a part of the Program. Planning of measures within the framework of the Program is carried out on the basis of monitoring results. In order to work out the strategy and instruments for monitoring the Program’s efficiency, Kirkpatrick’s evaluation model will be used.

The report on the monitoring results in written form is submitted to the Vice-rector for educational activities.

Kirkpatrick’s evaluation model




The main provisions of the report are presented annually at the first meeting of the Educational and Methodological Board and the Academic Council. The results of the Program implementation will be evaluated in 2014 and 2016.

According to the plan of implementing the Concept of development of medical and pharmaceutical education in RK for 2011-2015, evaluation of the efficiency of the development of university teachers will be carried out by the Republican Center for Innovative Technologies in Medical Education and Science of MHC RK in 2016.

The strategic indices of JSC “AMU” on upskilling of ATS for 2011-2015

| Indices | 2012 | 2013 | 2014 | 2015 | 2016 |
|---|------|------|------|------|------|
| The number of ATS who participated in the courses for | 20% | 20% | 20% | 20% | 20% |

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| upgrading pedagogical qualifications in RK | | | | | |
| The number of ATS who participated in the courses for upgrading pedagogical qualifications abroad | 1% | 1.2% | 1.4% | 1.6% | 2% |
| The number of ATS who participated in the courses for upgrading pedagogical qualifications in the main specialty in RK | 15% | 15% | 15% | 15% | 15% |
| The number of ATS who participated in the courses for upgrading pedagogical qualifications in the main specialty abroad | 0.3% | 0.5% | 0.5% | 0.5% | 0.5% |
| The number of annual master-classes and seminars in the field of innovative learning technologies by inviting foreign specialties | 3 | 4 | 4 | 5 | 5 |

Chapter 5. Program budgeting

Upskilling of ATS in accordance with the plan is provided free. All the planned forms of learning are recommended to be held at non-office hours, mainly on Saturday.


The Program implementation is provided by financing from budgetary funds of the University within the framework of “The rate of calculation of the cost of training of one student in the amount of 3.5% annually” set by the Order of MHC RK.

The volume of extra-budgetary funds allocated for the Program implementation is established by the Account Committee on the basis of estimate of requirements for upskilling of ATS and is approved by the Board annually. The estimate of requirements for financing the upskilling of ATS is compiled by the department of innovative learning technologies annually on the basis of applications of chair heads and annual plan of upskilling of ATS.

Chapter 6. The list of regulatory documents that are the basis of the Program implementation

This Program is supposed to be implemented through the following regulatory legal acts:

1. The Law of the Republic of Kazakhstan “On education” dated 27 July, 2017;
2. The Decree of the President of the Republic of Kazakhstan “On the approval of the State program for the development of healthcare in the Republic of Kazakhstan “Salammaty Kazakhstan” for 2011-2015” No.1113 dated 29 November, 2010.

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3. The Decree of the President of the Republic of Kazakhstan “On the approval of the State program for the development of education in the Republic of Kazakhstan for 2011-2020” No.1118 dated 7 December, 2010.
4. The Resolution of the Government of the Republic of Kazakhstan “On the Strategic plan of the Ministry of Healthcare of the Republic of Kazakhstan for 2010-2014” No.81 dated 10 February, 2010.
5. The Order of the Minister for Healthcare of RK “On the approval of the Concept of development of medical and pharmaceutic education in RK for 2011-2015” No.534 dated 12 August, 2011.
6. The Order of the Minister of Healthcare of RK “On the approval of the rate of calculation of the cost of training of one student...”

Chapter 7. The list of regulatory documents to be worked out within the implementation of the Program

- The Regulation on academic mentoring;
- The Standard “Upskilling of ATS of JSC “AMU”;
- The standard form for learning;
- Master’s program on medical education.

Chapter 8. The list of Appendices

- Appendix 1. The plan of measures for the implementation of the program for the development of ATS of JSC “AMU” for 2012-2016;
- Appendix 2. The scheduled plan of training ATS under module programs;
- Appendix 3. The content of modules of short-term cycles for competence training.

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Appendix 1

The plan of measures for the implementation of the program for the development of ATS of JSC “AMU” for 2012-2016

| No. | Measure | Completion schedule | | | | | Executive officer | Forms of completion |
|-----|---|---------------------|------|------|------|------|-------------------|--------------------------------|
| | | 2012 | 2013 | 2014 | 2015 | 2016 | | |
| 1 | Evaluation of requirements of ATS on upgrading skills and forming groups | + | + | + | + | + | DILT | Report |
| 2 | Development of the Regulation on academic mentoring | + | | | | | DILT | Regulation |
| 3 | Inclusion of the criterion “Academic mentoring” into ATS rating | | + | | | | DILT, QMD | Rating criteria |
| 4 | Organization of the competition “The best academic mentor” | | + | + | + | + | EMC | |
| 5 | Development of the strategy and instruments for monitoring the efficiency of the program implementation | + | | | | | DILT | Work instruction |
| 6 | Efficiency monitoring | | + | + | + | + | DILT | Plan and report on improvement |
| 7 | Development of the QMS “Upgrading the skills of ATS” | + | | | | | DILT, QMD | |
| 8 | Inclusion of the criterion “Lecturing for ATS” into ATS rating | | + | | | | DILT, QMD | |
| 9 | Planning of expenses for upskilling of ATS | + | + | + | + | + | DILT, FED | The plan of FED |
| 10 | Conducting methodical seminars in chairs | + | + | + | + | + | Heads of chairs | Chair protocol |
| 11 | Preparation and selection of lecturers (trainers) | + | + | + | + | + | DILT | Approval at AMB |



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| 12 | Organization and holding seminars/master classes by inviting foreign specialists | + | + | + | + | + | DILT | Order, report on the issuance of certificates |
| 13 | Development of a work program of the introductory module | + | | | | | DILT, EMC, QMD | Approval at AMB |
| 14 | Conducting cycles of introductory modules | + | + | + | + | + | DILT | Report on the issuance of certificates |
| 15 | Development of work programs of the basic competence modules “teaching” and “evaluation/expertise” | + | | | | | DILT | Approval at AMB |
| 16 | Development of work programs of the competence module of the advanced level “teaching” and “evaluation/expertise” | | + | | | | DILT | Approval at AMB |
| 17 | Holding cycles on the basic modules of the competence “Teaching” | + | + | + | + | + | DILT | Report on the issuance of certificates |
| 18 | Holding cycles on the advanced modules of the competence “Teaching” | | + | + | + | + | DILT | Report on the issuance of certificates |
| 19 | Holding cycles on the basic module of the competence “Evaluation and expertise” | + | + | + | + | + | DILT | Report on the issuance of certificates |
| 20 | Holding cycles on the advanced module of the competence “Evaluation and expertise” | | + | + | + | + | DILT | Report on the issuance of certificates |
| 21 | Development of a work program of the basic module of the competence “Research” | + | | | | | DILT, Regional center of WHO for scientific research | Approval at AMB |



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| | | | | | | | management | |
| 22 | Holding cycles on the basic module of the competence “Research” | + | + | + | + | + | DILT, Regional center of WHO for scientific research management | Report on the issuance of certificates |
| 23 | Development of a work program of the advanced module of the competence “Research” | | + | | | | DILT, Regional center of WHO for scientific research management | Approval at AMB |
| 24 | Holding cycles on the advanced module of the competence “Research” | | + | + | + | + | DILT, Regional center of WHO for scientific research management | Report on the issuance of certificates |
| 25 | Development of a work program of the basic module of the competence “Program planning” | | + | | | | DILT | Approval at AMB |
| 26 | Holding cycles on the basic module of the competence “Program planning” | | + | + | + | + | DILT | Report on the issuance of certificates |
| 27 | Development of a work program of the advanced module of the competence “Program planning” | | + | | | | DILT | Approval at AMB |
| 28 | Holding cycles on the advanced module of the competence “Program planning” | | + | + | + | + | DILT | Report on the issuance of certificates |
| 29 | Development of a work program of the basic module of the competence “IC-technologies” | + | | | | | DILT, ITD | Approval at AMB |
| 30 | Development of a work program of the | | | | | | | |




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| | advanced module of the competence “IC-technologies” | | + | | | | DILT, ITD | Approval at AMB |
| 31 | Holding cycles on the basic module of the competence “IC-technologies” | | + | + | + | + | DILT, ITD | Report on the issuance of certificates |
| 32 | Holding cycles of the advanced module of the competence “IC-technologies” | | + | + | + | + | DILT, ITD | Report on the issuance of certificates |
| 33 | Development of a work program of the basic module of the competence “Leadership and management” | | + | | | | DILT | Approval at AMB |
| 34 | Holding cycles on the basic module of the competence “Leadership and management” | | + | + | + | + | DILT | Report on the issuance of certificates |
| 35 | Development of a work program of the advanced module of the competence “Leadership and management” | | + | | | | DILT | Approval at AMB |
| 36 | Holding cycles on the advanced module of the competence “Leadership and management” | | + | + | + | + | DILT | Report on the issuance of certificates |
| 37 | Organization and holding language courses | | + | + | + | + | DILT | Report on the issuance of certificates |
| 38 | Forming and supporting e-learning resources for ATS | | + | + | + | + | DILT, ITD | Electronic portal |
| 39 | Preparation of training materials for the online program of upgrading the skills of ATS | | | + | + | + | DILT, ITD | Electronic materials |
| 40 | Introduction of distance learning in | | | | + | | DILT, ITD | Approval at |



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| | short-term courses of upskilling of ATS on competences | | | | | | | AMB |
| 41 | Organization of distance upskilling of ATS under external programs | | | | + | + | DILT, ITD | Enrolment certification and completion certification |
| 42 | Training of 1 teacher in master’s program of medical education abroad (full/short-time form) | | | + | + | | Vice-rector for educational activities | Enrolment certification |
| 43 | Agreement with L.N. Gumilyov ENU on the development and implementation of joint master’s program in medical education | | | | + | | DILT | Agreement, order of MHC RK/MES RK |
| 44 | Development of an educational program on medical education within the master’s program in the specialty of “Public health” | | | | + | | DILT, PH institute | Approval at AMB |
| 45 | The first enrollment of master’s students in the master’s program of medical education | | | | | + | PH institute | Order on enrollment |
| 46 | The report on the Program implementation | | | + | | + | Vice-rector for educational activities | Approval at AC |

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Appendix 2

The scheduled plan of training ATS under module programs

| Module | The number of ATS who was passed training | | | | |
|-------------------------------|---|------------|------------|------------|------------|
| | 2012 | 2013 | 2014 | 2015 | 2016 |
| Introductory | 150 | 150 | 150 | 150 | 150 |
| Teaching (basic) | 60 | 60 | 60 | 60 | 60 |
| Teaching (advanced) | 30 | 30 | 30 | 30 | 30 |
| Evaluation (basic) | 120 | 120 | 120 | 120 | 120 |
| Evaluation (advanced) | | 60 | 60 | 60 | 60 |
| Program management (basic) | | 60 | 60 | 60 | 60 |
| Program management (advanced) | | 30 | 30 | 30 | 30 |
| Researches (basic) | | 60 | 60 | 60 | 60 |
| Researches (advanced) | | 60 | 60 | 60 | 60 |
| Leadership (basic) | | 60 | 60 | 60 | 60 |
| Leadership (advanced) | | 20 | 20 | 20 | 20 |
| ICT (basic) | | 60 | 60 | 60 | 60 |
| ICT (advanced) | | | 60 | 60 | 60 |
| TOTALLY | 360 | 620 | 680 | 680 | 680 |

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Appendix 3

The content of modules of short-term cycles for competence training

| Competences | Module/task force | Key themes |
|-------------------------------------|--|---|
| | Introductory | <ol style="list-style-type: none"> 1. Structure of medical education in RK; 2. The main regulatory acts in education; 3. The structure of the educational bloc in JSC “AMU”; 4. Regulatory-legal and educational-methodical documents of JSC “AMU”; 5. Requirements to ATS and the program for the development of ATS of JSC “AMU”. |
| Knowledge and skills in a specialty | Methodical seminars in a chair (for newly recruited ATS) | <ol style="list-style-type: none"> 1. The consent of a discipline; 2. Methods of teaching and evaluation in a discipline; |
| | Internships and upskilling outside JSC “AMU” (for all) | <ol style="list-style-type: none"> 3. The last achievements of science and technics in a subject area; 4. Relevant matters in a subject area; |
| Efficient teaching | Basic (for all ATS of theoretical chairs) | <ol style="list-style-type: none"> 5. Modern theories and principles of training: training of adults, active learning, etc.; 6. Methods of training in small groups: interactive learning, active learning, command learning, PBL; 7. Selection of a method of training in accordance with the tasks and context of learning; 8. Fundamentals of evidence-based medicine. |
| | Basic (additionally for ATS of clinical chairs) | <ol style="list-style-type: none"> 1. Methods of training in various clinical sites: in-patient facility, ambulatory clinic, emergency call service; 2. Training by the use of simulators. |
| | Advanced (for lecturers of all chairs) | <ol style="list-style-type: none"> 1. Methods of training in big groups: lecturer’s mastership, interactive lectures, TBL, CBL, etc.; 2. Innovation activity. |
| Evaluation/expertise | Basic (for all ATS) | <ol style="list-style-type: none"> 1. Modern approaches and principles of evaluation; 2. Evaluation of students: strategies, methods; 3. Choice of a method of evaluation in accordance with tasks and context of learning; 4. Evaluation of teaching: strategies, methods, use for improving; |



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| | | 5. Evaluation of introduction efficiency. |
| | Advanced (for associate professors/professors) | <ol style="list-style-type: none"> 1. Modern approaches and principles of organizing the program evaluation; 2. Program evaluation methods; 3. Choice of method in accordance with the evaluation goal; 4. Evaluation instruments validation. |
| Planning of educational programs | Basic level (for all) | <ol style="list-style-type: none"> 1. Competence-based approach; 2. Forming goals and tasks in terms of final results; 3. Planning of a training activity in accordance with the program’s goals and tasks. |
| | Advanced level (for associate professors/professors) | <ol style="list-style-type: none"> 1. Types and models of curriculums; 2. Development of the course programs on the basis of competence-based approach; 3. Adoption of curriculums and development of an educational program in a specialty. |
| Researches | Basic level (for all) | <ol style="list-style-type: none"> 1. Search for literature and work with data bases; 2. Preparation of articles to the publication in peer-reviewed journal; 3. Rules for citing and ethics of scientific researches; 4. Rules for writing systematic surveys; 5. Fundamentals of modern biostatistics; 6. Researches in medical education. |
| | Advanced level (for all) | <ol style="list-style-type: none"> 1. Planning of a scientific project; 2. Administration of scientific projects; 3. Rules for designing applications for grants; 4. Suitable practice (GMP, GLP, etc.); 5. Rules for conducting meta-analysis |
| Leadership and management | Basic level (for all) | <ol style="list-style-type: none"> 1. Communication skills; 2. Teamwork skills; 3. Time management skills; 4. Decision making skills; 5. Conflict management; 6. Stress management. |
| | Advanced level (for heads of chairs and personnel reserve) | <ol style="list-style-type: none"> 1. Leadership – theory and practice; 2. Change management; 3. Teambuilding; 4. Strategic planning; 5. Meeting skills. |
| IK-technologies | Basic level (for all) | <ol style="list-style-type: none"> 1. Generic software package (MS Office); 2. Preparation of Power-Point presentations; 3. Preparation of audio-, video materials for |



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| | | <ul style="list-style-type: none"> lessons; 4. Work in automated control system; 5. Work with office machines, mail server of the University, correspondence rules, etc.; 6. Work in Internet; 7. Principles of using IKT in education. |
| | Advanced level (for heads of chairs and personnel reserve) | <ul style="list-style-type: none"> 1. E-learning – theory and practice; 2. Methods of teaching and assessment in e-learning; 3. Preparation of training materials for e-learning; 4. Training process organization in e-learning; 5. Development of the teacher’s own website. |