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[Newsletter 1 / January 2021 - July 2021](#)

**Erasmus+ Capacity Building of Higher Education  
“TEACHERS’ CERTIFICATION CENTRES: INNOVATIVE APPROACH TO  
PROMOTION TEACHING EXCELLENCE” / UTTERLY  
619227-EPP-1-2020-1-UA-EPPKA2-CBHE-JP**

**NEWSLETTER 1  
January 2021 - July 2021**



**Union of Rectors of Higher Education Institutions of Ukraine**



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**TEACHERS’ CERTIFICATION CENTRES: INNOVATIVE APPROACH TO PROMOTION TEACHING  
EXCELLENCE / UTTERLY**

619227-EPP-1-2020-1-UA-EPPKA2-CBHE-JP



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### **ABOUT THE PROJECT**

#### **TEACHERS' CERTIFICATION CENTRES: INNOVATIVE APPROACH TO PROMOTION TEACHING EXCELLENCE / UTTERLY**

619227-EPP-1-2020-1-UA-EPPKA2-CBHE-JP

**Project duration:** 15.01.2021 – 14.01.2023

**Project Coordinator:** Ivan Franko National University of Lviv, Ukraine.

#### **Wider objective:**

To contribute the modernisation of higher education systems in Ukraine by introducing universities centres of teaching excellence for promotion of European educational innovations by professional university teachers' certification.

#### **Specific project objectives:**

- To modernise the formal system of university teachers' professional development and certification in Ukraine by establishing of 9 independent Centres of Teaching Excellence, as well as creating their network, focusing on enhancing quality of university teaching;
- To introduce the professional university teachers' certification programs based on European good practices and education innovations for ensuring teaching excellence;
- To develop and pilot a new teaching excellence curriculum based on teaching excellence framework, including courses syllabi and MOOCs which are permeable with education needs of academic communities in Ukraine and resulting in professional certification of university teachers.

#### **Expected results:**

- Benchmarking research conducted.
- Strategy and model for Teaching Excellence developed.
- Selected staff retrained in EU.
- CTEs offices opened.
- Professional standards for university teachers developed.
- Regulation for teacher attestation improved.
- Teaching excellence curriculum developed.
- Evaluation methodology for certification created.
- Trainees for pilot groups enrolled.
- Certification programs accredited.

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**Partners:**

- **Vytautas Magnus University, Lithuania** (<https://cutt.ly/bWzfLo2>)
- **Bayreuth University, Germany** (<https://cutt.ly/vWzgw1K>)
- **University of Versailles Saint-Quentin, France** (<https://cutt.ly/OWzf3Ug>)
- **Wroclaw University of Science and Technology, Poland** (<https://cutt.ly/MWzgtQh>)
- **Kyiv National Economic University named after Vadym Hetman, Ukraine**  
(<https://cutt.ly/fWzgiqf>)
- **Poltava V.G. Korolenko National Pedagogical University, Ukraine** (<https://cutt.ly/3WzgpvT>)
- **Kryvyi Rih National University, Ukraine** (<https://cutt.ly/oWzgdSB>)
- **Lutsk National Technical University** (<https://cutt.ly/KWzghca>)
- **Kropyvnytskyi Volodymyr Vynnychenko Central Ukrainian State Pedagogical University, Ukraine** (<https://cutt.ly/0Wzglb>)
- **Pereyaslav-Khmelnytsky H.Skovoroda State Pedagog. University, Ukraine**  
(<https://cutt.ly/7Wzgx1t>)
- **Nizhyn Mykola Gogol State University, Ukraine** (<https://cutt.ly/bWzgnvb>)
- **Institute of Higher Education of the National Academy of Educational Sciences of Ukraine, Ukraine** (<https://cutt.ly/eWzgW1P>)
- **Union of Rectors of Higher Education Institutions of Ukraine, Ukraine**  
(<https://cutt.ly/9WzgTvu>)

**Project web-site:** <https://projects.lnu.edu.ua/utterly/>

**Project is co-funded by the Erasmus+ Program of the European Union.**

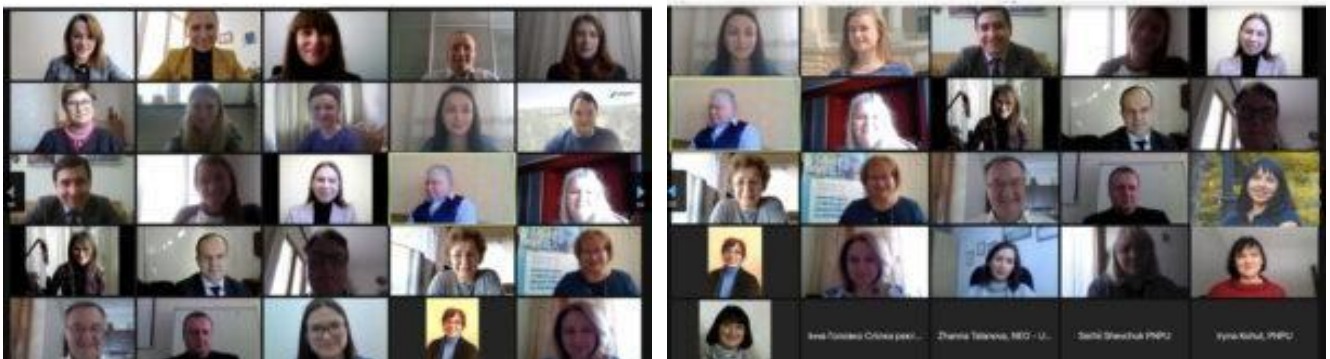
## Newsletter 1 / January 2021 - July 2021

### **Kick-off (16.02.2021-17.02.2021) in online mode**

Representatives of partner universities got acquainted and presented their HEIs to other project participants.

- Representatives of the Ministry of Education and Science of Ukraine, the National Qualifications Agency and the National Erasmus + Office also joined the meeting.
- The project coordinator presented the work plan. Main objectives, timeline, Erasmus rules and regulations, project budget were discussed. In addition, PMB (Project Management Board) was created and approved.

The consortium has ambitious tasks – not just to develop strategies for the development of teaching skills in their institutions and to implement them, but also to propose structural changes that will develop this area in the higher education system.



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### Benchmarking of teaching excellence and certification programs meeting (22.04.2021) in online mode

The meeting, that was held on *March 26*, was dedicated to the Partnership Agreement of EU Partners, draft of the Project Implementation Handbook and benchmarking research. In conclusion, the following arrangements have been reached:

- All PA with Ukrainian institutions, and only Vytautas Magnus University PA was collected by Coordinator from EU partners are signed.
- Structure of the PIH agreed by PMB on the kick-off meeting. PMB defined a new deadline for PIH preparation as April 15, 2021. The text was divided into parts that are distributed among the PMB members.
- Benchmarking research will be conducted in order to analyse and compare the systems of teaching excellence, professional development, and university teachers' certification in Europe and Ukraine.

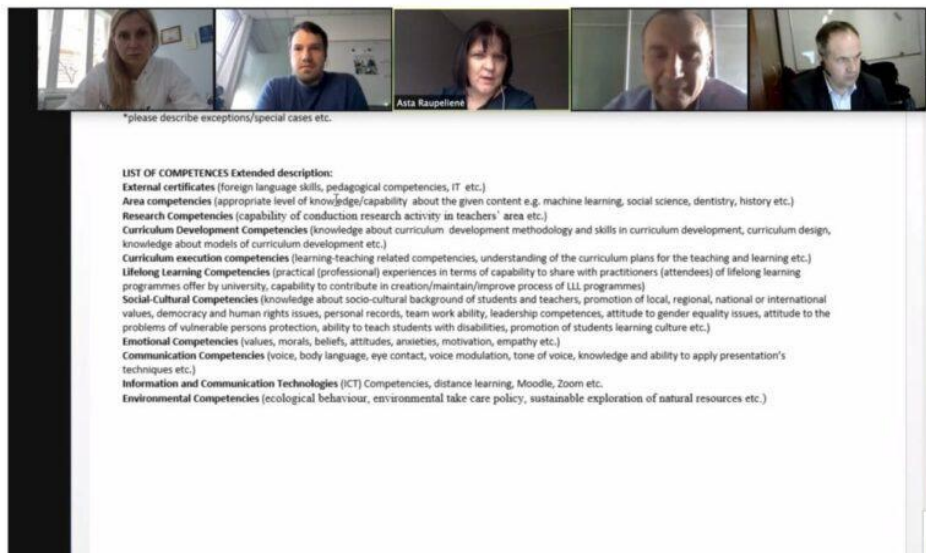


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**Benchmarking of teaching excellence and certification programs meeting (22.04.2021) in online mode**

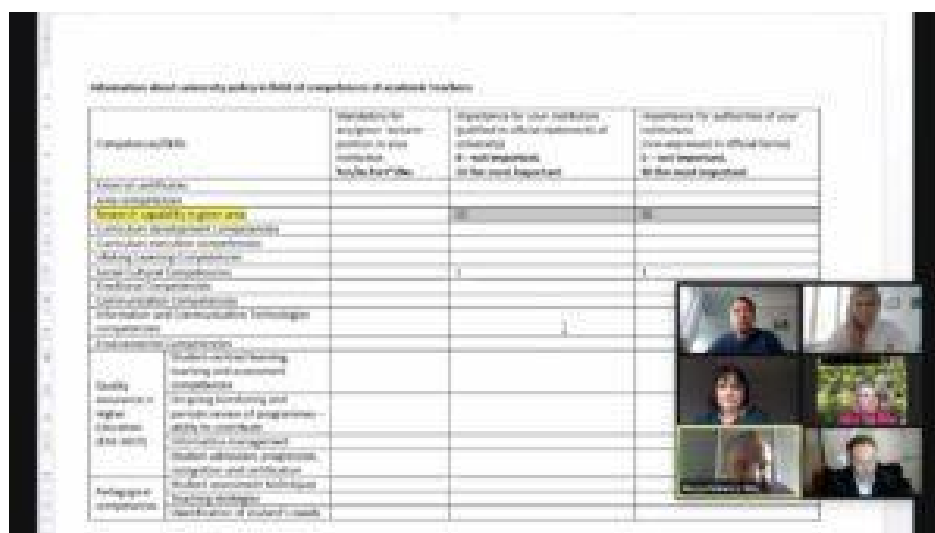
Work on the UTTERLY project – “University teachers’ certification centers: innovative approach to promotion teaching excellence” / “Teacher certification centers: innovative approaches to teaching excellence” is in full swing.

On April 22, kick-off event was held by the *University of Wroclaw Science and Technology* as a large-scale international meeting. Participants discussed the project management plan, including a communication strategy and the project implementation handbook. In addition, the Project Management Board (PMB) designed the working plans for their activities as well as the distribution of consortium members responsibilities.



\*please describe exceptions/special cases etc.

**LIST OF COMPETENCES Extended description:**  
**External certificates** (foreign language skills, pedagogical competencies, IT etc.)  
**Area competencies** (appropriate level of knowledge/capability about the given content e.g. machine learning, social science, dentistry, history etc.)  
**Research Competencies** (capability of conducting research activity in teachers' area etc.)  
**Curriculum Development Competencies** (knowledge about curriculum development methodology and skills in curriculum development, curriculum design, knowledge about models of curriculum development etc.)  
**Curriculum execution competencies** (learning-teaching related competencies, understanding of the curriculum plans for the teaching and learning etc.)  
**Lifelong Learning Competencies** (practical (professional) experiences in terms of capability to share with practitioners (attendees) of lifelong learning programmes offer by university, capability to contribute in creation/maintain/improve process of LLL programmes)  
**Social-Cultural Competencies** (knowledge about socio-cultural background of students and teachers, promotion of local, regional, national or international values, democracy and human rights issues, personal records, team work ability, leadership competencies, attitude to gender equality issues, attitude to the problems of vulnerable persons protection, ability to teach students with disabilities, promotion of students learning culture etc.)  
**Emotional Competencies** (values, morals, beliefs, attitudes, anxieties, motivation, empathy etc.)  
**Communication Competencies** (voice, body language, eye contact, voice modulation, tone of voice, knowledge and ability to apply presentation's techniques etc.)  
**Information and Communication Technologies (ICT) Competencies** (distance learning, Moodle, Zoom etc.)  
**Environmental Competencies** (ecological behaviour, environmental take care policy, sustainable exploration of natural resources etc.)



Information about university policy in field of competencies of academic teachers

Competency/Field	Responsibility for design/implementation in your institution	Responsibility for what institution (qualified in official statements of university)	Responsibility for what institution (qualified in official statements of university)
Research capability programs			
Curriculum Development Competencies			
Curriculum execution competencies			
Lifelong Learning Competencies			
Social-Cultural Competencies			
Emotional Competencies			
Communication Competencies			
Information and Communication Technologies (ICT) Competencies			
Environmental Competencies			

**TEACHERS’ CERTIFICATION CENTRES: INNOVATIVE APPROACH TO PROMOTION TEACHING EXCELLENCE / UTTERLY**

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### **Project Management Board meeting (04.05.2021) in online mode**

On May 4, another productive meeting was held, where National Academic Council (NAC) was established. It consists of experts in higher education, nominated by project partner organisations.

NAC will serve as a think-tank for promotion European education innovations in Ukraine and ensuring relevant project methodology. Coordinating activities in NAC will be performed by secretary appointed during the kick-off meeting.

Also, based on prepared by Wroclaw University of Science and Technology structure of the methodology representatives of Bayreuth University developed new supplemented version of the Project Implementation Handbook. The documents aim to gather additional information of teaching excellence based on national best practices (legislation at the national, regional levels, university regulations, best cases in universities).



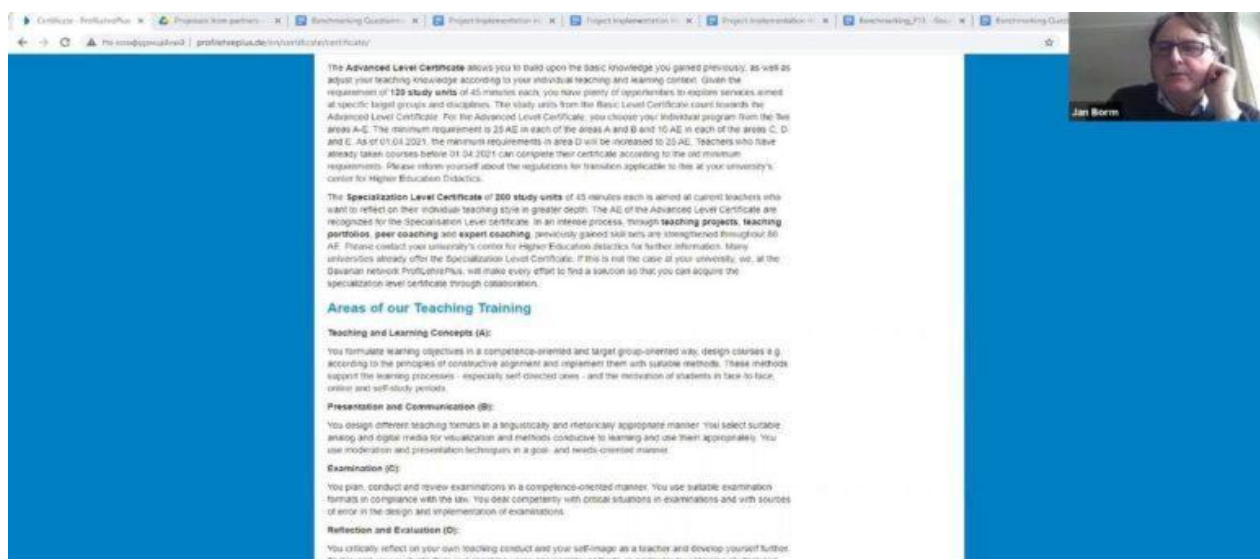
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### Benchmarking of teaching excellence and certification programs meeting (21.05.2021) in online mode

On *May 21*, the partner participants conducted a benchmarking research to compare the systems of teaching excellence, professional development and university teachers' certification in Europe and Ukraine.

The benchmarking methodology will be defined by National Academic Council. As a milestone, this report will be published as a book entitled "Benchmarking of teaching excellence and certification programs". Also, All PA are signed. Transferring money to partners was planned for the next week (24-28 of May).

Project Implementation Handbook is almost done. Some from Vytautas Magnus University and P5 Wroclaw University of Science and Technology are needed, also PMB defined that part from P13 Institute of Higher Education of the National Academy of Sciences of Ukraine will be finished when EU rules will be published.



The screenshot shows a web browser window with several tabs. The active tab displays a document with the following text:

**The Advanced Level Certificate** allows you to build upon the basic knowledge you gained previously, as well as adjust your teaching knowledge according to your individual teaching and learning context. Given the requirement of **120 study units** of 45 minutes each, you have plenty of opportunities to explore services aimed at specific target groups and disciplines. The study units from the Basic Level Certificate count towards the Advanced Level Certificate. For the Advanced Level Certificate, you choose your individual program from the five areas A-E. The minimum requirement is 25 AE in each of the areas A and B and 10 AE in each of the areas C, D, and E. As of 01.04.2021, the minimum requirements in area D will be increased to 25 AE. Teachers who have already taken courses before 01.04.2021 can complete their certificate according to the old minimum requirements. Please refer to yourself about the regulations for transition applicable to this at your university's center for Higher Education Didactics.

**The Specialization Level Certificate** of **200 study units** of 45 minutes each is aimed at career teachers who want to reflect on their individual teaching style in greater depth. The AE of the Advanced Level Certificate are recognized for the Specialization Level certificate. In an intense process, through **teaching projects, teaching portfolios, peer coaching** and **expert coaching**, personally gained skills sets are strengthened throughout 80 AE. Please contact your university's center for Higher Education Didactics for further information. Many universities already offer the Specialization Level Certificate. If this is not the case at your university, we, at the German network ProfNetPlus, will make every effort to find a solution so that you can acquire the specialization level certificate through collaboration.

**Areas of our Teaching Training**

**Teaching and Learning Concepts (A):**  
You formulate learning objectives in a competence-oriented and target-group-oriented way, design courses e.g. according to the principles of constructive alignment and implement them with suitable methods. These methods support the learning processes – especially self-directed ones – and the motivation of students to take to face, online and self-study periods.

**Presentation and Communication (B):**  
You design different teaching formats in a linguistically and rhetorically appropriate manner. You select suitable analog and digital media for visualization and methods conducive to learning and use them appropriately. You use moderation and presentation techniques in a goal- and needs-oriented manner.

**Examination (C):**  
You plan, conduct and review examinations in a competence-oriented manner. You use suitable examination formats in compliance with the law. You deal competently with critical situations in examinations and with sources of error in the design and implementation of examinations.

**Reflection and Evaluation (D):**  
You critically reflect on your own teaching conduct and your self-image as a teacher and develop yourself further. To this end, you evaluate their own teaching using appropriate methods, in particular by obtaining student and

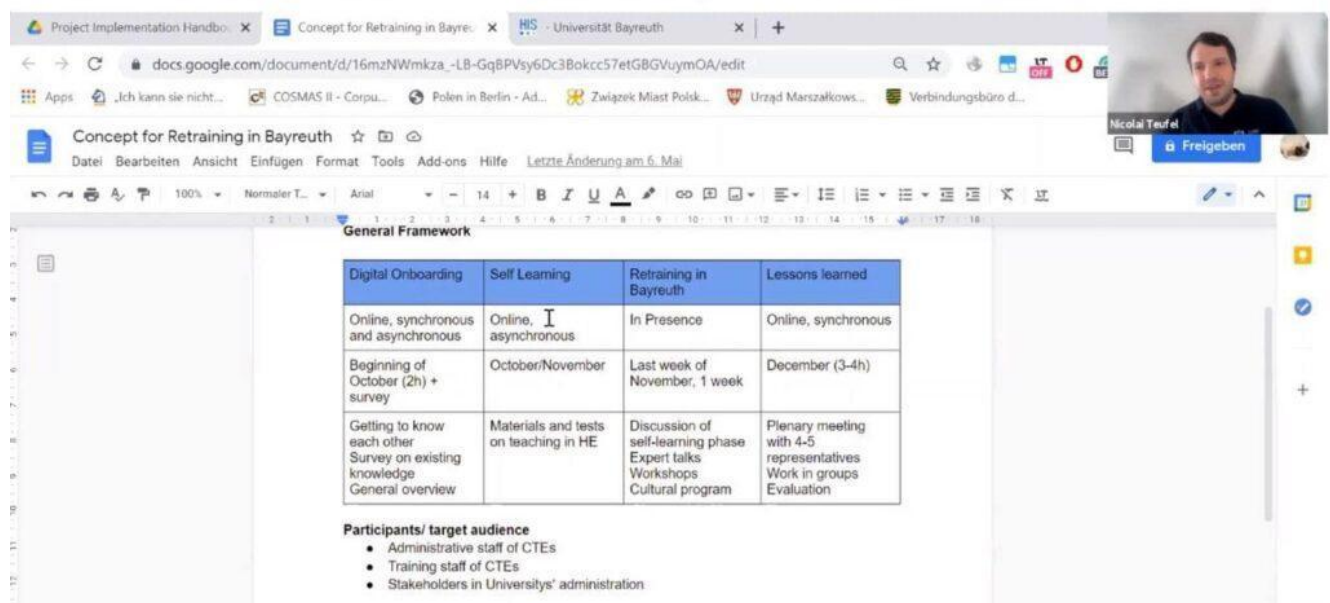


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**Development of a general strategy of teaching excellence at Ukraine meeting (26.05.2021)  
in online mode**

The meeting, that was held on *May 26*, was devoted to the development of a general strategy for teaching excellence, a model of university teachers professional development and certification, taking into account the national characteristics of the higher education system and the academic environment.

Also, the implementation of tasks of the first work package was discussed. The Institute of Higher Education of the National Academy of Sciences of Ukraine proposed to develop a questionnaire to explore the experience of partner universities. Deadline for task 1.4 was established.



**General Framework**

Digital Onboarding	Self Learning	Retraining in Bayreuth	Lessons learned
Online, synchronous and asynchronous	Online, I asynchronous	In Presence	Online, synchronous
Beginning of October (2h) + survey	October/November	Last week of November, 1 week	December (3-4h)
Getting to know each other Survey on existing knowledge General overview	Materials and tests on teaching in HE	Discussion of self-learning phase Expert talks Workshops Cultural program	Plenary meeting with 4-5 representatives Work in groups Evaluation

**Participants/ target audience**

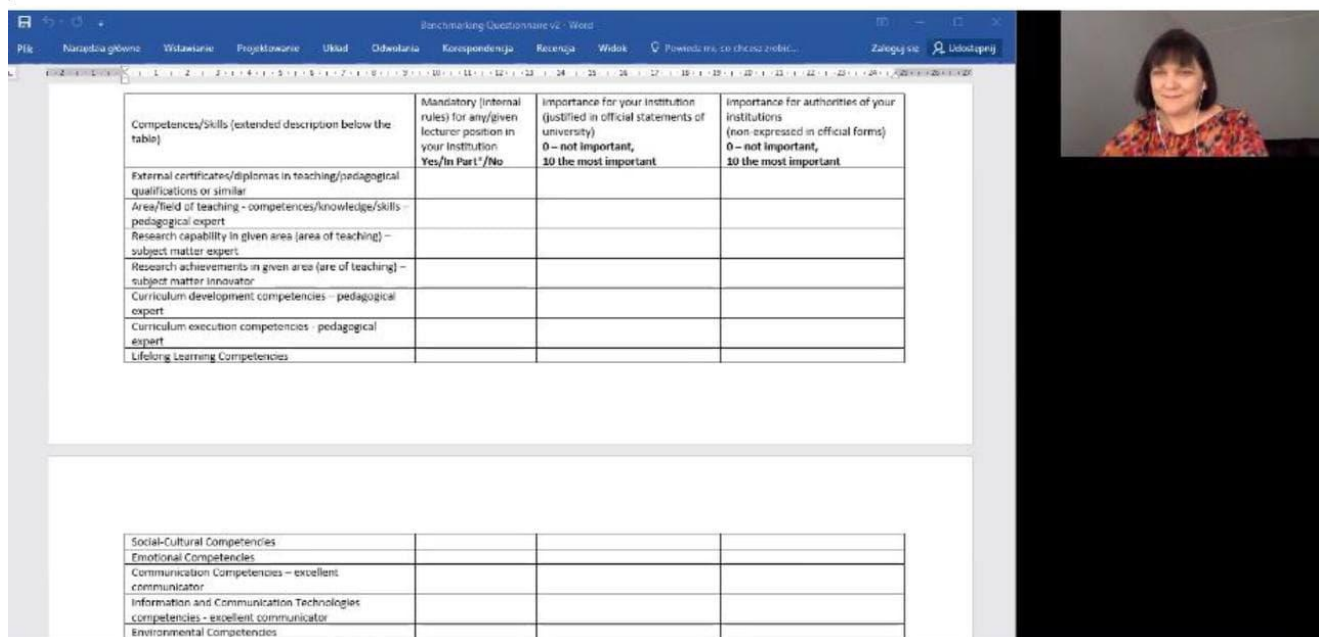
- Administrative staff of CTEs
- Training staff of CTEs
- Stakeholders in Universitys' administration

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### Project Management Board meeting (04.06.2021) in online mode

The UTTERLY (“University teachers’ certification centers: innovative approach to promotion teaching excellence”) Project Management Board is actively working on developing the strategy for teaching excellence. In particular, a regular meeting of the PMB was held on *June 4*. The main issues of the conducted benchmarking research were discussed. It will allow to determine and approve a further action plan.

Also, PMB discussed the draft of the Project Implementation Handbook and problematic points that arise during working on it, the status of the survey in European partner universities and changes to the questionnaire.



Competences/Skills (extended description below the table)	Mandatory (internal rules) for any/given lecturer position in your Institution Yes/In Part/No	Importance for your institution (justified in official statements of university) 0 – not important, 10 the most important	Importance for authorities of your institutions (non-expressed in official forms) 0 – not important, 10 the most important
External certificates/diplomas in teaching/pedagogical qualifications or similar			
Area/field of teaching - competences/knowledge/skills - pedagogical expert			
Research capability in given area (area of teaching) – subject matter expert			
Research achievements in given area (area of teaching) – subject matter innovator			
Curriculum development competencies – pedagogical expert			
Curriculum execution competencies – pedagogical expert			
Lifelong Learning Competencies			
Social-Cultural Competencies			
Emotional Competencies			
Communication Competencies – excellent communicator			
Information and Communication Technologies competencies - excellent communicator			
Environmental Competencies			



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### Benchmarking of teaching excellence and certification programs meeting (11.06.2021) in online mode

The meeting, which was held on *June 11*, was devoted to analysis and discussion about the conducted benchmarking research, that allows to define the general strategy for teaching excellence as well as a model of university teachers professional development and certification, taking into account national features of the higher education system, basic regulations and opinion of academic environment.

Representatives of German and French partner universities presented the results of the questionnaire. Chapters, that will be included in the benchmarking research, were discussed by the participants.



The screenshot shows a Microsoft Word document titled "Benchmarking Questionnaire v3 - Word". The document contains a survey form with several questions and a table. A video call window on the right shows a participant named Nicolai Teufel.

competences? If yes please provide us with brief description.			
Does your university have a policy to involve student's opinions in the process of evaluation of teaching competences?			
Does your university have teaching support system for educators like unit/department/division/any organizational form?			
Does your university consider competences for teach students with special educational needs (e.g disabilities) in the process of recruitment new teaching staff			
Does your university require competences for teach students with special educational needs (e.g disabilities) in the process of promotion for higher positions?			

Information about university policy in field of (demand) competences of academic teachers:

Competences/Skills (extended description below the table)	Mandatory (internal rules) for any/given lecturer position in your institution Yes/In Part*/No	Importance for your institution (justified in official statements of university) 0 – not important, 10 the most important	Importance for authorities of your institutions (non-expressed in official forms) 0 – not important, 10 the most important
external certificates/diplomas in teaching/pedagogical qualifications or similar			

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### Meeting of Ukrainian partners (01.07.2021) in online mode

On July 1, the meeting of Ukrainian project partners was held. In particular, the benchmarking research of Ukrainian institutions of higher education and the role of Ukrainian partners in the further work of UTTERLY were discussed.

Activity ID	Deliverable title	Deliverable Leader	Work package
A1.1	Establishing project management board (5 members P1, P2, P3, P5, P13). Project plan - Project implementation handbook. Communication strategy. Quality plan.	P1	P2
A1.2	National Academic Council (NAC) established (8 members).	P1	
A1.3	Benchmarking research conducted. The book entitled "Benchmarking of teaching excellence and certification programs".	P5	
A1.4	Strategy and model for teaching excellence. Report.	P13	



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### Project Management Board meeting (08.07.2021) in online mode

On July 8 the Project Management Board had another productive meeting, during which partners reported on researches and the work that was done.

In addition, the progress of the tasks, that must be implement by the PMB, was assessed. Results of the survey of European partners were discussed. The content of the benchmarking document was presented and main deadlines were outlined.

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UTTERLY

ec.europa.eu/eusurvey/runner/7691a75c-b2fa-42f7-9fa7-1282eafdad18?draftId=71dd8ca6-7e19-474c-9f53-ff1c94492f6b

EU Survey

Explain on which basis payments will be made to partner institutions  
Payments will be made on basis of the Partnership Agreement (Article 5. Payment Agreement)

8) Have pre-financing payments already been made to partner institutions?  
(All payments should be made by bank transfers to the accounts of the partner institutions concerned. Any deviation from this must be discussed with the Agency for agreement.)

Yes  
 No

When?  
31.05.2021-01.06.2021

9) A project website is available

Yes  
 No

Since when?

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UTTERLY

UTTERLY Workplan.pdf

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**Project social networks:**

**Facebook:** <https://cutt.ly/4WzgFXi>

**Instagram:** @utterly.erasmus