

# Continuing Professional Development in the Competency Based of Teachers in Medical Colleges under Henan Province

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**Wang Yinan<sup>1</sup> Vorachai Viphoouparakhot<sup>2</sup>**

**Nitwadee Jirarotephinyo<sup>3</sup>**

Doctor of Philosophy, Leadership in Educational Administration  
program, Bangkokthonburi University<sup>1</sup>

Faculty of Education, Bangkokthonburi University<sup>1,2</sup>

E-mail: Vorachai.vip@bkkthon.ac.th<sup>1,2,3</sup>

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## **ABSTRACT**

The objective of this research was to propose guidelines for continuing professional development in the competency based of teachers in medical colleges under Henan province. The design used a mixed research deign method. The key 15 informants included deans, senior teachers and personnel of educational institutions from five medical colleges and educational administration, obtained by purposive sampling. The 9 experts were invited for a focus group discussion on Guidelines of continuing professional development in the competency based of teachers in medical colleges under Henan province. The instruments used for data collection was in-depth interview and analyzed by content analysis. The research results found that : 1) continuing professional development included five components of self-appraisal, plan, action, documentation and evaluation, and 2) put forward based on the competency of Henan medical school teachers 'continuing professional development guidelines, guidelines from teachers' competence and continuing professional development stage, respectively from the government policy formulation, the competent department of education and further implementation and teachers 'practice perspective gives theoretical and practical guidance, lay the foundation for teachers' continuing professional development.

**KEYWORDS:** Continuing Professional Development, Teacher Competency, Medical College teachers, Henan Medical College, Henan Province

## Introduction

Developed countries in the world are very concerned about the competency level building and continuing professional development (CPD) of teachers. United Nations Educational, Scientific and Cultural Organization (UNESCO, 1966) and the International Labour Organization put forward the concept of professional development of teachers in the Proposal on the Status of Teachers. In the 1980s, China raised the issue of teacher professional development for teachers' pre-service and post-service education, which is an important decision to provide qualified teachers for educational reform. Teachers' professional development refers to the comprehensive and in-depth improvement and development of teachers in terms of professionalism, professional theory, professional knowledge and professional skills, so as to meet the needs of education reform.

Over the past 40 years of reform and opening up, vocational education in China has been developing vigorously, no matter in the speed of development or the quality of development has achieved great success which has focused attention on the world, and has trained a large number of high-quality technical skills talents for our country. The rise and fall of vocational education depend on internal conditions and the external environment. The first element of internal conditions is teachers (Yang, 2021).

In recent years, China attaches great importance to vocational education. The Opinions of the Central Committee of the Communist Party of China and the State Council on

Comprehensively Deepening the Reform of Teacher Team Construction in the New Era (2018) proposed that by 2035, the comprehensive quality, professional level and innovation ability of teachers will be greatly improved, and millions of backbone teachers will be trained. Especially the Vocational Education Law of the People's Republic of China revised in 2022 clearly stated that vocational education is a type of education that has the same important status as general education, the government and education authorities have issued The introduction of a series of policy documents on the vigorous development of vocational education has strongly demonstrated that vocational education will usher in rapid development and great changes, and the quality of teaching staff construction is one of the important factors for the success or failure of vocational education reform.

McClelland(1973), an American psychologist and professor at Harvard University, published a paper entitled Testing for Competency Rather Than Intelligence, which set off an upsurge in competency research. After the competency theory was put forward, it attracted widespread attention in the academic circles, but there was no consensus on the connotation of competence. American scholars Spencer (1993) and his wife proposed that competence includes motivation, traits, self-concept characteristics, knowledge, and skills. Comprehensive McClelland and From Spencer's point of view, competency is the ability to distinguish excellent performers from mediocre performers, and can be measured in a certain way, including

motivation, traits, self-concept characteristics, knowledge, and skills. Forces are classified differently. In the field of education, researchers have carried out extensive research on teacher competency, and the research objects cover college teachers, primary and secondary school teachers, preschool teachers, vocational education teachers, etc.

With the continuous improvement of the external environment for the development of vocational education, the overall level of teachers has been raised accordingly. However, there are still problems such as low level of specialization and inflexible management system and mechanism of teachers in vocational colleges in China. The lack of a standard system that combines national unification with hierarchical and classified training, the long-standing domestic prejudice against vocational education, and the lack of participation in teachers' professional development platforms and related resources have formed multiple obstacles to teachers' professional development, restricting to a certain extent. It is difficult to meet the requirements of high-quality development of vocational education.

Some places do not pay enough attention to education and teachers' work. In the development of education, the phenomenon of emphasizing hardware over software and over-extension over connotation is still quite prominent. The support for the construction of the teacher team needs to be increased urgently; the teacher education system has been weakened. Insufficient support for normal colleges; some teachers' quality and

ability are difficult to adapt to the needs of talent training in the new era, ideological and political quality and teacher morality need to be improved, and the level of specialization needs to be improved; teachers, especially primary and secondary school teachers, are not attractive enough, and their status and treatment need to be improved. Improvement; the urban-rural structure of teachers and the distribution of subject structure are not reasonable enough, the mechanisms for admission, recruitment, exchange, and exit are not perfect enough, and the management system and mechanism need to be straightened out (Central Committee of the Communist Party of China and State Council, 2018).

Existing problems: 1) Serious shortage of high-level teachers; 2) lack of technical practice ability, including unreasonable source of teachers, lack of practical teaching ability; 3) lack of systematic planning of technical practice orientation in teacher introduction and training.

Therefore, from the perspective of competency, this research attempts to deeply integrate competency with the core issue of this study, continuous professional development, and uses literature analysis, semi-structured interviews and focus group discussion to carry out research, and deeply explore the teachers of Henan medical colleges. The inherent quality of continuous professional development provides new ideas for promoting the continuous professional development of professional teachers.

## **Purposes**

To propose the guidelines for continuing professional development in the competency based of teachers in medical colleges under Henan province, People's Republic of China.

## **Benefit of Research**

To explore and propose the continuing professional development guidelines of medical college teachers based on competency, to provide certain guidance and reference for the continuing professional development of medical teachers.

## **Research Process**

Step1: To study the policy and current situation for continuing professional development in the competency based of teachers by content analysis from literature review and related research.

Step2: Create questions by content analysis of component.

Step3: In-depth interview by purposive sampling, with 15 key informants are deans, senior teachers and Personnel of educational institutions.

## **Population and Sample**

The population for in-depth interview is the administrators and senior teachers from 5 public medical colleges in Henan Province, who worked in academic year 2022, based on the official website information of each university and data provided by relevant personnel.

The in-depth interview sample is 15 administrators and senior teachers engaged in medical education in 5 medical colleges, selected purposefully as key informants for in-depth interviews.

## **Instruments**

1. Interviews in semi-structure
2. Focus group

## **Data analysis**

(1) Content analysis was performed on the data from in depth-interviews with frequencies.

(2) The focus group was conducted by the researcher, this discussion is about "guidelines for continuing professional development in the competency based of teachers in medical colleges under Henan province".

(3) The experts spoke freely in the discussion on a free and voluntary basis.

## **Conclusion and discussion**

Based on the literature and interview results, the researcher summarized the frequency of results for each component of continuing professional development, as follows:

1. A guide to the CPD self-appraisal

For government

1) Improve teachers' social status and professional reputation

First of all, the society should create an atmosphere of respecting teachers and valuing education: improve the national honor commendation system for teachers, improve the commendation and management methods, determine the political and living benefits enjoyed by the honor winners according to law and regulations, and strengthen the follow-up support services for the honor winners. Secondly, we should comprehensively improve the treatment of teachers and improve the system of various relevant teachers, so that teachers can be more motivated and

confident to engage in the education industry.

2) Establish and improve the framework of teachers' continuing professional development

To cultivate and improve the teacher education system with Chinese characteristics; to improve the training mechanism of high-level teachers, strengthen the construction of rural teachers in underdeveloped areas, improve the governance of teachers, and give the energy to promote the digital construction of teachers and implement the sustainable professional development of teachers.

3) Ensure the quality of teacher practitioners from the source

Follow the characteristics and rules of teacher education, adhere to the problem orientation and career orientation, create a good atmosphere of respect, improve teachers recruitment threshold, encourage more college graduates, even school graduates to do teachers, to attract outstanding talents to teachers' industry, through high quality high level of pre-service training, to improve the quality of teachers.

For Educational administrations and colleges

1) Review and revise both policy, strategy and plans for CPD outcomes

Educational administrations  
Timely implement policies and strategies for sustainable professional development, and improve and revise feasible plans for teachers' sustainable professional development.

2) Deepen the integration of colleges and medical institutions, innovate the two-way flow mechanism to provide a practical platform for CPD

Medical Colleges Deepen the integration mechanism of industry and education between universities and medical institutions, innovate the mechanism of the two-way flow of teachers and doctors, and provide a practical platform for the sustainable development of the two-way flow of teachers and doctors.

For teachers

1) Teacher's self-identified learning needs

According to their current knowledge, skills, attitude, values, personality characteristics, teachers will conduct self-assessment of their own competence, and put forward feasible development plans and implement them.

2) Reflection on Teachers' Practical Needs

Through medical practice activities, teachers should reflect on the practical key points that need to be emphasized in their teaching work, and prompt teachers to organically combine theory and practice in the future teaching work, improve students 'participation and enthusiasm in class, and improve students' ability and performance.

2) Reflection in communication with peers and experts

Teachers communicate with their peers and experts in teaching and research activities, discover the advantages and strengths of their peers and experts, and timely think about making use of their advantages in future teaching activities, so as to better

promote students' performance and ability, and promote the sustainable professional development of teachers.

4) Reflection on completing a new project

In the process of practicing the new projects, teachers should reflect on their own shortcomings in time, actively learn and improve themselves, and complete the new projects more smoothly and improve their own competence.

## 2. A guide to the CPD plan

For Educational administrations and colleges

1) Formulate and implement a systematic and hierarchical teacher professional development plan

Educational administrations and colleges According to the characteristics of teachers, such as the characteristics of different types of teachers such as pre-service teachers, new teachers, backbone teachers and famous teachers, vocational projects and content planning should be carried out in classification and classification to promote the professional development of all kinds of teachers.

2) Build an incentive mechanism for teachers' continuing professional development

Educational administrations and colleges According to the characteristics of teacher types, formulate a perfect and feasible teacher incentive system to promote the sustainable professional development of teachers.

3) Provide the tool, process, management to drive and mechanism in the plan to implementing in effectiveness.

Educational administrations and colleges Provide teachers with effective tools, processes, management driving mechanisms, etc., to promote teachers to complete their professional development smoothly.

For teachers

1) Design various development plans to enhance competency

Teachers themselves make various types of professional development plans, such as short-and medium-term development plans and long-term career development plans.

2) Set reasonable goals for sustainable development

Teachers should set reasonable and feasible professional development goals according to their own competency characteristics.

3) Regular follow-up of the developmental goals

Teachers follow up professional development goals in time, actively coordinate and solve problems, so as to achieve sustainable professional development.

## 3. A guide to the CPD action

For government

1) The government has increased its policy preference and funding

Government Support the policies and funds for promoting teachers 'sustainable professional development, which is an important support for teachers' sustainable professional development.

2) Provide the Eco-system (environment) for ethic enhancement

Government Create a social and ecological atmosphere of respecting teachers and valuing education across the country.

For Educational administrations and colleges

1) Provide career opportunities and activity

Educational administrations and colleges Provide diversified and high-quality online and offline quality education resources and activities, especially offline quality education opportunities and activities.

2) Indicate important resources for Academic enhancement such as teaching skill, Research skill

Educational administrations and colleges Provide more abundant teaching ability, research ability to improve the academic promotion resources.

3) Upskill for teacher skill 21st century such as provide training courses, long-term and short-term courses for training

Educational administrations and colleges Provide long-term and short-term training courses for 21st century teachers.

4) Organize education learners and learning commits for knowledge sharing

Educational administrations and colleges Organize teachers to participate in teaching and training, and share knowledge and exchange.

5) Provide a good cultural atmosphere for professional development that combines independent training, peer assistance, and expert guidance

Educational administrations and colleges Provide a good cultural atmosphere for professional development that combines independent training, peer assistance, and expert guidance, to promote the

sustainable professional development of teachers through multiple ways.

For teachers

1) Gain new information, ability, skill, characteristic and positive attitude

Teachers acquire more knowledge and skills through the implementation of sustainable professional development programs, promote the transformation of attitudes and values, and the development of personality characteristics.

2) Implementing a formative evaluation plan

Through formative evaluation, teachers can always understand the progress of students in learning, get continuous feedback in the teaching process, for teachers to adjust the teaching plan, improve teaching methods, motivate students to learn, help students effectively regulate their own learning process, make students get a sense of accomplishment, enhance self-confidence, cultivate the spirit of cooperation.

3) Motivate to perform better in the job.

Through empowerment and empowerment, a variety of ways to mobilize the enthusiasm of teachers, promote teachers to perform better in the work.

4) Utilizing information and communication technology to communicate and develop themselves

Teachers actively face and use information and communication technology for teaching, academic and research exchange and development.

5) Apply models of learning sustainability in practice

Teachers should apply the mode of learning sustainability in their

teaching practice to promote the realization and effective development of teachers' sustainable development.

#### 4. A guide to the CPD documentation

1) The importance of the preparation of documentation

Teachers understand the importance of preparing documentation for continuing professional development.

2) Individual document of the workload

Documentation of individual workload during continuing professional development.

3) Set goals for the preparation of documentation

Teachers are in the process of sustainable professional development , Set goals for the preparation of documentation.

4) Job assessment through document

Teacher continuing professional development is work-assessed through documentation.

5) The workload document be submitted annually

Teachers submit personal continuing professional development workload documents each year.

6) The accuracy of information in the documents

Teachers focus on the accuracy of document information for sustainable professional development.

#### 5. A guide to the CPD evaluation

For Educational administrations and colleges

1) Improve the evaluation mechanism and standards for teachers

Educational administrations and colleges Improve the evaluation mechanism and standards for teachers, implement diversified evaluation for different types of teachers, and formulate diversified standards.

2) Professional organization and guide, supervise and evaluate the quantity and type of sustainable professional development

Educational administrations and colleges Organize professional organizations to guide, supervise and evaluate the number and type of sustainable professional development.

For teachers

1) Assist one in the development of the learners

Continuing professional development assessment helps teachers become better learners.

2) Suitable to determine the learner's progress

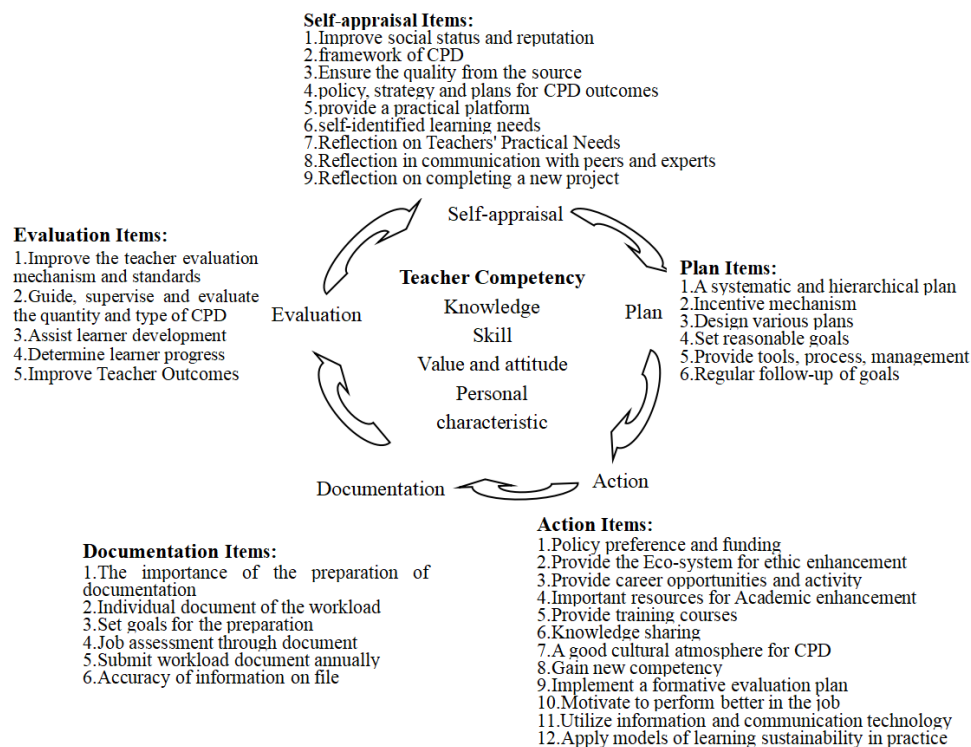
Teachers can better determine the learners' progress through the continuing professional development evaluation.

3) Due to the continuous evaluation, improving teachers' results

Through the continuous professional development evaluation, the teaching level of teachers and the students' performance are improved.

Based on the above guidelines, through the focus group discussion of experts, researcher proposed the figure of Continuing professional development based on competency of teachers. As detailed in Figure 1:





**Figure1** Continuing professional development based on competency of teachers

In this study, based on clarifying the competency of Henan medical faculty and combining the five stages of continuing professional development, 38 guidelines of continuing professional development, including nine items of self-appraisal, six items of plan, 12 items of action, six items of documentation and five items of evaluation.

Jones(2003) refers the fulfillment of the need for continuing professional development opportunities depends on the satisfaction of three priority areas, including Focus of personal attention, focus of the college, focus of national or local education administrative authorities, This is different from the guideline classification perspective of the continuing professional development stage in this study, but the focus is also on promoting

continuing professional development from the perspective of government, education authorities and colleges and individual teachers.

South China Normal University (2021) refers three major strategies to promote teachers' professional growth, including Independent study strategy, peer assistance and expert guidance. This is a study to promote teachers' continuing professional development from individual teachers, which is consistent with the policy in this study.

Michael J Rouse (2004) from the Pharmacy's perspective refers CPD as essentially involving a cycle in which individual practitioners reflect on their practice and assess their knowledge and skills, identify learning needs, create a personal learning plan, implement the plan, and evaluate the effectiveness of the educational interventions and the plan in relation to

their practice. Documentation is an integral aspect of CPD, and a personal portfolio is used for this purpose. This is consistent with the thinking of this study, but the study subjects were different.

Henry Saville(2008) refers the four-phase approach can add value to personal CPD by enhancing planning, action, results, and reflection, Deanna Tran(2014) refers CPD has 4-stage cycle, consisting of Reflect, Plan, Learn (previously Act), and Evaluate, Amna Saleem(2021) refers CPD framework including continuous professional development (training), continuous assessment, mentoring and professional development day. The main difference from this study is that they did not focus on the importance of documentation, which concluded that documentation plays an irreplaceable role in teacher continuing professional development and runs through the whole process of teacher continuing professional development.

Z Suliman(2020) refers CPD has five stages, namely: (1) self-appraisal, (2) personal plan, (3) action or implementation, (4) documentation and (5) evaluation. This is consistent with the faculty continuing professional development phase of this study. At the same time, he also proposed the obstacles to the continuing professional development of teachers, which also provides guidance for the continuing professional development based on teacher competence.

### **Recommendation**

In today's society, people pay more and more attention to education,

it is generally believed that only teachers level to promote education quality improvement, based on this, this study in clarify medical college teachers in Henan province on the basis of competency elements, based on the competency of teachers' continuing professional development guidelines, in order to provide policy advice and reference basis for teacher development.

### **1. Recommendation for Policies Formulation**

In China, effective policy support is the basic guarantee for teachers' continuing professional development. Therefore, the following policy recommendations are proposed regarding teachers' continuing professional development:

1) The government provides policy and financial support for teachers' continuing professional development, improves the social status and professional reputation of teachers, provides a good teacher development ecosystem (environment), ensures the control from the source, and establishes and improves the framework of continuing professional development of teachers.

2) the competent department of education teachers evaluation mechanism and standards, deepen the integration of universities and medical institutions, innovation two-way flow mechanism, provide practical platform for continuing development, provide career opportunities and activities, review and revise the continuing development of policy, strategy and plan, and organize professional institutions to evaluate the number and

type of continuing career development, etc.

3) colleges and universities to formulate and implement the system classification of teachers' career development plan, establish teachers' career continuing development incentive mechanism, formulate reasonable continuing development goals, provide tools, process, management drive and effective implementation mechanism, and regularly tracking development goals, multiple measures, to promote teachers' continuing professional development.

## **2. Recommendation for Practical Application**

In the process of continuous professional development practice, Henan Medical College teachers should pay attention to the following contents:

1) Teachers emphasize the learning needs of self-identification through practical activities, communication with peers and experts, and reflection of new projects.

2) Through continuous professional development training, teachers can acquire new information, abilities, skills, characteristics and positive attitudes, use information and communication technology to communicate and develop, implement formative evaluation plans, encourage students to perform better in work, and apply the model of learning sustainability in practice.

3) In the process of practice, teachers realize the importance of compiling documents and the accuracy of the information in the documents, set the goal of document preparation,

and evaluate the work by submitting the workload documents every year.

4) Through the continuous professional development evaluation, teachers can assist learners' development, determine learners' progress, and improve teachers' competence.

## **3. Recommendation for Further Research**

In recent years, the international community has paid more attention to the research on continuing professional development of teachers, but in China, the research on continuing professional development of teachers needs to be further strengthened, mainly from the following aspects

1) Although this study clarified the competency elements of teachers in medical colleges in Henan Province, analyzed the problems of continuing professional development of teachers through exploratory factors, and put forward corresponding guidelines, the validation factor analysis has not been conducted on the stage of continuing professional development of teachers, and further research is needed.

2) This study is based on the continuous professional development of teachers of Henan medical colleges based on competence. The research object is limited to teachers of medical colleges in Henan Province. In further research, we can consider the study of teachers of medical colleges in the country, which is more representative and of greater significance.

3) In the specific practice process, how to implement the policy and specific practice of teachers' continuing professional development still needs further research and

optimization, so as to better promote the continuing professional development of teachers in Henan medical colleges based on competence.

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