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**FUNCTIONING OF ORGANISATIONS FOR HIGHER EDUCATION
TEACHERS` PROFESSIONAL DEVELOPMENT IN GREAT BRITAIN**

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The article deals with the issue of the professional development of higher education teachers. The aim of the article is to study and describe the process of establishing and functioning of organisations which take care of higher education teachers` professional development in Great Britain. The author proves topicality and importance the problem mentioned. There are such organisations which are described in the article: the Staff and Educational Development Association, the Institute for Learning and Teaching in Higher Education, the Higher Education Academy. All the institutions mentioned have similar aim – to improve the quality of teaching and learning in higher education.

Keywords: higher education, professional development, higher education teacher, quality of learning and teaching, organisations for professional development.

Доктор педагогічних наук, професор Бельмаз Я.М. Функціонування організацій професійного розвитку викладачів вищої школи у Великій Британії / Полтавський національний технічний університет імені Ю. Кондратюка, Україна, Полтава

Статтю присвячено проблемі професійного розвитку викладачів вищої школи. Мета даної статті – розглянути та описати процес заснування та функціонування організацій, що опікуються професійним розвитком викладачів вищої школи у Великій Британії. Автор доводить актуальність і важливість зазначеної проблеми. З-поміж основних установ, діяльність яких аналізується, виділяють такі: Асоціація професійного та освітнього розвитку професорсько-викладацького складу, Інститут навчання і викладання у вищій школі, Академія вищої освіти. Всі зазначені організації

мають спільну мету – підвищення якості викладання та навчання у вищій школі.

Ключові слова: вища школа, професійний розвиток, викладач, якість навчання та викладання, організації з професійного розвитку.

Доктор педагогических наук. Профессор Бельмаз Я.Н. Функционирование организаций профессионального развития преподавателей высшей школы в Великобритании / Полтавский национальный технический университет им. Ю. Кондратюка, Украина, Полтава.

Статья посвящена проблеме профессионального развития преподавателей высшей школы. Цель данной статьи – рассмотреть и описать процесс основания и функционирования организаций, деятельность которых связана с профессиональным развитием преподавателей высшей школы в Великобритании. Автор доказывает актуальность и важность данного вопроса. Среди основных организаций, деятельность которых анализируется, выделяют следующие: Ассоциация профессионального и образовательного развития профессорско-преподавательского состава, Институт обучения и преподавания в высшей школе, Академия высшего образования. Все указанные организации имеют общую цель – повышение качества преподавания и обучения в высшей школе.

Ключевые слова: высшая школа, профессиональное развитие, преподаватель, качество обучения и преподавания, организации по профессиональному развитию.

Introduction. The quality of higher education is one of the urgent problems of our time. There are some reasons of updating higher education quality issue. Firstly, as the result of the emergence of a large number of higher education institutions competitiveness is constantly increasing, market approaches to higher education are embodied, generating the need to determine the quality of education in economic categories. Secondly, globalization and rapid changes in the economy and society play an important role, and education seeks to make it. Other reasons

are such as distribution of transnational education, Internet, life-long education, development of new educational, social, methodological approaches to educational standards, etc. [2]

An issue of professional development of teaching staff (faculty) is important for many countries, including the UK. Historically it was formed, that the main focus of a higher education teacher in Great Britain was research, but not teaching; academic recognition, financial rewards, career promotion mainly depend not on the quality of teaching or the organisation of educational process, but on scientific achievements of the teacher. Although, according to the report of the National Committee of Inquiry into Higher Education, higher education in the UK can be proud of its achievements over the past 30 years, but in the 1990s most experts dealing higher education problems, insisted on the need for changes in training teaching staff (faculty) [5].

The aim of the article. The aim of the article is to describe the process of forming and functioning of the leading organisations in Great Britain which take care of professional development of higher education teachers.

Presentation the basic materials. Since the 1990s in educational circles in Great Britain it was raised the problem of the lack of training schemes and accreditation of higher education. It was appeared an urgent need for an organisation that took care of these issues. Thus, in 1993, the Staff and Educational Development Association (SEDA) was founded.

SEDA is the professional association for staff and educational developers in the UK, promoting innovation and good practice in higher education. SEDA was formed in 1993 by the merger of the Standing Conference on Educational Development (SCED) and the Staff Development Group of the Society for Research into Higher Education (SRHE). The Association for Education and Training Technology merged with SEDA in 1996 [1].

In general, SEDA can be seen by many as the shaper of thought and initiator of action in staff and educational development, not only in the UK but in the international domain also.

SEDA's objective is the advancement of education for the benefit of the public, particularly through improvement of educational and professional development in higher education. To this end, SEDA offers its members and the wider education community, including university and college based higher education, relevant and valued activities, professional recognition opportunities, and publications in order to:

- Enhance capability in leading and supporting educational change
- Deliver and support the professional development of new and experienced academic staff; staff in learning and teaching support roles; and those involved in special initiatives to enhance and develop learning and teaching across the higher education sector
- Lead and support improvements in the quality of students' educational experiences
- Support institutional members in relation to strategic educational change and development
- Foster, through scholarship, a greater understanding of educational development, the teaching process and the nature of students' learning.

But to continue to be a development association, SEDA needs to consider new possibilities, to tackle new problems and issues, to work with the new opportunities which present themselves, all the time focusing on our main purposes, which are to enable members:

- To enhance their capacities in staff and educational development provision;
- To assist the professional development of experienced and new academic and academic support staff;
- To lead and support improvements in the quality of students' educational experiences;
- To encourage and support the development and the application of greater understanding of the teaching process and the nature of student learning. [8]

Activity of SEDA is based on the following values:

1. An understanding of how people learn.

2. Scholarship, professionalism and ethical practice.
3. Working in and developing learning communities.
4. Working effectively with diversity and promoting inclusivity.
5. Continuing reflection on professional practice.
6. Developing people and processes [1].

SEDA is a values-driven organisation, committed to educational development, and underpinned by the following values:

- Developing understanding of how people learn;
- Practising in ways that are scholarly, professional and ethical;
- Working with and developing learning communities;
- Valuing diversity and promoting inclusivity;
- Continually reflecting on practice to develop ourselves, others and processes [1].

In 1994, SEDA implemented the first framework for professional development in higher education. Before there was no national framework for accreditation of higher education staff.

In 1997 Ron Dearing in his Report demonstrated the urgent need for higher education teaching to become the separate profession with all consequences.

It was the National Committee of Inquiry into Higher Education's (NCIHE) Report in July 1997 which recommended the establishment of an Institute of Learning and Teaching.

Recommendation 13 reads:

“We recommend that institutions of higher education begin immediately to develop or seek access to programmes of teacher training for their staff if they do not have them, and that all institutions seek national accreditation of such programmes from the Institute of Learning and Teaching for Higher Education (ILTHE)” [3, p.7].

The foundation of the Institute of Learning and Teaching for Higher Education was proposed in Recommendation 14: “We recommend that the representative bodies, in consultation with the Funding Bodies, should

immediately establish a professional Institute for Learning and Teaching in Higher Education. The functions of the Institute would be to accredit programmes of training for higher education teachers; to commission research and development in learning and teaching practices; and to stimulate innovation” [3, p.7].

In the Report it was mentioned that “it should become the norm for higher education teaching staff to be trained on accredited courses [3, p.8].”

The argument in favor of the above recommendations is: to raise the status of teaching in higher education; help the UK become a world leader in teaching in higher education; emphasize the importance of lifelong learning. This should be a national objective to enable the UK to compete effectively in the XXI century in a world where the quality, relevance and effectiveness of education and training systems will underpin future prosperity [3, p.7].

To develop the concept and basic principles of the new institution it was established so-called Planning Group, composed of Vice presidents and Rectors of universities and representatives of 14 other National bodies.

In the consultation documents composed by Planning Group there were raised questions about the procedure of obtaining membership in the ILTHE. It describes the way to the ILTHE, in particular, the importance of accreditation of experienced teachers on the basis of prior experience of teaching and learning in higher education. In papers four categories of possible future members of the body were outlined, for each of which was defined area of responsibility in various activities [3, p.15].

Then another paper was produced in October 1998 drawing together decisions which went to produce a policy paper “Implementing the Vision” together with the results of various consultations. It confirmed that the key activities of the ILT should be:

- a) accreditation of courses and other pathways in learning and teaching for staff, provided by higher education institutions and possibly others;
- b) collection, analysis and dissemination of existing research on teaching and learning practice in accessible formats for use within the Academic community;

c) the development and encouragement of generic and subject based good practice in learning and teaching, including appropriate and effective application of communication and information technologies [3, p.19-20].

In February 1999 another consultation document was circulated “The National Framework for Higher Education Teaching”. That paper set out a detailed framework of requirements to be met for membership under five headings:

- Design and Plan a Course;
- Teach and Support Learning in the subject;
- Assess students' learning achievements;
- Contribute to the Maintenance of Student Support systems;
- Evaluate and Improve the Teaching Process [4].

Thus, after consultations with representatives of higher education institutions and organisations dealing with higher education, the definition of the concept and basic principles in April 1999 it was established a unique new national body – ILTHE, Institute of teaching and learning in higher education.

The main objectives for the ILTHE became:

- to enhance the status of teaching in higher education;
- to maintain and improve the quality of learning and teaching in higher education;
- to set standards of good professional practice that its members, and in due course, all those with teaching and learning responsibilities in higher education might follow [3, p. 13-14].

However, the ILTHE is not the only body in the UK, which focuses on improving the quality of higher education teachers` training.

There are some organizations involved in the training and professional development in higher education, such as Higher Education Staff Development Agency (HESDA), Universities and Colleges Staff Development Agency (UCoSDA), Learning and Teaching Support Network (LTSN), National Association for Teachers in Further and Higher Education (NATFHE), Association of University Teachers (AUT), Fund for the Development of Teaching and

Learning (FDTL). Moreover, almost all of these organizations either were founded or acquired particular importance in the 1990s [2].

In May 2004 the Institute for Learning and Teaching in Higher School (ILTHe), Learning and Teaching Support Network (LTSN) and Teaching Quality Enhancement Committee (TQEC) merged, creating independent organization development of teaching standards in higher education – Higher Education Academy (HEA).

The purpose of the Higher Education Academy is to support the faculty, the entire higher education sector due to changes occurring in society and education, as well as improve the quality of students` education. The uniqueness of this body is, first, the fact that the Academy is a national leader in the development and evaluation of higher education. Second, it operates as an independent expert. Thirdly, the Academy works on multiple levels, with universities and colleges, associations of individual subjects, individually with teachers. Finally, the Academy united all four parts of the UK, given their characteristics and specifics [6].

In 2005, a strategic plan for 2005-2010 developed. It was determined six strategic aims.

1. To be an authoritative and independent voice on policies that influence student learning experiences
 - a. To become a credible provider of strategic policy advice
 - b. To establish relationships with key stakeholder bodies to advise and influence public policy related to the student learning experience.
2. To support institutions in their strategies for improving the student learning experience
 - a. To develop programmes of support based on HEI needs
 - b. To work with institutions in developing their capacity for institutional research (IR)
 - c. To inform and advise institutions on issues concerning the learning experiences of diverse student groups including overseas students

3. To lead, support and inform the professional development and recognition of staff in higher education

a. To facilitate the development and implementation of a standards framework for professional recognition

b. To accredit institutional programmes

c. To develop accreditation routes for different staff groups and different types of institutions

d. To support registered practitioners and other individual practitioners

4. To promote good practice in all aspects of support for the student learning experience

a. To work with the sector to provide high quality information, advice and support on curriculum, learning, teaching and student assessment

b. To be a key source of and ensure effective use of information and resources on academic practice and aspects of supporting the student learning experience

c. To promote best practice in the internationalisation of the student learning experience

5. To lead the development of research and evaluation to improve the quality of the student learning experience

a. To play a leading role in identifying research and evaluation issues relating to the student learning experience

b. To synthesise and disseminate information from research, evaluation and other sources about all aspects of the student learning experience

c. To provide high quality evaluation advice and services associated with improving the student learning experience

6. To be a responsive, efficient and accountable organisation

a. To find out what institutions and networks need from the Academy to support their work with students

b. To ensure responsible use of resources

c. To gain recognition as a good employer

- d. To deploy professional systems
- e. To develop and implement a marketing and communications strategy [7].

Currently, the Academy of Higher Education is constantly monitoring its achievements at all levels, correcting some points of the strategic plan, trying to fulfill its main mission – to improve the quality of teaching and learning in higher education.

Conclusions. Thus, such issues as implementation of teaching responsibilities, professional competence of the teaching staff are important in many developed countries, including the UK, which in turn gave rise to the creation of unique organizations and institutions for the training and development higher education teachers.

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