

Ukraine Higher Education Teaching Excellence Programme

Initial analysis

Acknowledgements

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Thanks to those 209 Ukrainian Higher Education professionals and students who completed the survey. Appendix I to the report contains a summary list of interviewees and focus group participants, with acknowledgement and thanks.

I trust that I have done justice to the range of views and proposals as presented in this report.

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EXECUTIVE SUMMARY

Higher Education in Ukraine has experienced many changes since the country's independence from the Soviet bloc. Oleg Sharov, General Director of the Directorate of HE at the Ministry of Education and Science of Ukraine, outlined his vision for the 'systemic development of teachers within a liberalised system'. The system supports autonomy of universities, which is seen as valued by the sector, but within a regulatory system to ensure standards.

This Report was commissioned by the British Council as Stage One – Needs Analysis - of a proposed Teaching Excellence Programme to support teacher development and improve teaching and learning across the sector. Stage Two is a UK Study visit and Stage Three is Concept Development.

The needs analysis study was undertaken through a survey during June and July 2019 (209 respondents from a range of HE roles) and a visit by a UK Advance HE Consultant during the first week of July 2019. During the visit to Ukraine, meetings were held at the Ministry of Education & Science of Ukraine, British Council Ukraine, Erasmus+ office, the Institute of Higher Education of the National Academy of Educational Sciences of Ukraine and three universities. Students and staff were interviewed individually or in focus groups.

The findings show some areas of good practice and examples of excellent initiatives at various universities. However, key and urgent areas for development were identified by teachers, other university staff and students. Particular concerns were raised around the lack of expertise in modern, more student-centred teaching practices and in using technology for learning.

Ideas were generated to inform the proposed programme contents, together with recommendations with regard to initial cohort participant criteria and recruitment processes.

INTRODUCTION

Terms of Reference

This report refers to Stage One of the Ukrainian Higher Education Teaching Excellence Programme (TEP), by Advance HE in partnership with the British Council in Ukraine. This follows a three-year well-received project on leadership development for Ukrainian HE students and staff, across the spectrum of hierarchical levels. The Leadership Development Programme report explained that modernising teaching and tackling quality were government priorities.

Stage One of the TEP is an initial 'Needs Analysis', to be followed by Stage Two, 'UK Study Visit' (planned for September 2019) and Stage Three, 'Concept Development'.

The Objective for Stage One is to:

'Conduct an audit of national HE teaching and learning practice and provide a comparative benchmark of how this measures in relation to global good practice.'

The audit was designed to cover:

- The learner's journey
- The educator's development and role
- Context, culture, process and practice.

Context

Ukraine context

Ukraine, a unitary state with 24 provinces, is located in Eastern Europe and was a former member of the Soviet bloc. Ukraine is now a member of the Commonwealth of Independent States (CIS), the Council of Europe and the United Nations. According to the NARIC database (www.naric.co.uk, accessed June 2019), 'as of 2017, the population of Ukraine is just over 44 million people, and around 80% are native Ukrainians with minorities of Belarusians, Romanians and Russians.' Ukrainian is the major language, with Russian also spoken and an increasing number speaking English.

Following the break-up of the USSR in 1991, Ukraine faced some difficulties during the transition which are still being worked through. Economically, the situation is seen as generally improving due to a number of reforms in the economic, educational, political and social sectors.

A new President was elected in April 2019 and parliamentary elections held in July 2019.

Education System

Prior to the dissolution of the USSR in 1991, Ukraine followed the Soviet system of education. The Ministry of Education and Science of Ukraine now administers the public education system, overseeing all types and levels of provision, including Higher Education (HE). Education is compulsory between the ages of 6 and 18 (grades 1-12). There are 289 universities, according to the General Director of the Directorate of HE, the majority of which are state-funded. In total, Ministry of Statistics data cited on the National Office Erasmus+ leaflet 'Enriching lives, opening minds together with Ukraine', shows that as of 2018 there were approximately 1,322,000 university students and 127,000 academics. Approximately 75,000 students were foreign students.

In 2005, Ukraine joined the Bologna Process as an initial step to the integration of Ukrainian HE into the European Higher Education Area. Following the 'Revolution of Dignity' and the election of a new government in February 2014, one of the first pieces of legislation was the 'Law on Higher Education'. This set out radical reform including financial and administrative autonomy of universities. The law also covered changes including alignment on education cycles (Bachelors – Masters- PhD), a national quality assurance system, national HE standards, implementation of the European Credit Transfer System (ECTS), using Learning Outcomes for competence-based and student-centred approaches, improved student governance in HE and providing academic mobility for students and staff (<http://erasmusplus.org.ua>, accessed June 2019).

The 2019 proposed 'Regulations for in-service training of teaching and academic staff' include the fundamental principle that 'Teaching and academic staff have an obligation to improve their skills on an ongoing basis'. This is set out as:

- 1) improving earlier acquired and/or acquiring new competencies in their professional area or area of knowledge and taking into account the requirements of the relevant professional standard (where available);
- 2) acquiring experience to perform additional tasks and duties within individual's speciality and/or profession, and/or position held;
- 3) acquiring and nurturing digital, managerial, communication, media, inclusive, language competencies, *etc.*

Continuous Professional Development (CPD) activities can include learning in Ukraine or abroad, in-service training, internships, seminars, open and distant learning. Individual plans are collated within an institutional 'In-service Training Plan'. Each teacher has to undertake CPD at least once every five years, with a minimum equivalence of six ECTS credits (*i.e.* 180 hours), overseen at institutional level.

AUDIT METHODOLOGY

Methods

A two-stage, mixed-methods approach (Bryman, 2009) was taken to the audit, to provide opportunities for triangulation, complementarity and extension of data findings.

The initial design was for a first-stage, survey instrument, created by Advance HE and using feedback from the British Council in discussion with Ukrainian stakeholders. The questionnaire was comprehensive and included closed and open questions to gain quantitative and qualitative data. It was considered to be quite lengthy and covered background information; teaching resources; teaching and assessment practice; use of technology in teaching; and Continuous Professional Development. The survey was then translated and administered by the British Council in Ukraine, targeting a range of potential respondents and using existing HE networks, primarily from the Leadership Development programme call. Responses were translated into English and then quantitative data analysed by the Survey Team at Advance HE. Statistics are presented using Excel. Qualitative data and narrative comments were analysed using a thematic analysis approach (King, 1998).

The approach had been originally designed in the anticipation of having these survey results collated and analysed prior to the second stage, in order to provide the focus of discussions with individuals and groups. However, timing was such that the second stage was adapted to cover the original planned range of visits, but using only interim results from around 70 respondents from 17 HEI's. A four-day visit to Kyiv and Lviv took place during July 2019, with a comprehensive programme of semi-structured interviews and focus groups, using open questions within conversational discussions. Translation services were provided by Olga Kolominova and by British Council staff. Notes were taken throughout by the lead consultant, author of the report.

The qualitative data was analysed by the lead consultant and checked back with the British Council staff in Ukraine, who had attended the meetings.

Primary data sources

In total, 209 survey responses were received from 45 different HE Institutions across Ukraine. It was noted that some of the survey questions were only partly-completed. 139 of respondents self-identified as Professor or Associate Professor, with 12 Senior Researchers and the balance in various roles, including managerial. With regard to discipline backgrounds:

- 59 were from Social Sciences
- 52 from Humanities
- 22 from Business & Management
- 16 from Education
- the balance across a range of disciplines.

180 held a PhD or a Doctorate in Science, with 25 holding a Masters' degree and four a Bachelor degree. The majority (131) had more than 13 years' university teaching experience, while only seven respondents had less than four years' experience. 65 respondents had international experience,

having studied, researched or taught outside Ukraine. Of these Poland and UK had the highest frequency, followed by USA, Germany and Czech Republic.

Interviews and focus groups were held from 1-4 July 2019 with the Ministry of Education & Science; Erasmus+ managers; Institute of Higher Education of the National Academy of Educational Sciences of Ukraine; Borys Grinchenko Kyiv University; Taras Shevchenko National University of Kyiv; a focus group of university teachers from across Ukraine; Head of the Ukrainian Association of Students (UAS), lead of the Go-Higher project; Ukrainian Catholic University; and a focus group with undergraduate and postgraduate students from across Ukraine. In total, 17 students and the Head of the Ukrainian Association of Students, together with 74 university and HE strategic partner staff were involved in face-to-face meetings. This includes the General Director of the Directorate of HE; experts from the Ministry; university vice-rectors; library directors; professors; lecturers; quality assurance staff; librarians and professional support staff.

A list of participants is included as Appendix I, with thanks and acknowledgements for their valuable contributions to this study.

Data limitations

The survey, interviews and focus groups used a network of contacts known to the British Council and Ukrainian HE partners. Many of these staff and students had been involved in the Ukrainian Leadership Development Programme and would not necessarily be representative of the sector in Ukraine as a whole.

The primary research was undertaken during late June/ early July, a period when many HE-practitioners are finishing the academic year and some would be on holiday. Response rate and responses themselves might be different at a different time of year, but a pragmatic approach was taken to ensure timely project completion.

FINDINGS

Findings are presented following the structure of the survey, namely:

- Teaching Resources
- Teaching and Assessment Practice
- Use of Technology in Teaching
- Continuous Professional Development

The survey findings are discussed alongside the interview and focus-group findings and reference made throughout to benchmarking of good practice from a global perspective, using relevant literature and Advance HE experience. These will cover the learner's journey, the educator's development and role, with reference to context, culture, process and practice.

Teaching Resources

Responses to the survey indicated the majority using traditional tiered lecture theatres, with blackboards, whiteboards and computers. 102 respondents said they used mobile devices, with students bringing their own devices. Only 43 respondents work in spaces where they can move the tables and chairs around, for example for using group-work.

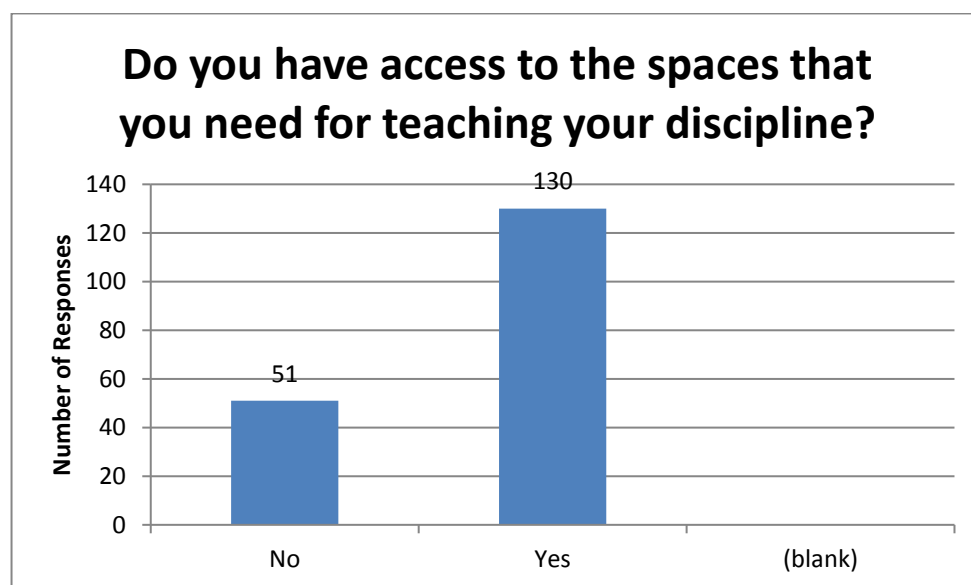


Figure 1: Access to spaces

In questions of what they saw as their greatest challenges, 28 identified resources and/ or IT equipment. Figure 1 above shows that many of the respondents do not consider they have adequate spaces in which to work with students. Issues identified in the open questions included adequate heating, IT and laboratory resources, and areas that can be suitable for creative activity and simulations. Learning spaces to enable more student-centred and interactive learning affirms, Marshall (2018) suggests, the continued role of the physical campus in an expanding digital world. He offers simple solutions of more flexible furnishings, such as swivel chairs, in a tiered environment to allow student discussions. More radical and expensive changes include major re-configurations of rooms with flat services and no teacher-centred focal point, with modular furniture and plentiful

power points and wi-fi capability creates an environment more conducive to group and peer learning.

Approximately two-thirds of respondents (121 from 181) to the question of 'student access to study space for individual or group learning' believed that students have adequate access, leaving 60 whose students do not. Librarians that were interviewed were all keen to highlight the range of study spaces and book resources. Additional resources viewed by survey respondents as helpful for learning and teaching focussed on more e-books, journals, access to databases and information, including case studies and articles in other languages.

The visit to the Ukrainian Catholic University, a non-state university in Lviv, included a tour of the impressive new library and learning centre, which had well-equipped spaces for students to work individually or in groups. The building was open to the community and featured crèche facilities and cafeteria. Pods and booths with moveable furniture were available for study. UCU is regarded as an exemplar in this regard.



The library building at Ukraine Catholic University

In distinct contrast to the UCU experience, however, it was clear from the interviews with HE teachers from across the sector that there are great challenges in some HEI's. For example, it was reported that for some teachers there was only two projectors for the whole department and limited wi-fi access, benchmarking poorly against global best practice where access to these facilities is common in all teaching spaces in many countries.

Teaching and Assessment Practice

The HEIs covered in the survey offer courses from undergraduate through to doctoral level and included specialist institutions such as the National Aviation University. Only 11 respondents reported large classes of over 75 students, with the majority having their largest class size between 10 and 24 students. 89 out of 155 respondents had fewer than 10 in their smallest class.

The student groups reported that they had induction sessions when they first started undergraduate programmes but not for postgraduate study. Induction included social events to meet other students. General information was provided on the option modules but some students reported that they could not study the module of their choice and that content sometimes changed.

The majority of teachers responded that they design the syllabus/ curriculum based on their own knowledge and experience, with 30 doing this as a group activity and only 10 doing so in consultation with employers. In an era when universities worldwide tend to focus on employability (<https://www.heacademy.ac.uk/knowledge-hub/framework-embedding-employability-higher-education>; accessed July 2019), this is a surprisingly low number. The General Director of the Directorate of Higher Education advised that graduate employment is high, but the statistics are not available to say if graduates were in graduate-level employment. He also saw industry as relatively passive with regard to links with education.

The survey covered skills development, by asking how much respondents agreed/ disagreed that the teaching in their discipline helps students develop a range of skills. Findings are presented in Table 1 below.

How much do you agree or disagree that the teaching in your discipline helps students develop the following skills?					
	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Disagree Strongly
Working with others (teamwork)	75	65	1	11	2
Leadership	39	73	31	7	2
Judgement and decision making	53	76	21	2	1
Communicating using appropriate media and language	59	77	16	3	0
Analysing information and/or data	73	73	7	1	0
Critical thinking	64	76	14	1	0
Complex problem solving	50	68	34	1	0
Creativity	68	65	16	4	1
Independent learning	52	82	18	3	0

Table 1: Skills development

The responses indicate that the teachers believe that they are developing such skills and the students themselves, with small number of exceptions, agreed. In addition to knowledge components, the accreditation process for Ukrainian HE standards requires programmes to identify generic and specialist skills. It was, however, suggested that there is a lack of input to help staff understand how to develop and assess such competences, an issue dealt with by Biggs and Tang (2007). The majority of respondents to the survey reported that their student skills were actually developed during lectures, but it is unclear why they thought this. A range of other learning opportunities were also highlighted, including group-work (54), demonstrations (24), simulations (49), case studies (62) and individual project work (66), which are more likely teaching methods for skills development.

The survey asked about challenges in developing practical or technical skills. 18 teachers reported a lack of resources and others mentioned practical timing issues, language deficiency and lack of outside company engagement. A strong majority - 88 respondents – saw the students themselves as

the main challenge, especially with regard to lack of effort or motivation. However, six of the 17 students reported only experiencing passive learning throughout their study, whilst two experienced a high level of active learning and the rest a mix of both. Hudson (2017) identifies the didactic transfer of information to passive student recipients as representative of less developed practice. In Biggs & Tang's seminal work 'Teaching for Quality Learning at University' (2007), they introduce the text with a quotation from Thomas J. Shuell (1986) which is worth reproducing in full:

'If students are to learn desired outcomes in a reasonably effective manner, then the teacher's fundamental task is to get students to engage in learning activities that are likely to result in their achieving those outcomes ... It is helpful to remember that what the student does is actually more important in determining what is learned than what the teacher does.'

Students and staff alike gave examples of classes where they had been subjected to, or observed professors standing at the front of the class and reading from a book for the whole session. Teaching was about 'reading, memorising and repeating'. One of the student group said that the teaching she received was 'the same as her parents and grand-parents had had'. Examples were given of poor student attendance with the teacher looking as if they were asleep at the front of the class. Students reported using Student councils to give feedback on issues, but one stated 'it was difficult to complain as the teachers know. There was a sense that teachers are 'afraid and opposed' to evaluations and many were unprepared to listen. These are clearly management issues and a stark reminder that teaching excellence will only come about within a culture where there is a focus on high quality. Examples of good practice exist within Ukraine. For example, UCU has a strategic priority of 'Best teachers for the best students'. The Borys Grinchenko Kyiv University website articulates their vision of 'innovative education, advanced science and the constant pursuit of excellence' (<http://partner.kubg.edu.ua>, accessed June 2019). When asked about their challenges as teachers, 13 mentioned management or administrative issues, ranging from curriculum changes to inadequate time and excessive workloads, impacting on teaching excellence.

The students and teachers gave similar answers when asked what had been their *best* learning/teaching experience. Without exception, all of those experiences they described involved elements of active learning. One member of the teacher group had explored and used more active learning approaches, including group-work for problem-solving. He added that this takes preparation time and teachers need to 'know how to do these effectively in different domains'. Where he had used flipped classroom approaches, the students had reacted well and evaluations were very positive. Some teachers advised how they used outside professionals to provide seminars on a part-time basis but said that these received no training or in-class support, even though their lack of pedagogical skills was acknowledged. Team-teaching or mentoring was extremely rare.

Students both enjoyed and believed they had learned most when engaged in interactive learning and gave examples of group-work, projects (including within business incubators), case studies and creative work. They also appreciated well-prepared visual aids, using online platforms, humour and enthusiasm for the subject. One student remarked on the value of understanding the assessment criteria to allow a focus for demonstrating learning.

Several students also stated that the teachers need to adapt to the level of the students, including on languages proficiency. During the discussions with Svitlana Kalashnikova and her team at the Institute of Higher Education of the National Academy of Educational Sciences of Ukraine, it was suggested that more time was needed to develop language skills for specialist purposes, especially English, which was often taught early in a programme but needed to be throughout. Mention was made of cases where the students' language skills is better than the teachers', for example in

English. When asked about their own support needs for improved teaching, 29 requested help with languages and more opportunities to learn about international practice generally.

The student group was drawn from the Student Action capacity-building programme and several had been involved in Erasmus opportunities to study abroad with student exchanges. These were seen as valuable learning opportunities and they enthusiastically described their experiences and how these had widened their perspectives.

On assessment, a range of methods were used as shown in Table 2 below.

	Use This Method	Do Not Use This Method	Not Aware of this method
Written summative examination at the end of each semester	111	31	
Open book/Open notes examinations	32	83	2
Structured Examinations (e.g. Multiple Choice/ True-False)	87	41	1
Essays (in examination or coursework)	90	41	5
Reviews or Annotated Bibliographies	23	83	15
Oral examinations (vivas)	86	45	1
Oral presentations	116	25	
Competency based assessment of practical skills (performance)	78	40	12
Report (e.g. lab report/case study report)	72	50	4
Portfolios	31	78	12
Individual projects	118	22	2
Poster display	37	74	4
Assessment of artefacts (e.g. products of task: computer programme/ object/artwork/ mathematical solution)	47	71	5
Assessment of process (e.g. the process of product design)	41	71	9

Table 2: Assessment methods

It can be seen that although there are a wide range of assessment methods used, the majority of teachers assess student learning through traditional exams, oral presentations and individual projects. Whilst useful among vehicles for assessment, exams tend to be indicative of assessment *of* learning rather than assessment *for* learning. Assessment practices worldwide have been radically reformed in recent decades and assessment is often a focus for staff development (Brown, 2015).

Assessment of skills does not feature widely, although all programmes claim generic and specialist skills development. Portfolios and annotated bibliographies were not recognised as means of assessment by 12 and 15 respondents respectively, although there are possibilities of translation limiting understanding here.

Somewhat surprisingly, one respondent claimed that there 'is no correlation between what we teach and what we assess'. Alignment with The Bologna Process is progressing, including curricula developed on competence-based and student-centred approaches using Learning Outcomes (LO's) (<http://erasmusplus.org.ua>). Staff highlighted the need for further development in writing and using LO's and in assessment practice more generally. Improved assessment practice has taken place globally over the past two decades, notably in UK and Australia.

Use of Technology in Teaching

Marshall, in 'Shaping the University of the Future: using technology to catalyse change in university teaching and learning' (2018, p266), provides a global model of using technology for online and on-campus learning which encompasses:

- Formally scheduled learning with a focus on engagement, collaborative and active learning experiences
- Informal learning, group activities initiated by individual students or as a part of group projects and assessments
- Individual learning supported by campus facilities such as library, student learning centres
- Social and community scholarly activities such as meetings, seminars, conferences, exhibitions.

The majority of teachers in the TEP survey do use technology in their teaching:

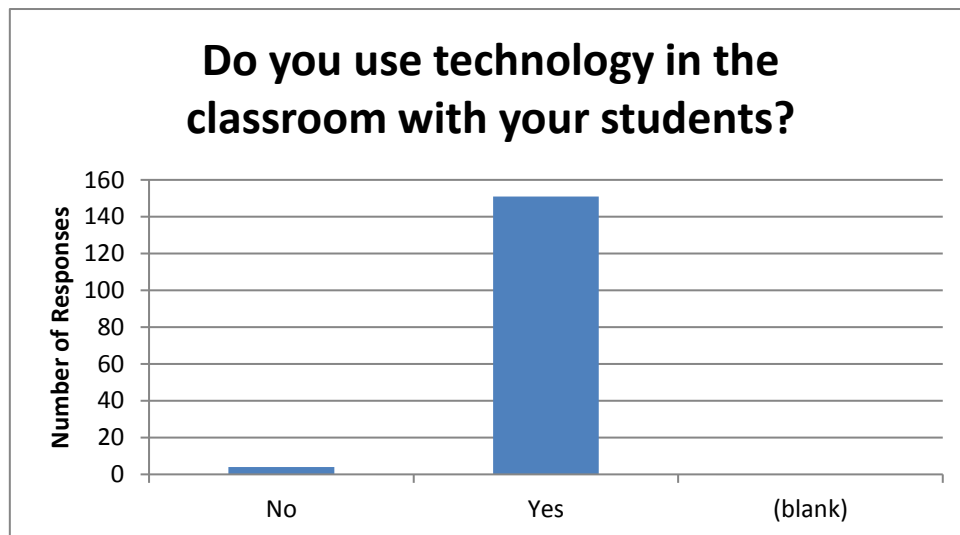


Figure 2: use of technology

However, a lower number reported students being able to access the internet in the classrooms:

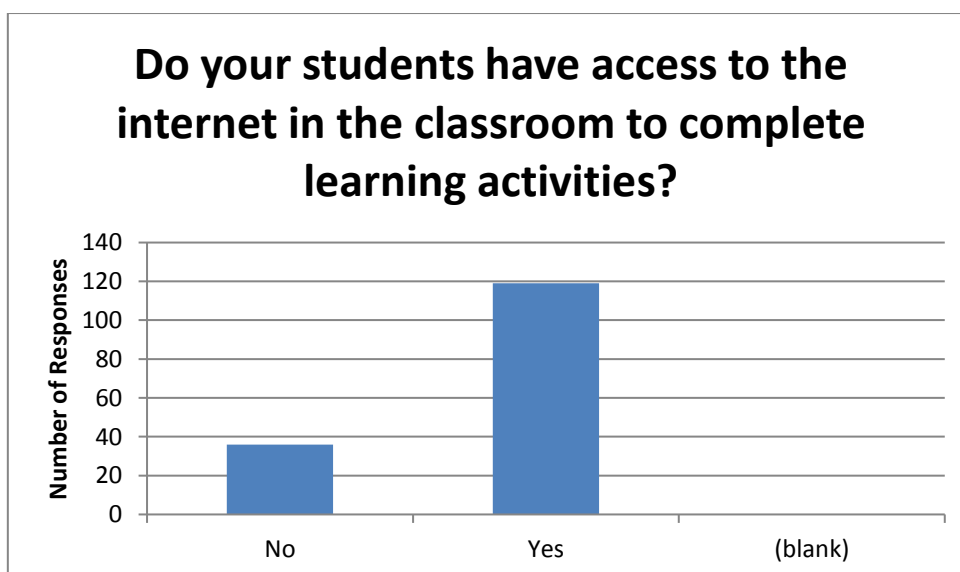


Figure 3: student access to internet

Just over half of survey respondents use a Virtual Learning Environment (VLE), with staff reporting the lack of IT equipment and university infrastructure as key challenges, alongside security issues, lack of training and lack of confidence in using IT. These were confirmed as issues by many of the interviewees. There was a wide range of practice, however, as others had up-to-date facilities, including Smartboards and created and used a range of Apps for mobile devices to use in teaching and learning. Students were regarded as sometimes having greater IT skills than the teachers, which presents an opportunity for increased peer learning.

When asked about their own support needs for developing practice, 27 respondents requested more support in using technology for teaching and learning.

Continuous Professional Development

Oleg Sharov, General Director of the Directorate of HE at the Ministry of Education and Science of Ukraine, outlined his vision for the 'systemic development of teachers within a liberalised system'. The system supports autonomy of universities, which is seen as valued by the sector, but within a regulatory system to ensure standards. He saw the starting point for Continuous Professional Development (CPD) as individual self-analysis, leading to departmental decisions, collated into university 5-year plans - overseen by the Ministry, possibly as part of the forthcoming new quality assurance system.

Universities fund CPD from institutional budgets, according to their own priorities. He believed that universities need to strengthen their links with industry, while recognising dangers of some of the best teachers being lured from generally lower-paid educational roles. Several teachers brought out the challenges of low remuneration levels and what they regarded as the low status of teaching. Only 72 from 140 respondents (51%) agreed or strongly agreed that teaching expertise is valued by their university, while 82 from 141 (58%) see teaching expertise as valued by their students.

There are no national teacher-excellence recognition schemes, although some universities have their own recognition schemes, based on teacher ratings and student evaluations. It was acknowledged by the State Expert within the Directorate that 'career development is not linked to teaching, but research' – something reiterated across many of the interviews and focus groups. One teacher commented that 'unfortunately, the quality of teaching in the classroom with students is not taken into account at all when forming a teacher's ratings'. Professorial posts are linked to criteria based solely on research, an approach which is being changed in many UK HE institutions where teaching quality can provide an alternative route to professorship. As one respondent pointed out in their final comments on the survey, 'In order to improve teaching excellence, it is necessary to create the appropriate conditions for promotion'.

Developing countries with recent political upheaval, resource constraints and under-developed Quality Assurance (QA) mechanisms often have low rates of faculty development (Smith & Hudson, 2017). There are encouraging indicators of infrastructure changes in Ukraine to address teaching quality in line with the European standards. Nationally, attention is being given to the development of a QA system. Institutionally, quality enhancement is being addressed alongside QA, with some universities creating new Centres for Academic Development or equivalent. For example, Borys Grinchenko Kyiv University (KUBG) is creating a network for teacher development and has set up a Centre for Development of Staff and Leadership. The Centre offers a teacher development programme including modules on curriculum design, learning outcomes, IT, teaching skills, leadership. To share practice they have a 'Festival of Methods' across departments and have held

sessions on inquiry-based learning, lecture-capture and adaptive training. New members of staff are offered mentors.

UCU have a new Centre for Education and Innovative Technology, offering a year-long programme to develop teaching skills, as part of their 2019-2025 strategy in developing the best teachers. They have used international expertise, including from UK and USA. One programme they enjoyed was in partnership with St Mary's University Twickenham, UK, and feedback indicates that participants were impressed with the approaches advocating student-centred learning, peer learning, group-work and institutional practices recognising and rewarding excellent teacher practice.

At Taras Shevchenko National University of Kyiv (KNU), again the point was made by the Vice-Rector that for career progression it is research and publications that are key. Although mandatory training and updating is undertaken at least every five years according to the regulations, many use this to focus on research as separate from teaching. The university has renewed its focus on academic development, including a recent programme for doctors who need to develop competences as teachers. The Vice-Rector explained that the problem of academic development was becoming more and more urgent and described it as a 'generational issue'. Older members of staff will have received training under the previous Soviet system, whereas more recent political changes led to a decrease in pedagogic training for early career academics and CPD. At KNU, they have developed introductory modules to university life and learning skills. As with UCU and KUBG, interviewees and focus group members were enthusiastic about the development of a Teaching Excellence Programme in association with the British Council.

Over 60% of survey respondents had no specific teaching qualification, as shown in figure 3 below.

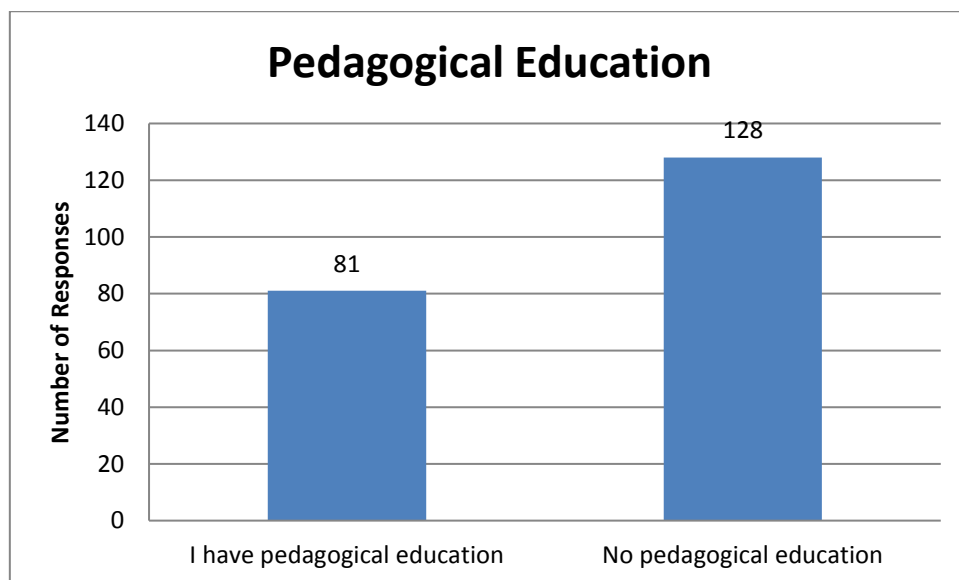


Figure 4: pedagogical qualifications

However, further in the survey, 76% reported participation in courses or workshops to develop their teaching practice. These included British Council development activities, language training, IT updating (including Moodle), webinars, projects and conferences. Time spent on activities ranged from one-hour-long workshops to more formal courses over 180 hours. It should be borne in mind that the requirement is to undertake training at least every 5 years, although some will use their time on CPD more related to research.

65 of the respondents had studied, done research or taught outside Ukraine, several on Erasmus exchange programmes as part of CPD. Erasmus+ during 2014-18 achieved staff mobility opportunities for 7,259 Ukrainians and ran 30 projects under the Capacity Building initiative. Programmes include adaptive learning, transferable skills training, internationalisation, IT skills development, enterprise development and using gaming. Full details are available on their website <http://erasmusplus.org.ua/> The MOPED project (Modernization of Pedagogical Higher Education by Innovative Teaching Instruments) researched digital capability and needs, including participants from six universities (769 university teachers). This project is led by KUBG and a conference in September 2019 includes streams on E-environment of Modern University and Digital Technologies in Modern Higher Education.

Erasmus funding recipients are expected to disseminate their findings, *e.g.* through seminars, train the trainer events, Rectors Councils, conferences. The Erasmus lead explained it 'works very slowly' but was enthusiastic about the benefits it had brought to teachers and students. She believed that such experiences would be beneficial to potential participants in the Teaching Excellence Programme as they will have had international experience and demonstrated a commitment to sharing their learning with colleagues at their institution and beyond.

Go-Higher (www.gohigher.org) was created as a platform for university teachers. It supports experience exchange through newsletters and online, disseminates good practice and provides cost-free development through the website, networking and capacity-building events. Their Creativity Campus was supported by the British Council, Pearson, Dinternal Education and the Ministry of Education Ukraine.

The Leadership Development Programme, run by the British Council, also resulted in various initiatives impacting on teaching excellence.

Opportunities to share good and innovative practice were widely used, with 83 from 93 survey respondents claiming to disseminate practice. More respondents answered the question regarding who they share practice with, including to colleagues (120), within the School (87) or Faculty (43), across the university (41), to discipline groups within Ukraine (55) and beyond (29). Teachers interviewed gave many examples of good practice from their own institutions, including Learning & Teaching Forums, workshops, Festivals of Practice and conferences, although there is no regular national Learning & Teaching conference. At a senior level, good practice is shared at Rectors' Council or through local administrative routes.

The results from the question relating to teachers having opportunities to discuss and reflect together on their professional practice, as shown in figure 5 overleaf, were both encouraging and indicative of a positive learning culture. Professional Standards Frameworks, for example the UKPSF (www.heacademy.ac.uk/ukpsf), expect reflective practice to be in evidence for all categories of Fellowship recognition. One respondent suggested that Ukraine needs a national framework showing expectations of good teaching practice, with potential measures.



Figure 5: opportunities to discuss practice

Teachers reported being observed in the classroom and being rated by students, but these primarily came across as judgement exercises rather than learning opportunities. Peer observation for learning was recognised by 54 respondents, but one student expressed the opinion that teachers were 'afraid and opposed to feedback' and needed to be able to reflect more and learn. The fear understandably arises - discussions with teachers and managers revealed that the usual practice for employment is for short term contracts (3-5 years, but sometimes less), rather than secured permanent roles and burnout from role overload was brought up by teachers on several occasions.

Considerations for the proposed Teaching Excellence Programme

In preparation for the next stage of the project, survey respondents and interviewees were asked their views about their and other teachers' academic development needs. The teacher group with representation across Ukraine sent in responses by email after the focus group. Amalgamated results show the following, roughly in order of the number of times referred to:

IT, including presentations, using VLE, open and distant learning, MOOCs, lecture-capture, gaming
New and innovative teaching methods (theory and practice), including student-centred and interactive approaches, group-work, using simulation and role play, peer learning, problem-based learning. This should be against the backdrop of context, legislation, ethics and international good practice.
Assessment practice, learning outcomes, portfolios, avoiding plagiarism
Developing language skills
Theories of learning, student motivation, memory, facilitation skills, inclusivity, students as partners
Development and assessment of student graduate attributes, creativity, critical thinking
Teacher self-development, well-being, collaborative approaches, time management, mentoring, giving and receiving feedback
Teaching evaluation
Networking and working with employers
Lecture and presentation skills
Quality assurance and enhancement

Table 3: Suggestions for content for proposed Teaching Excellence Programme

Teachers suggested that the delivery should be by blended learning, with online components supplemented by group workshops and meetings as they would 'need opportunities to meet each other, especially across institutions'. It was expected that initial participants would be expected to cascade their learning through their own universities, subject groups and/ or regions. The programme would need to be designed to 'train the trainers'.

The question was also asked about the selection process for participants for the first cohorts. A consensus arose around participants working together in teams (in hubs within an institution or across institutions), which the interviewees had found to be successful in their experiences of the Leadership Development Programme. All agreed that a minimum of experience in teaching was essential, but the period ranged from three to over ten years, and some regarded it desirable that the participant had international experience. A teaching qualification was seen as a potential criterion for recruitment. A cohort reflecting a range of expertise in terms of subject area and seniority was advocated. Proficiency in Ukrainian and English was seen as essential.

The process would need to include a letter of application expressing motivation for and commitment to undertaking the role. This should include examples of excellence in their own practice, using innovative methods, and how they had further disseminated this to benefit colleagues and their own learners, thus demonstrating extended impact. Suggestions were also made that videos of teaching practice could be useful. There were discussions around the value of institutions nominating participants and all applicants would need to have letters of support from a senior manager, probably the Rector.

As there would be no direct funding for participants, recognition in intrinsic form would be needed, including Certificates of Attendance. One teacher recommended that the programme be designed to as in-service CPD, with the final assessment being an observed class of teaching other teachers. Interim evaluation of a pilot followed by a final evaluation of the programme was recommended.

When asked about the possibility of participants being given time by their home institution from their workload hours, one Vice-Rector gave assurance to the group that 'it was the easiest thing to do'. Participating in the programme would benefit the individual and their own institution.

The interviewees and focus groups were unequivocally enthusiastic about the proposed Teaching Excellence Programme, with some teachers eager to be part of the pilot group. It was seen that this could form the basis of the 'systematic development of teachers within a liberalised system', as envisioned by the General Director of the Directorate of Higher Education at the Ministry of Education and Science of Ukraine.

CONCLUSION & RECOMMENDATIONS

This Report has summarised findings from the survey, the interviews and focus groups, alongside secondary data sources. This completes Stage One, the Needs Analysis.

The findings show that there are areas of good practice within the Ukrainian system of Higher Education and a Ministry-level vision for academic development for excellent teaching. The good practice is not however consistently spread and there are distinct areas that teachers and other HE professionals believe are needed to improve teaching practice.

There is an appetite and enthusiasm for the proposed Teaching Excellence Programme to address these perceived shortcomings in current professional practice, especially around the use of technology in teaching and more student-centred interactive approaches to teaching and learning.

Platforms, such as the Erasmus+ website and GoHigher, already exist to disseminate good practice.

The following recommendations are proffered for further consideration by the key stakeholders, following the Stage Two UK Study trip in preparation for Stage Three Concept development:

1. The content of the TEP should be based on the teacher's proposed areas for development, as shown in Table 3 of the Report. The key areas are around student-centred learning, interactive approaches and using technology in learning and teaching.
2. The TEP should be designed as a blended programme, allowing for some online content supplemented by workshops and meetings.
3. The process for recruitment of the first cohorts should be based on letters of application, including their motivation and commitment to training others. Examples of innovations and impact should be included. Institutional support is essential. Further criteria for recruitment are discussed in the Report.

Whilst it is outside the scope of this report, it is timely to include several other recommendations for policy-makers and institutional leads:

1. A national hub, to include information and networking for HE practitioners, would promote consistency in access to resources. A national scheme recognising excellent teaching would enable innovative practitioners to celebrate their achievements.
2. Consideration should be given to the benefits of using a professional standards framework, to enable all HE practitioners to demonstrate professional competence.
3. Each university (or groups of smaller institutions) should create institutional infrastructure and processes to support excellent teaching and learning, such as Centres for Academic Development. Human Resource processes for professorial appointments should be reviewed and consideration given to inclusion of excellent teaching practice within promotions criteria.

The TEP proposals were welcomed and the work during 2019-2020 in developing and delivering a pilot programme is regarded as a timely venture. As with all new initiatives, early evaluation is also recommended to ensure the needs of the Ukrainian HE and wider community are met.

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Web Resources

[www.advance_he.ac.uk](http://www.advance.he.ac.uk)

<http://erasmusplus.org.ua>

www.gohigher.org

<https://www.heacademy.ac.uk/knowledge-hub/framework-embedding-employability-higher-education>

www.heacademy.ac.uk/ukpsf

www.naric.co.uk

<http://partner.kubg.edu.ua>

APPENDIX I

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APPENDIX II

Leadership Development Programme initiatives relevant to Learning and Teaching:

TEACHING and LEARNING MODERNISATION

Projects developing student soft and employability skills, entrepreneurship and innovation, curriculum development including work-based courses relevant to employers, teaching approaches and skills, faculty development

- ✚ Soft Skills Portal (*Taras Shevchenko National University of Kyiv*)
- ✚ “Info-hub” Student Service Centre (*Donetsk National University of Economics and Trade named after Mychailo Tugan-Baranovsky*)
- ✚ Entrepreneurial and Innovation Initiatives at the University (*Kyiv National University of Technologies and Design*)
- ✚ Faculty development for research-based teaching (*Borys Grinchenko Kyiv University*)
- ✚ Developing study programmes with advance workplace training (dual programmes) (*Ukrainian National Forestry University*)
- ✚ Developing “sandwich” courses (*Poltava University of Economics and Trade*)
- ✚ A student-centred approach to the design and delivery of study programmes (*Lviv Polytechnic National University*)
- ✚ Developing university teaching excellence (*Ukrainian Catholic University*)
- ✚ Training for young university teachers (*National Technical University “Kharkiv Polytechnic Institute”*)
- ✚ International Classroom: Enhancing Internationalization in Teaching and Learning (*National University of Kyiv-Mohyla Academy*)
- ✚ Developing leadership skills in young scientists (*National University of Life and Environmental Sciences of Ukraine*)
- ✚ Educational game hub Nobel-Quiz (*Alfred Nobel University*)

QUALITY ASSURANCE and ENHANCEMENT

Projects developing quality cultures, policies, structures, systems and processes:

- ✚ Study programme evaluation mechanism in the internal quality assurance system of the university (*Drohobych Ivan Franko State Pedagogical University*)
- ✚ Developing a quality assurance system in higher education (*Kremenchuk Mykhailo Ostrohradskyi National University*)
- ✚ University Strategy of Academic Integrity (*Kyiv National Economic University named after Vadym Hetman*)
- ✚ RISE – Rebuilding Integrity in Science and Education (*Chernihiv National University of Technology*)
- ✚ Building a Culture of Academic Integrity among the Students (*Vinnytsia National Technical University*)
- ✚ Quality Assurance of Engineering Education (*Igor Sikorsky Kyiv Polytechnic Institute*)

