

PROGRAMMES IN THE UNITED KINGDOM

1. BACKGROUND

Few universities in the United Kingdom have central units or agencies with a comprehensive remit to foster the improvement of teaching and learning. Indeed, until ten years ago most university teachers could call on few resources outside their own teaching departments to aid them in the process of preparation of, or participation in, a learning situation.

As will be seen from what follows, developments since the early 1960s have followed two quite separate paths: One towards the provision of teaching media units, centrally organised and managed; and the other towards training courses and staff development activities which owe their origins and allegiance to some central academic committee. It is only very recently that official steps have been taken anywhere to unite the two into comprehensive educational technology service agencies.

Origins

It is difficult to ascertain when educational media or staff development activities began in earnest in the British universities. By 1960 there were individuals, and groups of individuals, who had experimented with television, programmed learning and other technologies in various fields of advanced study, and at least one university had begun informal "training" courses for its new teaching staff. However, no co-ordinated national concern had been yet expressed, and few universities had set up academic committees to consider the quality of teaching within their walls. It was to be the mark of the 1960s that both nationally and locally the higher education sector was to turn to issues of teaching improvement.

In 1961 the Association of University Teachers made an approach to the Committee of Vice Chancellors and Principals with a case for the training of teachers in higher education, and their request was amply supported by the evidence produced for the Committee on University Teaching Methods (Hale Committee) which began work the same year.

The Hale Committee reported in 1964 and indicated general demand for guidance and help in teaching methods; not only from university teachers who had no previous experience, but also from those who had undergone teacher training in other sectors of education or who had received other training in methods of instruction. There was, however, very little in most universities to meet such a demand, apart from general informal advice at the departmental level, and this the Hale Committee recognised in its recommendations.

The first requirement, said the report, would be for a body to promote and steer a concerted programme of experiment on an inter-university basis. Such a body should be able to finance experiments in teaching methods, and perhaps eventually offer advice on teaching methods. It was clear that universities would not favour any proposal to make training a pre-requisite for obtaining a teaching appointment (as was and is the case in other sectors of education). As an alternative, the Committee suggested a number of ways in which opportunities should be given to academic staff for a critical discussion of methods; and it laid the foundation for the future direction of educational development by placing emphasis on the specification of objectives, the operational skills of teaching, and the motivation of students.

Teaching Resources

At this point the universities began to consider practical steps which they might take to assist teaching development, and the following year (1965) witnessed another report which was to have, in some ways, an even more lasting effect on teaching facilities in universities. This was the report of the Committee on the use of Audio-Visual Aids in

Higher Scientific Education under the Chairmanship of Sir Brynmor Jones.

The Brynmor Jones Committee saw an opportunity to improve university teaching in a rational, systematic way, using central service units for the production, storage, retrieval and presentation of teaching materials, and stimulating research in such areas as course development.

"This means that an area of study is temporarily removed from conventional teaching and is critically examined in order to define carefully the objectives, the standard of performance required, the precise content, and the best possible means of presentation".

The Committee and the national structure of educational technology which arose from its recommendations have promulgated a view that "the application of educational technology involved a radical reappraisal of the teacher's role, including the development of his appreciation of, and capacity to use, the range of software now available ... Basic to the development of the systems approach is the need to develop our understanding of the ways in which learning takes place. A programme of training and re-training for teachers, lecturers, instructors and administrators is vital".

It is now a well-known feature of British university history that the Brynmor-Jones report stimulated the growth of educational technology centres, media units, audio-visual units, television centres, and so on. Whatever the name used, the emphasis was much the same: On service to the teaching departments. Provision of teaching aids, production facilities for film, television and other media, distribution of the same. The concept of the "radical reappraisal of the teacher's role" did not emerge: nor did that of the critical examination of teaching.

University teachers have not proved willing to place great reliance on facilitators or agents of change who are themselves outside the teaching situation. Many of the educational technology units have been staffed by people whose experience lies primarily outside the educational field or largely within the field of educational broadcasting where conditions and objectives differ greatly from inside higher education. The co-operative working links between unit staff and academics, therefore, must often have been of the manager/technician kind, rather than an equal partnership in the improvement of student learning. The term, "central service units", has been widely used to describe them, and is not inappropriate to the role they have come to play in most universities.

One of the hopes of the Brynmor-Jones Committee was that such resource centres would stimulate curriculum evaluation and development in universities. This, indeed, would have forged a meaningful link between educational resources, policy, theory, practice, and development. Training of new staff and continued development of experienced staff would both have happened through the medium of their own teaching discipline and subject matter. Instead, the last ten years have seen in the universities a fragmentation: training and staff development have been fostered by different agencies - agencies who often leave no meaningful working links with those responsible for "central service".

Training

Developments in academic staff training owe a good deal to a second committee under the chairmanship of Sir Brynmor-Jones. Both the Association of University Teachers and the National Union of Students had continued to press for more attention to be paid to quality of university teaching and professional standards; and so in 1971 the Committee of Vice-Chancellors and Principals invited the AUT and the University Grants Committee to join it in looking at future policy.

The Brynmor-Jones Working Group recognised that most universities were providing a short one or two-day introduction or induction for new teaching staff, and welcomed that fact. It did, however, strongly call for a great expansion of this concern for the improvement of teaching. It suggested that:-

- (a) Each university should provide a 2-3 day induction for all new staff, covering the organisation and government of the university, the central services provided and the teaching aids available.
- (b) Departments should offer induction to syllabuses, student progress, course loads, departmental policy and organisation.
- (c) During his or her first year of service each new lecturer should be strongly encouraged to attend a course of initial training in university teaching extending over several terms or concentrated into two whole weeks.
- (d) Such an initial course should provide opportunity for the practicing of basic teaching skills, and there should be an opportunity for new staff to receive help in improving their performance.
- (e) New lecturers should be allowed sufficient time for training purposes; might be appointed a month early to benefit from training; and might be officially "counselled" by a senior member of the department who was responsible for keeping abreast of developments in teaching and learning.
- (f) After a period of 3 to 7 years' service, each lecturer should have an opportunity to attend one or more advanced courses of training, each lasting one week; the object being to provide an opportunity for the dissemination and discussion of the results of recent research in teaching and learning, and for the exchange of views on common problems.

Following the report of the Working Party, the Committee of Vice-Chancellors and Principals agreed to set up a co-ordinating committee to keep the training needs of university teachers under review, to disseminate information, to encourage development and offer advice to universities. The Association of University Teachers and the National Union of Students participate in the work of this co-ordinating body; the University Grants Committee funded it for its first two years of existence, and participated in its work for its first four.

Co-ordination

A body with such representative (and powerful) members was seen by many as a focus for educational development in the universities, but the first four years have seen few big advances. The Brynmor-Jones working group report was generally welcomed by universities, and many devoted more time and energy to the training of new teaching staff. Little has been done, however, to develop more advanced training, and there is still little sign of consolidated movement towards integrated educational development or staff development programmes in universities.

There are two main reasons for this. First of all, the financial situation has not been conducive to the development of new activities and the absorption of new costs in universities. As new training activities have been identified, so have come reductions in the rate of growth of university income. Training and educational development generally have

faced more competition from existing departmental budgets, increasing staff and equipment costs and all the other results of inflation. Most of the advances in staff development have been as a result of inexpensive or cost-free measures, many of them undertaken through the goodwill (or time sacrifice) of individual university teachers.

A striking example can be seen in the fate of another national effort towards the improvement of university teaching. In 1971 the University Grants Committee instituted a series of Educational Development Grants, to foster research into staff training and educational innovation. In 1974 the second wave of support from that grant fund was halted, and the money available was clawed back to help universities with general running costs and to assist in meeting inflationary deficits. Since universities themselves had no general provision for research and development in this area, the claw back had the effect of halting growth in new areas of staff training.

The second main reason for lack of progress in integrated educational development has been the responsibility for new staff highlighted by the National Agreement on Probation. This agreement between the Association of University Teachers and the University Authorities' Panel in 1974 outlines responsibilities which universities, departments and certain individuals have to ensure that probationary staff are given every opportunity to obtain tenure. For the last two years universities have been reviewing existing training facilities and promotion procedures in order to fulfil their obligations under the Agreement, and so little has been done in other areas.

At the time of writing, universities are faced with news of a likely 4 percent reduction in real income for session 1977/78. There appears to be no sign of a return to a quinquennial allocation system, and university authorities foresee the continuation of very short-term planning horizons. Against this background, with concern for recurrent costs and reduction (or absence of) capital projects, it is not surprising that teaching resources and training activities are both under pressure. While drastic reduction of funds to these areas seems as yet unlikely, there can be little hope of expansion in the foreseeable future.

2. TEACHING SUPPORT AGENCIES: PURPOSE AND PRACTICE

For the sake of convenience, this chapter is divided into three parts:

- (a) A general description of the remit and functions of the many existing media resource centres.
- (b) A similar description, with illustrations, of the mechanisms evolved for training university teachers.
- (c) An illustrated description of the few centres which have undertaken a conscious integration of the two functions.

Media Resource Centres

The Nuffield Foundation Group for Research and Innovation in Higher Education undertook a study of forms of support for improving university teaching between 1972 and 1974, and their report, "Supporting Teaching for a Change", sums up the experience of the centres. Talking of the hope that the new communication media would help improve teaching and in the long run achieve savings in cost, they observe:

... in general things did not work out that way: neither teachers nor students made enough use of what was offered to them. It was as if a perfectly sound organ was surgically transplanted, but was then rejected by the system. Admittedly, something was usually achieved in terms of

improvements in teaching and learning; but this was often in the nature more of embellishment than of straightforwardly recognisable improvement. One might see the development as somewhat akin to cosmetic surgery, in improving the appearance of the organism without fundamentally altering its nature.

The Nuffield study showed that audio-visual centres in the institutions visited varied greatly in size and management structure but were similar in the services they attempted to provide. A typical profile was suggested for a university of up to 5,000 students (in October, 1974 nineteen universities topped the 4,000 mark):

- (a) The unit was likely to spend 1 per cent of the annual budget of the university (that is, £10 per student).
- (b) It might employ up to fifteen people.
- (c) Its activities would include equipment supply and servicing, projection, photography, graphics, film, television.

In most centres the number of educational consultancy and training personnel formed a small proportion of total staff.

Commenting on the work undertaken by service units the Nuffield group point out that television is "the most visible of audio-visual services". Because it generally occupies more space and costs than other services, it "tends to be regarded as the barometer of the success of media provision". They indicate that television has a varied history in British universities, its uses having changed and developed over the last ten years, and its effectiveness having risen and fallen with different uses.

To some extent central units have been judged by their use of television, and this has been an unfair criterion. Although teachers have not used television facilities very widely, they have created a steady demand for other (often less obvious) facilities. While television-studio capacity is usually underused, most units report a need for more staff in graphics and photography since existing capacity cannot meet the demands from academic departments.

Professional directors and producers have not been very involved in the graphic and photographic services, and, therefore, in some units have found themselves under-utilized unless they have diversified their role in the university. One of the areas for diversity has been in the direction of consultancy work for academic staff. How far such consultancy has become a part of a producer's role has depended greatly on the ethos of the institution, and on the status afforded to such staff by academic colleagues.

Where a producer is regarded as being a member of the corps of "academic-related" staff, then he has probably had to work against ready rejection by academics; or he has had to find some academic "respectability" through research or scholarship in the educational field, all of this to counter the common perception that the media consultant is far removed from the "chalk face". Few of them have personal opportunities to teach within the university and can, therefore, be accused of understanding teaching problems only at second hand.

The present writer's experience in meeting central-unit staff in most universities is that one way out of the dilemma seen by many of them is to engage in teaching and at the same time to contribute to the training and staff development programmes organised for teaching staff. There would appear to be a good deal of interest among producers and directors in this avenue to the kind of "respectability" mentioned above.

Training

Media units have been involved from the beginning in the training process. In many universities the first halting attempts to provide induction and introductory training for new academic staff were co-ordinated by the media unit or the Department of Education (if the university had one). Whoever carried out his co-ordinating role, the course would most likely be heavily dominated by sessions on "how to lecture" and on the use of audio-visual aids in lecturing.

Most universities found this a convenient way to begin, but not one which inspired continued confidence among academic staff. Both media-men and educationalists were seen to have vested interests in training their colleagues, and the trend in the British universities in the last five years has been towards the co-ordination of training being carried out by a broad-based university committee.

Such committees as have come into being (there were thirty two in 1975) are generally responsible to Senate or to one of Senate's important staffing or educational committees. They typically represent all schools or faculties of the university and include in membership "experts" such as media producer, an educationalist and/or a psychologist.

Committees find it difficult sometimes to be their own executive, but the field of introductory training is an exception. In many universities it is the members of the training committee who organise and lead discussions, workshops and seminars on teaching and assessment methods and who provide the individual tutorial support needed by new staff. In many cases the members of the committee will devote many unpaid hours in educational development work.

There is a limit to the extent to which a senior member of academic staff can devote himself to this training activity without reducing his own teaching or research commitment, and where members of media unit staff assist with training they have usually no such dramatic conflict. Usually they will be able to provide more time than their academic colleagues on the committee and have the potential to increase their commitment to educational development activities which form a natural follow up to initial training.

It is in this area that media units have seen scope for their own development, either by using existing production and directing staff in a wider supportive role, or by recruiting new staff who have previous experience in educational development work.

In several universities opportunities have arisen for some sort of development of the role of a central unit. In some cases the university has recognised the need to augment the work done by voluntary committees and has agreed to appoint an individual to play a greater executive role in staff training. The arrangements evolved have not been standard, and several models have emerged. It is worth looking at three quite different examples of the way in which the interests of training committees and central services have come together, remembering that only a minority of universities have yet been able to make full-time appointments in this field. Whether, if economic times were happier, other universities would adopt any of these models, is a matter for speculation.

Synthesis

The three models which are illustrative of the new approach are exemplified in the Universities of Exeter, Bradford, and Strathclyde. The model which has evolved in each case is a result of many factors; the human resources available, attitudes to central services within the institution, the structure of academic decision making, finance, and many others. By looking at each one, some of these influences may become apparent.

(a) University of Exeter

The University of Exeter founded in 1974 the Exeter University Teaching Services Centre at a time when it had no central services in the media field. There was, at the time, an informal (but recognised) training course of a few days' duration for new teaching staff, organised by volunteers and under the general watching eye of a senate committee. There were therefore no established unit, no full-time personnel, and no vested interests within the University in future development in either area.

The appointment of an internationally-known writer on teaching and learning in higher education to the post of director of the Services Centre came at a time when interest in faculty development was growing in all British universities; and the new director had had the opportunity of discussion and first-hand experience in many institutions to assist him construct a working model for Exeter.

The Director is the only member of academic staff in the Centre, and answers to the Faculty of Education for any students who may study with him. Otherwise he has the advice and support of the Teaching Services Committee set up by the Senate and is responsible like any other Head of Department to the University for finance, staffing and development.

The activities of the Centre integrate training, research, advisory and media functions: training through regular courses and seminars; research into student study and attitudes; advisory services by personal contact with individuals and departments; and media facilities mainly through centralisation of work on tape-slide programmes, projection and maintenance of audio-visual equipment.

The Centre has developed a computerised abstract reference system on university teaching for use inside and outside the university; and also has an experimental officer working in the field of graphics.

All of these services and facilities are integrated: in the sense that research into student study is ploughed back into staff development work and into counselling; and also in the sense that requests for media facilities bring academic staff in contact with a fellow academic who is concerned with the development of teaching and learning. Clearly the service may develop so that there are other members of academic staff working in these areas alongside the Director: until then the model depends on the experience, skill, insight, and strength of one man.

(b) University of Bradford

The Bradford University system differs somewhat from the previous model - largely because it is built upon a previously-existing Audio-Visual Service of some years' experience in consultancy as well as media provision. The University created a new post in 1972, that of Organising Tutor in University Teaching Methods, with special responsibility for introductory training of new staff and for providing a continuous staff development programme through seminars, workshops and individual consultations. The programme is stimulated largely by academic staff themselves, and the Tutor plays a responsive role to expressed needs.

The Tutor carries himself the responsibility for the development of the staff development programme, along guidelines laid down by the Academic Committee of the University. He operates from within the Audio-Visual Service which has grown and changed into the new Educational Development Service; he consults with the Director of that Service on the annual budget; and the work is discussed in depth by the Advisory Committee for Educational Technology, which overlooks the work of the Service generally.

This model clearly recognises a specific training and staff development need within the broad field of educational development, and

operates through identifying a senior member of staff with such work, and associating him in fiscal and general practice with related activities.

(c) University of Strathclyde

The mode of operation at Strathclyde recognises the previous existence of both an active media service and a staff development programme.

The Audio-Visual Unit of the University was one of the earliest in the country, and by the mid-1970's had developed a wide range of services and consultancy work associated with teaching services, both on its own and in association with its counterpart at the University of Glasgow with which it was formally linked.

Also, by the mid-1970's Strathclyde had built up a semi-permanent team of tutors drawn on a voluntary basis from all Schools of the University to operate a training programme for new members of teaching staff, research fellows, and assistants and certain research students. This team had gained some six years' experience and had been co-ordinated throughout most of that period by the same person. That person had become increasingly involved in study guidance programmes for students, consultancy to individual teachers and to departments on curriculum and teaching development, and educational research within the University. Much of this work had involved co-ordination with the Audio-Visual Unit.

The University had for nearly ten years investigated proposals for teaching courses within the field of Human Communication and finally in 1976 a proposal of this sort was accepted by the Senate, together with organisational changes which brought the audio-visual and staff-development personnel and programmes closely together. The result is the Centre for Educational Practice.

The Centre has responsibility for teaching, research and development work in post-secondary education, for staff and student support services and for the provision of film, television and other audio-visual services. It operates an introductory course for new teaching staff, a similar course on teaching, learning and assessment for research personnel, a study guidance "clinic" for students, seminars and workshops on teaching and learning for all Schools of the University and conducts research for the Academic Practice Committee of the Senate.

The senior staff include a Head of the Centre, responsible for overall work; and Adviser in Educational Methods who co-ordinates staff development, student guidance and research work and also acts as Senior Lecturer on the academic side; a Director of Production who co-ordinates media services and studio/outside broadcast work; and a Lecturer/Producer who teaches in the undergraduate class in Human Communication and directs both film and television productions.

The model depends upon having a central corps of academic staff who integrate educational technology with the technology of education. There are no firm dividing lines between the responsibilities of the individuals involved, and a great deal of co-operative activity takes place. As a teaching department, the Centre has the same pedagogical problems as other departments, and academic colleagues recognise it less as a central "service" and more as a resource based on common experience.

3. TEACHING SUPPORT AGENCIES - GENERAL CHARACTERISTICS

Section 3 will present detailed information drawn from a recent survey of the Universities in the United Kingdom. This present section sets out a broad summary of features which relate to different aspects of the task of improving university teaching.

(a) Introductory Course for New Teaching Staff

All but one of the British universities currently offer such a course. The University of Lancaster prefers to send its new staff to courses elsewhere to offer personal resource and guidance services as a back-up.

The course offered in most universities is likely to take place prior to the beginning of the academic year, and many universities now make new appointments a month early to facilitate participation. In most cases, the course occupies some four days, with possibly some follow-up later in the academic year; although it could last for more than two weeks in certain institutions. Basic activities include an introduction to lecturing and small group teaching methods; assessment techniques; student learning and general counselling. Variations occur. (See Main, A., "Training of University Teachers in the United Kingdom, 1975.")

In addition, the Institute for Educational Technology at the University of Surrey and the University Teaching Methods Unit, University of London, offer introductory courses on teaching and learning which are open to new or relatively inexperienced teachers in universities and polytechnics throughout the United Kingdom. Certain introductory courses are included in the programme organised by the Centre for Medical Education, University of Dundee. These are, of course, solely or primarily for medical teachers.

(b) Regular activities for experienced staff

Few of the university agencies or centres report organising regular programmes for staff in post, and the general impression is that in the United Kingdom universities lag behind the polytechnics in this respect. This is largely because little attention is paid at departmental or faculty level to individual career development or to instructional development. Little or no funds are deployed at either level to sponsor attendance at activities designed for these purposes; and there are in few universities arrangements for release time.

Two exceptions might be mentioned. The University of Sussex offers a full-time one-year course in curriculum development in higher education, and a small handful of teaching staff from United Kingdom universities secure release to attend. Starting in 1977, a joint venture is proposed by the University of Surrey, Hatfield Polytechnic, and the City University, London: this is a part-time diploma course in teaching and learning in higher education extending over two years. It is too early to ascertain how many university teachers will be able to secure time to benefit from this; in any case it will be confined for practical reasons to those in the South East of England.

There are certainly no well-co-ordinated, "in-house", in-service programmes of staff development in U.K. universities; whatever activities there are fall clearly into the next category.

(c) Occasional staff-development activities

Ten universities, all of whom have either a full-time member of staff to organise introductory training or have some other form of continuity, facilitate a variety of seminars and/or workshops for teaching staff at all levels.

Very often these arise from needs expressed by young members of staff who have been stimulated by attendance at the introductory course

and wish to carry on learning; sometimes they arise from pressure from one or two enthusiastic faculty members; sometimes they are at the behest of a forward-looking Senate Committee.

However, they have arisen, almost all are marked by fluctuation in numbers or interest. A series of activities planned over an academic year will attract different individuals depending on the topics offered; and the numbers will rise and fall as a result of conflicting attractions and of how "central" in interest the topics turn out to be. Few efforts in this direction are uniformly successful - although at UMIST, Salford, Bradford and Strathclyde there is some evidence that they help to develop a "core" of enthusiasts for instructional development.

(d) General Guidance to Academic Staff

Again those universities which have an identifiable centre or individual can afford to foster guidance services to individuals and to departments. There are at least twelve such agencies in operation at the moment: offering help at pre-planning, planning and operational levels on objectives, methods, evaluation and assessment. Course review and course planning is an area where there is still a good deal of sensitivity, and help is not widely sought. Central agencies are seldom, therefore, involved outside the "methods" area.

Exceptions to this are at the Universities of Sussex and Bath, where the central agencies explicitly offer curriculum development and course evaluation consultation services and have the offer taken up; and at the Universities of Salford, Birmingham, Bradford and at UMIST, where the central agencies have been able to foster self-help and peer-help groups to the same end.

(e) Audio-Visual Services

These have been described fully in Section 2. Suffice it to say here that no university is without such services, but there is still variety in the provision: some have full studio and production facilities in a variety of media, others have centralised maintenance, purchasing and co-ordination services; some have co-ordinated policy on educational development and the media, others have separate agencies and no integrated policy; some have high-activity centres, others have departmental enthusiasts.

Few university teachers need to look far for hardware and certain sources of materials, but many might still have to cast outside their own institutions for guidance on the integration of technology and pedagogy.

(f) Research

In other countries research into teaching and learning in higher education, course planning and evaluation, student study and attitudes, is an integral part of any central agency's contribution to its institution. Perhaps it is because educational research is less respectable in the UK, or perhaps it is because such agencies as exist have too few staff to maintain practice and research - but certainly there is not a great deal of link between research and development in higher education. Only eleven universities report any conscious, planned link up between the two. Of these, six universities have only one person to bring about this link, which perhaps indicates the strength of the research discipline. In the others it is difficult to be sure how far research effort eats into the time central agency staff can spend in directly helping their academic colleagues in the field.

(g) Student Study Guidance

Although not usually listed as a direct link in the sequence of events in teaching-improvement programmes, it is worth pointing to this as an area of growing interest and activity in the United Kingdom.

Only three of the central agencies identified in the present study reported involving themselves in this area, but counselling services set up under other jurisdictions usually have this as a major task, and it has undoubtedly become a major commitment in recent years. Such counselling services often call upon psychology or education departments or on individuals in other teaching departments for specialist help. The City University, the University of Sussex, and the University of Strathclyde do, however, include this in the remit of their respective Centres; and all report that this brings great benefit to staff and to students.

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(Hale Report), 1964
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the training of University Teachers may be
obtained from the Co-ordinating and Research
Officer, Dr. C. C. Matheson,
University of East Anglia, Norwich.

INDEX OF UNITS IN THE UNITED KINGDOM

This section gives an account of each agency, in its own words, obtained in response to the author's questions. It includes only those centres, units or programmes which have some permanence; some specific remit to aid the improvement of teaching and learning in the institution as a whole; and some earmarked or identified staff employed for that purpose. It excludes those universities where an existing department or a volunteer group of academic staff undertake the provision of an introductory course for new teachers and nothing else. These facilities are described later in general terms, and details of the individual arrangements would be repetitious.

1. UNIVERSITY OF ASTON IN BIRMINGHAM

Address	Gosta Green, Birmingham, B4 7ET Telex 336997 Telephone (021) 359-3611
Name of Unit	Department of Educational Enquiry
Contributor	Professor R.C. Whitfield, BSc., PhD. Leeds, MA Camb. MEd. Leic., FRIC Head of the Department of Education
Description of Work	Academic Staff Induction Course (one week's duration). Meetings about twice a term on aspects of higher education. Advisory system to do with the probationary period for new academic staff. Periodic workshops on aspects of teaching and learning.
Sources of Funding	Funds are supplied through central academic services of the University.
Number of Staff	One senior lecturer to co-ordinate the whole field, responsible to a small teaching sub-committee of Senate and to the Professor of Education.
Publications	None.
Other Agencies	Internal departmental co-operation.

2. UNIVERSITY OF BATH

Address	Claverton Down, Bath, BA2 7AY Telex 449097 Telephone (0225) 6941
Name of Unit	Educational Services Unit
Director	Dr N.D.C. Harris, MSc. Nott., PhD.
Description of Work	Assistance available for academic staff on any aspect of teaching and learning; audio-visual services, including film, television production, graphics, replay and projection facilities.
Sources of Funding	UGC Grant.
Number of Staff	(i) 11 full-time (ii) 1 part-time (iii) 1976/77: 12 voluntary

Publications	Educational Technology Bulletin 1-5 (1969-1970) Educational Services Bulletin 1-16 (1970-1976) Brief Introduction 1-8 Assessment in Higher Education Vol. 1 Nos. 1-3 (1975-1976)
Other Agencies	Some Schools of the University carry out independent work on the development of learning resources, and are aided by external grants. Their work does not necessarily overlap with that of the ESU.

3. UNIVERSITY OF BIRMINGHAM

Address	P.O.Box 363, Birmingham, B15 2TT Telephone (021) 472-1301
Name of Unit	Advisory Service on Teaching Methods
Contributor	Dr R.J.D. Rutherford, BSc., PhD. Durh. School of Education
Description of Work	Diagnosing the needs of academic departments and faculties with regard to teaching methods, collecting and disseminating information about projects and developments connected with teaching in the University; organizing in-service courses on university teaching; research into teaching methods in Higher Education.
Sources of Funding	UGC Grant
Number of Staff	(i) 1 full-time (ii) Part-time: 1 secretary and a number of members of consultative sub-committee of the Committee on Educational Development (iii) Some members of academic staff assist on a voluntary basis when necessary.
Publications	None.
Other Agencies	(i) Television and Film Unit (ii) Education Survey and Counselling Unit (iii) Educational Services Unit in the Medical School.

4. UNIVERSITY OF BRADFORD

Address	Richmond Road, Bradford, West Yorkshire, BD7 1DP Telex 51309 Telephone (0274) 33466
Name of Unit	Educational Development Service
Director	Mr T. Hearnshaw, BA Leeds, MPhil.Lond.
Contributor	Dr Alan Harding, MA Exe., PhD. Bath. Organizing Tutor in University Teaching Methods
Description of Work	Staff development programme annually, devised by the Organizing Tutor in University Teaching Methods. The content and direction of this is stimulated largely by academic staff. The programme includes several seminars or workshops per month throughout the academic year, some open to all academic staff and some to a particular group-ing by School or Department. There are also several residential meetings throughout the year. The organizers aim for a sufficient degree of flexibility to leave scope for reaction to ideas and needs in the institution as they arise.
Sources of Funding	UGC Grant.

Number of Staff	(i) 1 full-time (ii) A number of volunteers.
Publications	None.
Other Agencies	There is liaison between the Organizing Tutor and interested staff in the University, and between the Organizing Tutor and service functions of the EDS.

5. CITY UNIVERSITY

Address	St John Street, London, EC1V 4PB Telephone (01) 253-4399
Name of Unit	Centre for Educational Technology Senate Advisory Committee
Contributor	Mr L. F. Evans, Senior Lecturer
Description of Work	Provision of courses, workshops, seminars and consultation for academic staff concerned with their role as university teachers. Provision of media services and facilities within the University. Provision of courses, seminars and workshops for administrators in Higher Education. In collaboration with the University of Surrey and Hatfield Polytechnic, the planning and provision of a part-time, postgraduate, post-experience Diploma course in Teaching and Learning in Higher Education.
Sources of Funding	UGC Grant.
Number of Staff	(i) Full-time: 2 academic, 8 technician and 1 secretarial (ii) Part-time: 4 academic and administrative (iii) Voluntary: 10+
Publications	None.
Other Agencies	Collaboration with the University of Surrey and Hatfield Polytechnic, as stated above.

6. UNIVERSITY OF DUNDEE

Address	Dundee, Scotland, DD1 4HN Telex 76293 Telephone (0382) 23181
Name of Unit	Centre for Medical Education
Director	Dr R. M. Harden, MD. Glas., MRCP Glas.
Contributor	Dr D. E. Hoare, MA Camb., PhD. Leeds, FRIC Reader, Department of Chemistry
Description of Work	The Centre provides courses for medical teachers, particularly those from overseas. The courses include three-week general courses on the use of educational technology, improving medical education, and a series of longer more specialized courses which deal with more particular topics. A series of individual courses have also been provided.
Sources of Funding	World Health Organization
Number of Staff	(i) Full-time: 3 - a senior lecturer, a tutor and a secretary (ii) The other members of staff in the CME are involved in running the courses, and consultants are appointed to assist in the teaching.

Publications	Technical reports for the World Health Organization Information bulletins for clinical teaching staff.
Other Agencies	College of Technology, Dundee College of Education, Dundee.

7. UNIVERSITY OF EXETER

Address	Exeter, EX4 4QJ Telephone (0392) 77911
Name of Unit	Teaching Services Centre
Director	Dr D. A. Bligh, BA Leeds & Lond., PhD.Lond.
Description of Work	Training course for university teachers, consisting of an introduction followed by seminars throughout the year. Research into students' views on assessment and attitudes to individual study. Aiming for staff-student discussions on students' study problems. Aiming to establish a computerized abstract reference system. Production of audio-visual material, projection facilities and maintenance service.
Sources of Funding	UGC Grant.
Number of Staff	7 full-time.
Publications	EUTS has acted as a publisher for several books on teaching and learning.
Other Agencies	Some departmental activity.

8. HERIOT-WATT UNIVERSITY

Address	Edinburgh, Scotland, EH1 1HX Telephone (031) 225-8432
Name of Unit	Civil Engineering Learning Unit
Contributor	Mr John Cowan, BSc. Edin., MSc. Senior Lecturer, Department of Civil Engineering, Riccarton, Currie, EH14 4AB
Description of Work	Provision of scheme for resource based learning and individualized instruction in certain civil engineering courses. Research into: (i) the problems and potential of offering freedom of content (ii) the problems and potential of offering freedom of method (iii) problem-solving methods used by students (iv) information retrieval of linked multi-media items
Sources of Funding	Departmental funds. Nuffield Small Group Scheme. Scottish Council for Research in Education.
Number of Staff	2 full-time, plus 4 assistants.
Publications	None.
Other Agencies	Esme Fairbairn Institute for Economics Education. Television Centre.

9. UNIVERSITY OF KEELE

Address	Keele, Staffordshire, ST5 5BG Telex 36113 Telephone (0782) 71-371
Name of Unit	University Teaching Methods Committee (Sub-Committee of the Senate)
Contributor	Professor R. F. Kempa, Department of Education
Description of Work	The Committee is responsible for the planning and conduct of initial and follow up training activities relating to new members of staff and research personnel; also for the arrangement of general lectures/discussions/seminars on matters of university teaching.
Sources of Funding	No funds are allocated but costs are carried by the Registry of the University.
Number of Staff	No permanent staff but the Committee depends on the voluntary service of about twelve members of the University staff.
Publications	None.
Other Agencies	Contributions received from the Universities Educational Technology Services Unit.

10. UNIVERSITY OF LANCASTER

Address	University House, Lancaster, LA1 4YW Telephone (0524) 65201
Name of Unit	Institute for the Study of Post-Compulsory Education
Contributor	Professor A. M. Ross, BA., PhD. Lond. Head, Department of Educational Research
Description of Work	Conducting research into what 5th and 6th formers in England do when they leave school; whether they go into further or higher education or not, and why. Survey being done on how students learn.
Sources of Funding	Research funded largely by the Social Sciences Research Council.
Number of Staff	14 full-time, all engaged in research.
Publications	Higher Education Bulletin issued twice per year.
Other Agencies	The Department of Educational Research together with the Vice-Chancellor's Office organizes educational consultancy services for teaching staff in the University of Lancaster. Seminar programme every two months in which outside individuals participate.

11. UNIVERSITY OF LONDON INSTITUTE OF EDUCATION

Address	Bedford Way, London, WC1H 0AL Telephone (01) 636-1500
Name of Unit	University Teaching Methods Unit, 55 Gordon's Square, London, WC1H 0NT
Contributor	Dr David Warren Piper, MSc.

Description of Work	Running short courses, workshops, study groups on a variety of subjects to do with teaching and learning in higher education for academic staff, both of the University of London and of other universities and polytechnics. In addition research is done in a number of areas in higher education, together with a good deal of consultancy work for the University, especially with the various colleges.
Sources of Funding	Salaries: University of London Conferences and Courses: self-financing
Number of Staff	(i) Full-time: 6 (ii) Part-time: 4 (iii) Voluntary: a number
Publications	Regular programme of books, pamphlets and conference reports extensively sold throughout the UK and overseas.
Other Agencies	Co-operation with staff and departments of London colleges.

12. UNIVERSITY OF MANCHESTER INSTITUTE OF SCIENCE AND TECHNOLOGY

Address	P.O.Box 88, Sackville Street, Manchester, M60 1QD Cables & telegrams: Technology Manchester Telephone (061) 236-3311
Name of Unit	UMIST Centre for Educational Methods
Organiser	Dr F. D. Bell, MSc.Tech. PhD. Lecturer, Department of Metallurgy
Description of Work	Information based on report by UMIST CEM from November 1975: (i) Study groups looking at UMIST education in the field of examinations and assessment, laboratory teaching, lectures and non-specialist teaching, and small group teaching. (ii) Open meetings with speakers from inside and/or outside UMIST. (iii) Participation in the provision and implementation of in-service courses for new and experienced lecturers, which run during September, Christmas and Easter vacations. (iv) Financial support for staff attending educational conferences; the staff report back to the Centre. (v) Organizing the UMIST Staff Teaching Workshop and associated courses in audio-visual techniques.
Sources of Funding	General UMIST funds. Funds from UMIST Equipment Committee for Staff Teaching Workshop, as required.
Number of Staff	(i) Full-time: 2 (ii) Part-time: 1 (iii) Voluntary: 25
Publications	Internal reports. Some published material in UMIST and Manchester University publications.
Other Agencies	Co-operation with University of Manchester on academic side, and also joint UMIST/Manchester University Audio-Visual Service.

13. UNIVERSITY OF MANCHESTER

Address	Oxford Road, Manchester, M13 9PL Telephone (061) 273-3333
Name of Unit	Department of Adult and Higher Education
Head	Professor E.A.O.G. Wedell, BSc.(Econ) Lond. MEd.
Contributor	Mr N. Boreham, Department of Adult Education
Description of Work	(i) An Initial Training Course: three days in September, three in January and one in June. (ii) A course for lecturers with 3 years' experience or more, five days in September. (iii) A Staff Teaching Workshop. This is a suite of rooms, providing a learning environment for lecturers to plan their teaching in. It is distinct from the Audio-Visual Service, although there is close co-operation. Services offered include: advice and tuition in AVA techniques; and evaluation of teaching by videotape. This is staffed by a full-time technician whose role is educational, not maintenance of equipment. (iv) Conferences and one-day courses for staff e.g. on assessment. (v) Informal advice to staff.
Sources of Funding	UGC Grant.
Number of Staff	Full-time: 1 Voluntary: a number
Publications	None.
Other Agencies	Audio-Visual Service; UMIST.

14. UNIVERSITY OF NOTTINGHAM

Address	University Park, Nottingham, NG7 2RD Telephone (0602) 56101
Name of Unit	University Teaching Services
Contributor	Dr G. A. Brown, BSc., DPhil. Senior Lecturer in Charge, School of Education.
Description of Work	Courses and workshops for new staff and more experienced staff in all aspects of teaching and learning including the use of educational technology. Consultations with individual colleagues and departments on curricula or associated problems. Courses for students on study techniques and associated problems. Research on University teaching and learning. Development of new approaches to teaching, learning and training lecturers in the University (and other Universities) including projects on improving explaining and seminar participation.
Sources of Funding	UGC Grant.
Number of Staff	Full-time: 1 Voluntary: a number
Publications	Microteaching and the training of University Teachers. Other papers on ways of analyzing lectures and seminars to be given during the coming year.
Other Agencies	Applied Sciences Workshop contributes all technical support.

15. UNIVERSITY OF SOUTHAMPTON

Address	Highfield, Southampton, SO9 5NH Telegrams: University of Southampton Telephone (0703) 559122
Name of Unit	Department of Teaching Media
Director	Mr J.W. Allen, BA. Brist. Senior Lecturer.
Description of Work	Workshop on Teaching and Learning in Higher Education each year, open to all staff but primarily for new staff, followed up by seminars, courses and discussions throughout the year, largely instigated by participants' suggestions and needs. Research: evaluation of existing and innovatory courses, to help lecturers build a more comprehensive picture of their teaching and to reveal how participants see their courses. Emphasis on how and why students learn, and how this is influenced by the process of education.
Sources of Funding	UGC Grant.
Number of Staff	Full-time: 1 Part-time: 1 Voluntary: a number
Publications	Occasional Bulletin on Innovation, Development and Research in Higher Education.
Other Agencies	Co-operation with departments and faculties within the University.

16. UNIVERSITY OF STRATHCLYDE

Address	George Street, Glasgow, Scotland, G1 1XW Telex 77472 Telephone (041) 552-4400-9
Name of Unit	Centre for Educational Practice and Co-ordinating Committee for the Training of University Teachers
Co-ordinator	Mr A. N. Main, MA Aberd. (Research Officer)
Description of Work	Overall educational technology services including closed circuit television, outside broadcast television, film, projection and graphics. In-service training of probationary lecturers and postgraduate research staff. General staff development programmes and consultancy for individual teaching departments. Study guidance service for undergraduate and postgraduate students. Research into teaching and learning methods in higher education. Undergraduate teaching in Human Communication.
Sources of Funding	UGC Grant.
Number of Staff	3 academic (full-time) 19 production and support services personnel (full-time) 10 part-time involved in in-service training and staff development
Publications	None.
Other Agencies	Collaboration with Glasgow University Television Service, and with Strathclyde Business School.

17. UNIVERSITY OF SURREY

Address	Guildford, Surrey, GU2 5XH Telex 859331 Telephone (0483) 71281
Name of Unit	Institute for Educational Technology
Head	Professor L.R.B. Elton, MA Camb., DSc. Lond., FIP, FIMA
Description of Work	Principally concerned with research and innovation in the field of science teaching in both secondary and higher education. In this connection, "science" includes both pure and applied science, as well as the social sciences and linguistics. The main research effort is in the development of individualized learning at university level, while other projects are concerned with curriculum development and evaluation, student assessment and problems of student failure. The Institute has established a programme of courses in Teaching and Learning in Higher Education open to teachers in universities and polytechnics throughout the United Kingdom. It is also responsible for courses in Science Education, Science and Society, and Science Teaching and Communication.
Sources of Funding	Normal university funding plus a number of research grants.
Number of Staff	1 professor 3 visiting and guest staff 3 academic staff 6 research staff 2 support staff
Publications	None on a regular basis.
Other Agencies	Audio Visual Unit. Centre for Adult Education.

18. SUSSEX UNIVERSITY

Address	Sussex House, Falmer, Brighton, BN1 9RH Telegrams: University, Brighton Telephone (0273) 66755
Name of Unit	Teaching and Learning Support Programme
Contributor	Professor R.A. Becher, MD Camb. Department of Education
Description of Work	Four sub groups: (i) Course review and the analysis of teaching problems (ii) Course planning and changes in teaching patterns (iii) Faculty support: including induction and continuation programme for new staff (iv) Student support: including courses on study skills
Sources of Funding	UGC Grant.
Number of Staff	20 part-time. A number of volunteers.
Publications	Occasional papers are produced by the University's Education Area.
Other Agencies	Media Service Unit.

19. OTHER UNIVERSITY AGENCIES

The Universities of Aberdeen, Liverpool, Belfast, Salford and Reading all make special arrangements for the training of academic staff and these arrangements also help encourage more general interest in staff development within these Universities.

At the University of Aberdeen a lecturer in the Department of Education spends half of his time specially assigned to courses for university staff and various aspects of teaching. At the University of Liverpool a lecturer in the Department of Computational and Statistical Science has been seconded part-time as co-ordinator for the development of teaching in the University. At Queen's University, Belfast, a five-day course on teaching methods and occasional workshops and consultations for experienced teaching staff are co-ordinated from within the Department of Education, although the member of staff primarily concerned performs this function on top of his normal departmental duties. In the University of Salford the Producer in the Audio-Visual Media Unit is also the organizer of a central staff development provision which consists of a teaching course and an associated workshop programme. In this capacity she is responsible to the Educational Methods Committee of the Senate, and is their only member of staff working in this area. The University of Reading Academic Support Centre is a central organization for educational technology, and has a full-time co-ordinator. This Centre is in its infancy and its full remit is not yet available for publication.

Contributors

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Reading

20. THE OPEN UNIVERSITY

The Open University is not a conventional university, and the facilities available for the improvement of teaching take into account its particular needs in terms of distance teaching. The University is supported by an Institute of Educational Technology with 48 full-time academic staff, 2 professors, 22 lecturers and senior lecturers involved in course development, 22 researchers and a Staff Development Group of 2.

The aims of the Institute are to improve student learning and to maintain, extend and deepen a knowledge base to support the Institute's activities. The majority of the Institute's work is concerned with the evaluation and improvement of teaching within the Open University's instructional system. To this end the University has the same status as the 6 faculties of the University and the Regional Services Group.

In addition to the Institute, the central Regional Tutorial Services is concerned with the briefing and training of all new staff in the regions of Britain, both full-time and part-time.

Contributor

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21. THE SOCIETY FOR RESEARCH INTO HIGHER EDUCATION

The aim of the Society for Research into Higher Education is to encourage and co-ordinate research into all aspects of higher education. Its corporate members are universities, polytechnics, colleges of education, educational organizations, research institutes and government bodies. Its individual members are teachers and researchers, administrators and students. Its membership extends to all parts of the world.

It brings together people working on similar problems who are able to discuss their research objectives, methods and findings at regional or national meetings and conferences. Working parties of members discuss and develop research which is then published by the Society.

Research reports and monographs are published, providing a good circulation of specialized information and discussion. These are available to members at a reduced rate.

Two important sources of information are RESEARCH INTO HIGHER EDUCATION ABSTRACTS, provided free to all members, and the REGISTER OF RESEARCH INTO HIGHER EDUCATION. Through these members are kept up to date with recent research results and with the location and progress of current research. The Society's annual conference papers are also available free to all members.

Further information about membership and the work of the Society may be obtained from the Executive Officer, and about Publications from the Publications Officer, Society for Research into Higher Education, at the University of Surrey, Guildford, Surrey, GU2 5XH.

22. NUFFIELD FOUNDATION

Group for Research and Innovation in Higher Education

A great deal of research into innovation in higher education in the United Kingdom has been carried out during the last 4 years by the Group for Research and Innovation in Higher Education, sponsored by the Nuffield Foundation. A team of 5 academics working under the leadership of the Assistant Director of the Nuffield Foundation has toured universities and polytechnics identifying teaching problems, new approaches to teaching and learning, and support structures for educational innovation.

The Group has published in all 7 newsletters between February 1973 and October 1976, identifying new developments in higher education, and allowing academics to make direct contact with each other to share common experiences and problems. In addition the Group has produced 15 books and monographs including detailed case studies of teaching developments.

Details of the work of the Group can be obtained from the Nuffield Foundation, Nuffield Lodge, Regent's Park, London, NW1 4RS.

23. ADDITIONAL INFORMATION ON PROGRAMMES IN THE UNITED KINGDOM

Further information about programmes connected with the units in the above Index and about the units themselves, as well as about programmes not mentioned in this publication because they were informal and occasional and not supported by any permanent provision, may be obtained from two similar surveys conducted in the United Kingdom.

The first of these dates back to 1970 to a Conference held at the University of York jointly organized by the Association of University Teachers and the Society for Research into Higher Education. The Survey was conducted by Miss Harriet Greenaway of the SRHE and the results were published in 1971 as an SRHE pamphlet under the title 'Training of University Teachers'. Forty-one universities had reported some form of training for new staff. Most of these were initiated by Senate Committees or Working Groups. Sometimes the focus of these initiatives were Departments of Education. The main conclusion of the survey was that although a considerable start had been made its development had been uneven and mainly initial rather than continuous in-service training.

The second survey was conducted in 1974 by Dr. Gordon W. Miller of the Staff of the Institute of Education of the University of London on behalf of the International Institute for Educational Planning (UNESCO). The results were published under the title 'Staff Development Programmes in British Universities and Polytechnics' in the series, 'The Role of Universities in Post-experience Higher Education'. Forty-five universities responded to the questionnaire that was issued. But the publication includes detailed case studies of only the following for purposes of comparison.

- (i) University Teaching Methods Unit, Institute of Education (London).
- (ii) University College (London).
- (iii) Imperial College (London).
- (iv) University of Sussex.
- (v) University C (?)
- (vi) University of Bath.
- (vii) University of Strathclyde.
- (viii) University of Lancaster.
- (ix) University of East Anglia.
- (x) University of Essex.
- (xi) University of York.

These were selected as being representative examples of types of programmes. Not all of them have continuing programmes with permanent staff and these therefore do not appear in the above Index.

It will be seen from this second survey that in almost every university in the United Kingdom, there is some form of training for new staff and that they are in various stages of development. They are still based on Senate Committees and Working Parties and on academic departments like Education or on units specializing in educational technology. There is, however, an increasing tendency to establish a more permanent provision for training with continuing in-service programmes supervised by full time personnel. But although the need for training is generally recognized the survey reports some reluctance on the part of academics to formalize these arrangements.