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## TO THE ISSUE OF THE HE STUDENTS' POSITIVE EXPERIENCE FORMATION: THE UK APPROACH

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*The summary of exploring "student experience" as a pedagogical phenomenon and an innovative component of the UK higher school based on the author's monographic studies have been presented in the report. The current context of the UK higher education addressing the mentioned above problem has been characterized. It has been found its complex and debatable nature. Particularly, an academic discussion is going around priority of providing academic quality before meeting students' needs as customers. The approaches to understanding the problem of the student experience at higher school view by British experts have been identified. It has been found that a holistic approach to the student experience term consideration conditions relevance of its studying as a student journey, starting from applying procedures up to the post graduating stage at higher education establishment. The following groups of factors which have high capability to influence on unique student experience have been considered: students' expectations about university and student life, period of transition, peers and personal networks, the degree programme, extra-curricular activities, employability and other factors. The appropriate tools for representing and recording the UK university graduates' achievements shaped by their experience have been explored. Particularly, Higher Education Achievements Record (HEAR) has been studied in its essence.*

**Key words:** *Student experience, innovations in education, the UK higher school, university graduates, higher education outcomes, tools for representing student experience, national surveys on university students' satisfaction, higher education integrity, knowledge economy concept.*

"It is the student years that create objective conditions for mastering the traits of a perfect, Spiritualized person. And for this it is necessary to stimulate this process in every possible way, creating an intellectual, cultural and aesthetic environment and spiritual space of the university, where future professionals are trained as bright personalities, whose creative work will prosper the state."

*G. P. Shevchenko, 2015*

**Introduction.** According to the current version of the Law of Ukraine "On Higher Education", the purpose of domestic higher education is to train competitive professionals capable of innovation and high-tech activities, which, in turn, should contribute to the overall development of our country, meet the needs of society, promote personal growth and self-realization of every single citizen who obtains higher education. Continuing this view, the concept of "higher education", in addition to a set of professional knowledge, skills and abilities, involves the formation and development of a certain style of thinking, civic and ideological position, moral and ethical values, as well as other competencies acquired in higher education establishments.

Highly developed countries such as the United Kingdom have similar views on the tasks and essence of higher education, where all of the above is seen as a rich and valuable experience that higher education seekers should gain as a major achievement while studying in higher education institutions. After all, purely professional training is only a part of the complex process of forming a unique personality as a highly educated person, who would have all the above characteristics in full, and would be able to ensure the prosperity of the individual family and their country as a whole. Thus, the study of the problem of "student experience" as a scientific issue and a holistic pedagogical phenomenon in the modern international context, in our opinion, deserves the attention of the academic community, particularly, in Ukraine.

**Research publications.** Among the foreign researchers who cover various aspects of the problem of student experience in higher education, it is worth noting the works of S. Haselgrove, M. Morgan, E. Spruin, N. Abbott, E. Staddon, P. Standish, G. Gibbs, A. Bloom, P. Temple, C. Kallender, C. Grove, N. Kersh, C. Hockings, S. Cooke, M. Bowl, H. Lowe, A. Cook, M. Palmer, P. O'Kane, M. Owens, H. Christie, L. Tett, W. Cree, J. Hounsell, V. McCune, S. Thomas, L. Eggens, M. Werf, R. Bosker, M. Peat, J. Dalziel, A. Grant, T. Allen, S. McManus, J. Russell, M. Byrne, P. Willis, S. Cory, D. Kerr, J. Todd, A. Rothwell, S. Jewell, M. Hardie, S. Mann, G. Kuh, M. Atkins, M. Tomlinson, D. Jarry, Y. Lebeau, K. Renn, K. Arnold, R. Jones and others.

Among the works of Ukrainian scientists who have recently devoted their research to a range of issues that can help to understand the phenomenon of

higher school student experience in the modern context, in our opinion, it is worth noting the works of S. Alyabieva, K. Koval, O. Menzul, O. Zavrzhna, A. Saltykova, N. Klymenyuk, A. Salo, M. Ryzhkova, S. Smerechak, S. Blaginina, N. Uysimbaeva, S. Gvozdiy, T. Detsyuk, A. Dudarenko, Y. Matviyiv-Lozynska, S. Pukhno, T. Rohova, V. Bobrytska, L. Shulha, L. Brazhnyk, Y. Vakulenko, L. Bezkorovayna, S. Yashchuk, I. Kovalchuk, Ch. Veya, N. Kalandyrets, V. Onkovych, O. Kuznetsova, S. Konoshenko, L. Sheina, A. Pershina, V. Dokashenko, L. Zena, O. Antonova, A. Kharkivska, M. Bratko, N. Zhygailo, T. Rogacheva, V. Hrushevsky, T. Spirina, Yu. Zaryugina and others.

Despite the significant amount of thorough research on certain aspects of the problem of gaining diverse experience by students at higher education institutions, the issue of a holistic approach to the study of this phenomenon, in our opinion, needs further research. In particular, it is advisable to study the position and research of the world academic community in this context, as well as a review of successful foreign practices focused on implementing relevant experience into Ukrainian educational system.

Therefore, **the purpose of the report** is to summarize the exploration results of the "student experience" phenomenon as an innovative part of modern higher education in the UK.

To achieve this goal, *the following objectives* are identified:

1. To consider the current context of higher education in the UK within the outlined issue.
2. To identify main approaches to understanding the problem of "student experience" from the point of view of British higher education experts.
3. To describe the tools to reflect the relevant positive experience as the achievements of graduates at British universities.

**The main material.** In outlining the national context of this problem, it should be noted that understanding the phenomenon of "student experience" as a specific set of interrelated activities that can be operated at the level of higher education, is a fairly new idea for higher education in the UK and for the educational industry worldwide. After all, the interpretation of the concept can be so diverse and multifaceted that the list of its potential components could be almost endless. In addition, if we take it as a given fact, that for each student the relevant interpretation will provide its own unique set of characteristics and indicators which forms a unique experience of the individual, it is reasonably to speak about the appropriate level of generalization and grouping of relevant indicators that would preserve the objective reality.

A review of scientific literature sources testifies that studying "student experience" as a holistic phenomenon began by British educators only in the 90s

of the twentieth century. Prior to that, this problem was considered mainly in the context of teaching and learning for certain categories of higher education (full-time and part-time departments, adult education, foreign students, etc.). Thus, in 1994 the "Student Experience" collection of scientific papers was published, edited by Susan Haselgrove. It was among the first works, which offered a description and in-depth scientific analysis of student personality development at different stages of interaction with higher education (so-called "student journey", continuing from an applicant's entry to the point of employment). In the works of British researchers of a later period, this "journey" acquired a detailed systematization, which, accordingly, involves the first acquaintance with the institution and entry, preparatory period or "meeting", arrival and "acquaintance with the area", beginning of training, adaptation and revision of landmarks (for students who choose to continue their studying), and finally, the graduation period – preparation for graduation, graduation and the follow-up stage.

The mentioned above points naturally condition the following groups of influencing factors that characterize "student experience" as a holistic phenomenon for scientific research of the British academic community: students' expectations from university and the relevant period of life in university; a transitional stage; student environment; others: parents, culture, media; optional training program; extracurricular activities; employment.

In general, the introduction of a holistic approach to the study of "student experience" provoked a scientific discussion of the world and, in particular, the British academic community on the priority of ensuring subjective student satisfaction, compliance with customers' expectations vs objective level of academic quality. Highlighting the national context of the UK higher education sector, it should be noted that traditionally the position of British higher education experts is based on the American experience. The work of Alan Bloom – "The closing of the American mind: How higher education has failed democracy and impoverished the souls of today's students" – can serve as a good example.

Among the main issues revealed in the above study, which, in our opinion, are extremely relevant for both higher education systems – in the UK and for Ukraine today – the purpose of the higher education institutions existence in the modern world, the essence of the training program, approaches to teaching and assessment, as well as other aspects directly related to the intellectual and personal development of students, and which are considered as the key objectives of university education. The author also touches a difficult problem of determining the appropriate level of involvement and enabling students to influence within a defined range of issues, taking into account the high goals on which the liberal approach to higher education is based.

Also, in outlining the context of the problem of student experience in the UK higher education, it is important to note that in practice there are differences in attitude at the academic and administrative levels regarding enabling students to influence on the activities of the educational institution. The beginning of this debate is associated with the introduction in 1998 of new rules for tuition fees in higher education institutions in the UK, depending on the financial situation of applicants. Later, in 2006, a new payment procedure was approved, with the possibility of providing a student loan, which was changed again in 2012.

Therefore, the introduction of a market approach to the organization of higher education institutions has led to differences in understanding the essence of the "student experience" term by academic and administrative communities of educational institutions. If, from the point of view of a teacher and a scientist, obtaining higher education is a process of forming an educated, purposeful, independent and spiritual personality, where students are destined to overcome obstacles and endure all sorts of inconveniences on the way to "hardening", then from the administrative standpoint a student is a client whose desires must be satisfied "here and now". Thus, *an overview of the current context of the phenomenon of "student experience" in the field of higher education in the UK allows us to identify its complex, changing and debatable nature. The study of the main approaches to the problem reveals the essence of current "profit vs quality" debates, which take place in modern academic community in the UK* (Modestova, 2019).

The mentioned above features significantly complicated the task of providing a sufficient "enrolment" of students for British higher education institutions and led to launching of different types of student surveys, which, in turn, formed the structure of the UK National Student Survey, conducted annually since 2005. The results of this survey are complemented by the findings of an annual Student Academic Experience Survey conducted by the Institute for Higher Education Policy and the UK Higher Education Academy. Unlike the national agent, in the second case the work is carried out not only with the students of the last year of study, but also with the initial courses. In addition, while the national format presents primarily statistics at the institutional level, the survey on student academic experience reflects such important indicators as actual workload and the number of classroom hours. There is also an annual survey of the UK university student experience, conducted by the national news outlet Times Higher Education, which provides information on student assessment of teaching quality, as well as social life, university environment, housing and other issues not directly related to academic aspects.

Moreover, today British higher education offers an innovative tool that reflects the relevant experience as the achievements of a university graduate –

the Higher Education Achievements Report (HEAR). This comprehensive and more sophisticated approach is designed to encourage students to take full advantage of the wide range of opportunities offered by higher education institutions in the UK. As a result of a pilot implementation launched in 2008 on the basis of 18 British volunteer universities, today 90 British universities and colleges (out of about 130 that exist in the country) are already using or conducting preparatory work on the application of this tool. The main advantage of this approach is its potential to provide a wide range of benefits for students and educational institutions, as well as for employers. Also, according to British experts in higher education, HEAR symbolically and practically reflects the national educational culture, which is characterized by a concentration of efforts on a student-centred approach and ensuring high quality educational services. *In the near future, British experts identify the potential of this tool as a key feature that will highlight and distinguish the system of higher education in the UK in the global context* (Modestova, 2019).

**Conclusions.** As a result of the study of the British approach to the issue of the HE students' positive experience formation:

– it has been found that the current national context of the outlined issue is conditioned by the discussion around the priority of approaches to understanding this phenomenon in terms of ensuring academic quality vs student satisfaction with services, where key factors are government initiatives to reform education as well as social and economic changes;

– the "student experience" idea is described by British higher education experts as a holistic and multifaceted phenomenon that reflects the "journey" of an applicant, starting from the moment of acquaintance with the university and ending with successful employment. The main groups of factors influencing the formation of unique experience in the learning process are identified. They include the core training program, extracurricular activities, environment, etc.;

– it is determined the following tools for reflecting the experience of the UK university students: national surveys focused on different aspects as well as other initiatives such as HEAR, which allow to present the relevant experience as a graduate's achievements to a wide range of stakeholders effectively. Also, the presented tools have an impact on the harmonious formation of a comprehensively developed and educated personality by motivating students to participate actively in life of the institution and to manage their time effectively while studying at the university.

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### ДО ПИТАННЯ ФОРМУВАННЯ ПОЗИТИВНОГО ДОСВІДУ СТУДЕНТІВ ВНЗ: БРИТАНСЬКИЙ ПІДХІД

Т. В. Модестова

У статті представлено основні положення, що відображають результати авторського монографічного дослідження стосовно педагогічного феномену «досвіду студента» як інноваційного складника сучасної вищої школи Великої Британії. З'ясовано, що наявний національний контекст окресленого питання зумовлений дискусією навколо пріоритетності підходів до розуміння означеного феномена з погляду забезпечення академічної якості або задоволеності студентів отриманими послугами, де ключовими чинниками впливу є державні ініціативи щодо реформування освітньої галузі та соціально-економічні зміни. Охарактеризовано досвід студента з погляду експертів вищої освіти Великої Британії як цілісне та багатоаспектне явище, що відображає «подорож» здобувача вищої освіти, починаючи з моменту знайомства з університетом та завершуючи успішним працевлаштуванням. Визначено основні групи чинників, що впливають на формування унікального досвіду в процесі навчання, серед яких безпосередня програма підготовки, позааудиторна діяльність, оточення тощо. Визначено, що інструментами відображення досвіду студентів університетів Великої Британії є національні опитування різного рівня, а також такі ініціативи, як HEAR – Звіт за результатами здобуття вищої освіти, що дозволяють ефективно представити відповідний досвід як здобутки опанування вищої освіти широкому колу стейкхолдерів.

**Ключові слова:** досвід студента, освітні інновації, вища школа Великої Британії, випускник закладу вищої освіти, результати здобуття вищої освіти, інструменти відображення досвіду студента, національні опитування рівня задоволеності студентів закладів вищої освіти, цілісність вищої освіти, концепція економіки знань.

**К ВОПРОСУ ФОРМИРОВАНИЯ ПОЗИТИВНОГО ОПЫТА  
СТУДЕНТОВ ВУЗОВ: БРИТАНСКИЙ ПОДХОД****Т. В. Модестова**

*В статье представлены основные положения результатов авторского монографического исследования относительно педагогического феномена «опыта студента» как инновационной составляющей современной высшей школы Великобритании. Выяснено, что актуальный национальный контекст изучаемого вопроса обусловлен дискуссией касательно приоритетности подходов к пониманию вышеупомянутого феномена с точки зрения обеспечения академического качества относительно удовлетворенности студентов приобретенными услугами, где ключевыми факторами влияния являются государственные инициативы реформирования образовательной отрасли, а также социально-экономические изменения. Охарактеризован опыт студента с точки зрения экспертов высшей школы Великобритании как целостное и многоаспектное явление, которое отражает «путешествие» соискателя высшего образования, начиная с момента знакомства с университетом и завершая успешным трудоустройством. Определены основные группы факторов, влияющих на формирование уникального опыта в процессе обучения, среди которых – непосредственная программа подготовки, внеаудиторная деятельность, окружение и т.д. Определено, что инструментами отображения опыта студентов университетов Великобритании являются национальные опросы разного уровня, а также такие инициативы как HEAR – Отчет о результатах получения высшего образования, которые позволяют эффективно представить соответствующий опыт в качестве достижений, полученных в результате получения высшего образования широкому кругу стейкхолдеров.*

**Ключевые слова:** *опыт студента, образовательные инновации, высшая школа Великобритании, выпускник высшего учебного заведения, результаты получения высшего образования, инструменты отображения опыта студента, национальные опросы уровня удовлетворенности студентов, целостность высшего образования, концепция экономики знаний.*

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