

in partnership

February 2022

in this issue...

Keeping our
members updated
with the latest from
Advance HE

Welcome to the February 2022 *in partnership*

Welcome to this month's In Partnership. In this edition we highlight the upcoming review of the Professional Standards Framework, launch the third compendium of employability case studies and showcase upcoming member benefits and events.

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As always we welcome your feedback. Please contact your Head of Membership or email Memberships@advance-he.ac.uk with any ideas or content you would like featured.

Professional Standards Framework review

The [Professional Standards Framework](#) (PSF), a globally-recognised framework for benchmarking success within higher education teaching and learning, is to be reviewed this year. This is the first review since 2011.

The review aims to ensure the PSF remains a robust framework for individuals and higher education institutions, supporting good practice and effective leadership of teaching and learning.

Announcing the sector-led review, Kathryn Harrison-Graves, Advance HE Director of Membership and Accreditation, said: “The project seeks to retain the strengths of the current framework, and in consultation with the sector, to propose amendments which will build on its positive impact on learning, teaching and the student experience.”

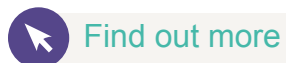
The review will be overseen by a sector-led [Steering Group](#) and will be carried out by a [Project Team](#) consisting colleagues from across the sector, with Advance HE facilitating this work. Respecting both the global nature of higher education and the range of contexts the PSF is now recognised, the Steering Group and the Project Team have proportional international representation.

Whilst the PSF Review is underway we want to reassure colleagues that there will be no impact for those on their Fellowship journey, whether that be via an accredited programme or those who are writing a direct Fellowship application.

When the revised PSF is launched in November 2022 there will be a two-year transition period so colleagues in Advance HE’s accreditation team can work with institutions to support this transition.

More information about the review, including the transition period, is available [here](#). Regular updates about the review, and how to engage with it, will be shared widely.

Advance HE is the custodian of the PSF, and committed to this review on behalf of the sector in its [Strategy 2021-24](#).



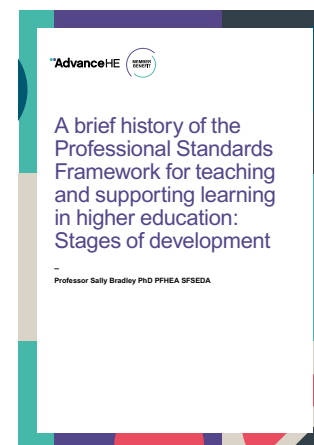
A brief history of the Professional Standards Framework

Professor Sally Bradley introduces a report on the history of the Professional Standards Framework.

The Professional Standards Framework (PSF) for teaching and supporting learning (2011) has developed and evolved over the years. [A brief history of the Professional Standards Framework \(PSF\) for teaching and supporting learning in higher education: Stages of development](#) takes the reader through the evolution, from the discussions in the UK sector regarding the quality of teaching, to the impact of the Dearing Report 1997 on teaching and learning in the UK.

The report charts the early developments of HE teacher accreditation through to the introduction of the Institute for Learning and Teaching in HE (ILTHE), Government white papers and the inception of the Higher Education Academy, later to become Advance HE. Alongside this has come a change in focus; prior to the PSF launch in 2006, the focus was on new academic staff and ‘training’, now in 2022 the PSF embraces students who teach, colleagues who support student learning in very different contexts both inside and outside HEIs, staff who are implementing change and strategic leaders who are initiating strategies. Over time, the PSF has influenced institutional policies and can be seen embedded in probation, promotion criteria, teaching professoriates and teaching awards. It underpins continuing professional development for all staff supporting student learning. But the PSF isn’t just found in reward and recognition.

[Read more](#)



Connect Benefit Series


Connect Benefit Series – Inclusive institutions: enabling and supporting culture change

As part of our Connect Benefit Series for 2021-22, our Inclusive institutions: enabling and supporting culture change longitudinal project runs from February to July, and is open to all colleagues at [Advance HE member institutions](#).

The project aims to:

- + Stimulate new thinking for governing bodies and senior executive
- + Consider wellbeing through the lens enabling culture
- + Explore inclusive culture and creating the right conditions for academic staff to be innovative and deliver flexible teaching and learning.
- + Identify 'what works' examples via case studies and reflections from a range of institutions.

Outputs include a blog, podcast, sandpit event and capstone report.

 [Find out more](#)

Connect Benefit Series – Student success

This Connect Benefit Series project has been running since August 2021, centring on access, retention, attainment and progression, and embedding employability in higher education. The focus now takes its attention to flexible learning, with a literature review looking in-depth into 105 research articles published between 2016 and 2021.

The papers reviewed detail research undertaken across the world, using quantitative, qualitative and mixed methods, including a few conceptual articles. Initial findings reveal that Covid-19 was a key driver for the increased adoption of flexible learning by HEIs. Associated outputs include podcasts, webinars and summits.

 [Find out more and access all other outputs from this project here](#)

Outputs are free to access for all colleagues at [Advance HE member institutions](#).

Connect Benefit Series – Leading change through teams and networks

This project has focused on the opportunities for and challenges in developing change agency as a core skill for collaborative working within and between teams, groups and networks. Outputs from this theme have included:

- + [Blog](#)
- + [Invitation to the supporting inclusive boards community](#)
- + [Podcast](#)
- + [Interactive workshop recording](#)
- + [Panel discussion recording](#)

Advance HE members can access all outputs from this theme [here](#)

Outputs are free to access for all colleagues at [Advance HE member institutions](#).

 **AdvanceHE**



Member benefits and opportunities



Collaborative Development Fund – funding awarded

Eleven projects, including the first awarded to an international member institution, have been successful in securing funding through Advance HE's Collaborative Development Fund following a high level of applications.

Successful projects in the 2021-22 round of Advance HE's Collaborative Development Fund:

College-based HE network

- + University Centre Leeds (Leeds City College)

Utilising the professional standards framework for teaching and supporting learning for strategic change

- + The University of Hull (lead); Griffith University, University of Limerick

The Future Student Experience Project

- + Deakin University
- + Staffordshire University
- + University of Brighton (lead), University of Greenwich, Anglia Ruskin University, Birmingham City University, on behalf of University Alliance
- + Manchester Metropolitan University
- + University of Greenwich, Ravensbourne University London

Inclusive institutions: enabling and supporting culture change

- + Deakin University
- + University of Salford
- + Imperial College London (lead), University of Reading
- + Kingston University (lead), Anglia Ruskin University, Birmingham City University, Teesside University, University of Brighton, University of Hertfordshire

[Read the full story here](#)

[Find out more about the projects and register your interest to receive updates here](#)

Global leadership survey and framework

At the next stage in the scoping study underpinning development of the [Advance HE Global Leadership Survey and Framework](#), we are hosting a series of dissemination and engagement events in February. These events will bring together the widest possible community of colleagues to hear first-hand some of the initial findings from the research and, importantly, respond to them.

All colleagues from higher education institutions worldwide and related organisations are welcome to attend and participate (subject to numbers and capacity), in these online dissemination and engagement events.

In order to accommodate as many colleagues as possible, the same event will take place at the following dates and times:

- + Wednesday 9 February 2022, 13:00 - 14:30 GMT

[Book here](#)

- + Tuesday 8 March 2022, 09:00 - 10:30 GMT

[Book here](#)

Enhancing Practice: Shared Parental Leave and Breastfeeding Practices in UK Higher Education Institutions

In this online workshop, researchers from York St John University will discuss the findings of their recent study into shared parental leave and breastfeeding practices in UK HE Institutions. Aimed at **Athena Swan leads**, Deputy Leads and those working on gender equality within their institution, the two-hour webinar will provide an opportunity for participants to engage with the researchers to evaluate current practices, develop action points and build on recommendations to support gender equality in their own workplace.

[Book here](#)

Learning and Teaching

Employability, Enterprise, and Entrepreneurship: Solving Wicked Problems

Advance HE has published the third Case Study Compendium on [Employability, 3 Es for Wicked Problems: Employability, Enterprise, and Entrepreneurship: Solving Wicked Problems](#). The editors, Stuart Norton and Andy Penaluna, introduce the collection.

This collection of case studies represents the culmination of a series of discussions in uncertain times – in an unprecedented environment. Regardless of specialism or discipline, we have all had to deal with unexpected contexts such as remote learning, remote assessment and remote feedback to our students. What we previously took for granted can no longer be relied upon, and what we previously valued in student outcomes is once again being questioned.

April 2021 hosted the annual [Advance HE Employability Symposium](#). This year the event focused upon ‘Employability, Enterprise, and Entrepreneurship: Solving Wicked Problems.’ The symposium captured some first insights, and to build on these, we have brought together a range of cutting-edge examples of how sustainable and innovative pedagogies can be delivered in higher education, at school, faculty/college and/or institutional levels in this third edition of the [Advance HE Employability Case Study Compendium](#).

As with any wicked problem, context is key. As the pandemic dictated our day-to-day norms, time to think and reflect often played second fiddle. This is not where we planned to be, it is where we have found ourselves. The same can be said for our students, whose world is changing beyond recognition. So, in order to find solutions we need to understand where we are, what innovations are taking place and what it could mean for the sector.

Solving wicked problems isn’t easy; there aren’t simple answers or a one-size-fits-all solution. However, engaging with wicked problems is a powerful way of identifying and addressing a range of challenges. The symposium

purposefully took a broad-based view of wicked problems, allowing colleagues to define and include a range of issues, either at a macro level or through a specific lens. We are fortunate enough to have gathered some excellent insights to share with the sector, ones that will enable us to think ahead and hopefully provide the basis of new questions as well as potential next steps.

As we enter 2022 there are rays of light appearing. For example, [Charlie Ball \(of JISC’s Labour Market Intelligence\) suggests](#) that whilst the Omicron variant of Covid-19 is putting a dent in it, the skilled labour market is recovering. Not least because many professionals have decided to retire. He further suggests that hybrid working is here to stay, so adaptability and being able to work within flexible working scenarios will increasingly become an employer demand.

This insight aligns with many of our contributor’s views on what may be coming next, and this in turn may help us to navigate what to many will be a new evaluative environment – where new questions arise. For example, if we only test to the known answers, how do we know if our students have the capability to challenge norms and see alternative perspectives? How can we ensure that they demonstrate the flexibility and adaptability required if we only offer long-term projects or assignments where nothing changes?

Contrary to some perceptions, as this collection illustrates, not all innovations have been reactive but more the result of insights, associated foresight and visioning skills, seeing perceived challenges as considerable opportunities. The reader will find fabulous examples of agility and innovative approaches to enhancing employability at this time that have enabled students to continue to learn. The Advance HE employability case study series of [2020](#), [2021](#), and this collection puts the spotlight on a range of excellent work already taking place within and across the sector, from socially distanced placements to delivering authentic assessment within a pandemic.

While we have presented the cases under the broad banners of Interdisciplinarity, Subject or Discipline Focused and Virtual Solution Finding, we could have easily presented them under different headings and recategorised them, as there is so much overlap. What binds them is their propensity for helping the sector to find solutions in a world of wicked problems. These are shared with the ultimate aim of supporting the sector so that we can enable students to become better citizens, people, leaders, thinkers, catalysts, educators, influencers, and advocates; recognising the importance of civil and civic duty alongside economic development and return, and ensuring that graduates that can adapt to whatever the future holds, whether that be at an individual or at a societal level.



[Download the case studies](#)

End-point Assessment

Advance HE’s End-point Assessment (EPA) service for the Level 7 Academic Professional Apprenticeship is now in its third year, and on 30 December 2021, gained formal recognition from Ofqual who are the new External Quality Assurance for the sector. An incredible amount of time and effort has gone into achieving this result, and was achieved 5 months ahead of Ofqual’s May 2022 deadline. The recognition is a seal of approval for the service, demonstrating that it operates in a robust, fair and effective manner, and that employers can have trust in the outcomes attained by their apprentices. If you have any further questions about our EPA service or the Level 7 Academic Professional Apprenticeship, please fill in an [enquiry form](#) or email us at endpointassessment@advance-he.ac.uk

Leadership and Management

‘An empowering experience’ on the Senior Women’s Leadership Development Programme

Feedback from participants of the recent Senior Women’s Leadership Development Programme (SWLDP) shows the enduring value of the programme for women in senior roles across the sector.

The 13th iteration of SWLDP took place in 2021 and, despite the challenges brought by Covid-19 and remote learning, the participants made it clear they did not feel like the unlucky ones. Following Module 2 of the programme, over 94% of respondents would recommend it to others, with one remarking that they had done so already.

One participant said: “The programme provides the space to articulate fears, question, listen and share experiences as part of a leadership journey. We are enabled to get under the skin of our own experiences in a supportive and safe environment.”

Providing that ‘supportive and safe environment’ is a key aim for programme director Barbara Bassa, as she seeks to allow participants to create a space for deep reflection and open and challenging conversations with colleagues from the sector.

‘Stimulating and thought-provoking’

The programme also looks to enhance technical knowledge of key strategic areas including institutional finance, structures and governance along with exploring individual leadership styles, leadership legacy, personal impact and developing political skills. Participants felt that the programme does all this and more, by providing a networking space and the opportunity to learn from peers in senior leadership roles.

Another participant said: “This has been a stimulating and thought provoking programme. Increasing my knowledge

and understanding of how HE works and also how to influence and lead in such complex sector. An opportunity to work with a wide range of exceptional people who have contributed their experiences and offered support unconditionally.”

The participants also said that they had made fantastic connections and, despite not being able to meet in person, connecting with other senior women from across the globe was a hugely important part of the experience.

One participant hoped to meet the other participants in the future to continue the valuable conversations, while another appreciated the ‘time and space to build a rich network of women leaders.’

“The SWLDP provided me with expert insight into the finance and governance arrangements within the HE sector. The facilitators were experts in their field, and really cared about the experience of those on the Development Programme. A safe space was created and whilst it was online in delivery, I do hope that I will meet some of the participants in person one day to continue the supportive, yet challenging, discussions.”

‘Value your values’

More than anything else, the participants felt inspired and empowered following the programme and were given the opportunity to focus on their personal strengths and develop a personal leadership style which they could take back to their institution with confidence.

One said: “Sometimes you just need that nudge to release your potential. The programme provides the affirmation that you might not hear in your daily life. You will walk away feeling lifted up on the shoulders of incredible women and find you have a much better view.”

Another remarked: “The programme has taught me to be bold and not be afraid to value my values. I have achieved what I have because of this and shouldn’t underestimate my

own worth to higher education.”

Another simply said: “Be yourself with skill; Value your values.”

Three months later...

Three months after SWLDP13 had concluded, we caught up with the participants again to get their thoughts on the impact it has had on them in the time since. Participants said that confidence in decision-making was the biggest impact, along with stronger political awareness and the ability to delegate and ‘use the influential leadership concept, build coalitions and paint the bigger picture’.

“I think the programme has made me feel more confident about my own approach to leadership, my capabilities and contribution to Faculty and the institution. This has enabled me to say no to some activities when it has been appropriate to say so, I try not to keep repeating successes but give others the opportunity to learn whilst I move on to new challenges for me. I feel I have become more politically aware and am working on becoming more astute whilst remaining authentic and true to my own values.”

 [Find out more and book your place here](#)

**HEPI / Advance HE seminar series
Equalities plus’: how can higher education leaders
create inclusive institutions?, Thursday 10 March,
11am to 12.15pm via Zoom**

Universities’ equalities obligations are well known, but how do we balance these priorities alongside broader issues and tensions around the presence of institutional racism, a mental health and well-being crisis, sluggish social mobility and continuing gender disparities? How do leaders support all these priorities at the same time, particularly during a pandemic? [Register your place here](#)

Equality, Diversity and Inclusion

Qualitative report on impact of Covid-19 on the experiences of disabled students published

[Exploring the impact of Covid-19 on disabled students' experiences: in-depth qualitative report](#) is an analysis of follow-up discussion groups from the survey of 473 disabled students conducted by Hannah Borkin, mixed-methods Researcher at Advance HE, on behalf of the Disabled Students' Commission.

During the pandemic disabled students were provided with adjustments, some of which they had been asking for years and previously told were not possible. However, the inconsistent application of these highlighted that disabled students are, in some cases, still not properly consulted nor treated as a priority group.

Of the 35 people who consented to take part in the discussion groups, some were surprised to discover that their additional time had been refused following the introduction of 24-hour open-book assessments, as this was perceived to be sufficient time for the majority. Note-takers were not always provided in an online teaching environment as automated captions (provided as a default option for all students) were seen as an appropriate substitute. Students with a pre-existing mental health condition whose symptoms were exacerbated as a result of the pandemic repeated the view that their needs were not considered, especially since the mental health and wellbeing of all students was declining across the board.

Hannah Borkin, author of the qualitative report said,

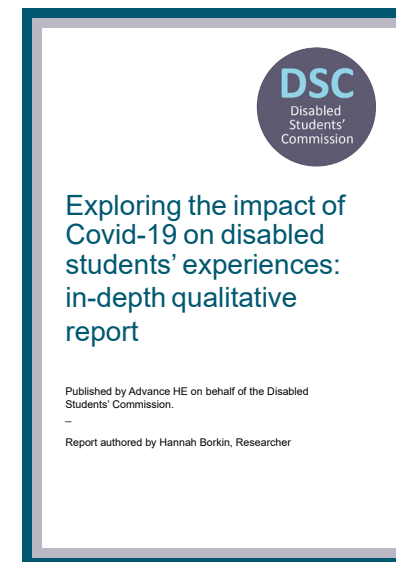
“By definition, disabled students are a more vulnerable group and they must be prioritised to allow them to thrive. Experiences documented during the pandemic highlight that a 'one-size-fits-all' approach simply does not work; you cannot be truly inclusive if you place disabled students on a par with their non-disabled peers in relation to support.

Disabled students are not a homogenous group so approaches must be tailored as far as possible by impairment type, and applied with an intersectional lens.

Our [report](#) highlights a number of recommendations to take forward some of the lessons learnt during the pandemic that have improved accessibility.”

The Disabled Students' Commission is an independent and strategic group set up to advise, inform and influence higher education providers and sector bodies in England to improve support for disabled students. Advance HE has responsibility for providing secretariat support, as well as overseeing the management, coordination and dissemination of research and other DSC outcomes.

[Find out more about the Disabled Students' Commission](#)



[Download Exploring the impact of Covid-19 on disabled students' experiences: in-depth qualitative report](#)

International Spotlight

Cross-campus teaching coordination, new campus education experience development and hybrid teaching

Kashif Rajpoot, Computer Science Programme Director at the University of Birmingham's Dubai campus, reflects on his Senior Fellowship journey through cross-campus teaching coordination, new campus education experience development and hybrid teaching.

I joined the University of Birmingham in 2016 and subsequently moved to the newly formed campus in the regional hub of Dubai in 2018 to lead the delivery of our Undergraduate and Postgraduate Computer Science programmes as Programme Director. My Senior Fellowship journey coincided with my Programme Director role over the past 3 and a half years. As a Programme Director, I was able to practice, acquire, and experience the skills needed to demonstrate alignment with Descriptor 3 of the Professional Standards Framework and ultimately, achieve Senior Fellowship status.

Since I joined the Dubai campus in its early stages, it meant that I had the opportunity to lead on the coordination of cross-campus teaching and education experience development for our Computer Science students. Due to the Covid-19 pandemic in early 2020, we were required to switch very quickly to a hybrid mode of delivery like many other institutions.

Cross-campus teaching coordination

On the cross-campus teaching coordination front, first and foremost, my role required taking the lead in forming a close cooperation and coordination relationship amongst the teaching staff across our Birmingham and Dubai campuses. This was crucial to enable us offering the same high-quality curriculum and teaching experience in the newly opened campus. It also meant forming processes for checks and

reflection on the adherence to quality control for delivery across teaching, assessment, and feedback practices. For example, I coordinated the peer observation process in Dubai, where observers from within our staff were assigned to observe learning sessions and provide constructive feedback to continuously enhance teaching practices. While aligning our teaching practices with our academic home school of Computer Science based in Birmingham was of paramount importance, at the same time, it was also important to support Dubai based teaching staff in exercising and developing their academic freedom which is an important factor in ensuring their professional growth.

Education experience development

While curriculum delivery through teaching is one part of education experience development, I viewed education experience with a wider lens that encompassed tutorial support, industry engagement activities (e.g. guest lecture, field visits) and co-curricular activities which we strived to offer to our students. This was with the objective of enriching student experience and forming long lasting contacts with them. Another important aspect of education experience development was listening to students' feedback and reflecting on it for continuous enhancement of our practice. This was created by not only following established processes and practices, but importantly forming relation and connection with students where they feel encouraged to openly share constructive feedback.

Online and hybrid teaching

Back in February/March 2020, with the onset of the pandemic and government lockdowns, we were forced to switch almost overnight to online learning. At this stage, I led and coordinated the teaching plan to deliver the rest of teaching and final assessments for the remaining four weeks of term in online mode. This involved catering to the staff and student needs for digital tools which was crucial for

a successful switch. It also included adapting the teaching style to include an interactive element in pre-recorded videos along with being approachable and accessible to students via instant messaging apps and email to answer any queries and to address their concerns about the switch. I coordinated the teaching team response in our Dubai campus and organised weekly meetings to reflect on our newly found online teaching practice to promptly respond and continuously improve.

The design and planning of learning activities has considerably changed in the current times of pandemic, where I have followed a blended approach as per University of Birmingham's Framework for Education Resilience (FRED) to support the learners under diverse circumstances. To meet the diverse needs of students and to promote wider participation and engagement, I designed the teaching of a specific topic in three sessions: pre-recorded (i.e asynchronous), online (synchronous), and on-campus. Assessments were designed to consist of creative, problem-solving style questions due to their 'open-book' nature and allowing for the diversity of students in various locations. The submission process was considerate of students requiring additional time for typing and/or photo capturing before submission to ensure fair opportunity for all students.



[Read more](#)

Governance

Proposed numerical thresholds to underpin requirements for minimum acceptable student outcomes

The OfS has published its long-awaited action plan to tackle “poor quality courses”. It sets out, in a number of technical documents and a consultation, numerical thresholds for course continuation and completion, and professional employment or further study. Thresholds differ depending on the category of the cohort eg full-time first degree, postgraduate taught masters, part-time other degree, apprenticeship etc. It has also published a consultation on changes to the TEF and an analysis of responses to a consultation in November 2020 on the approach of establishing numerical thresholds. The first five points in the “At-a-glance” section below relate to the OfS threshold consultation document.

Implications for governance

The OfS announcement on new regulatory action to tackle so-called “low value” courses has significant implications for governance, not least because universities and colleges not meeting the proposed thresholds for continuation, completion and graduate employment, could face investigation and potential financial sanctions.

The numerical thresholds, which responses to an initial consultation last year show are generally opposed by the sector, cover full and part-time students at both undergraduate and postgraduate level.

An OfS analysis of full-time first degree students reveals that 36 universities, colleges and other HE providers had continuation outcomes calculated as below the proposed threshold. About 11,000 students a year (3 per cent) start courses at providers that have continuation outcomes calculated as falling below the threshold proposed.

Earlier data used in the OfS’s proposed cohort tracking measure suggests that around 8,000 students (2 per cent) each year were starting courses at 34 universities that had completion outcomes calculated below the proposed completion threshold.

On progression, 55 providers had outcomes calculated as below the proposed threshold, with around 3,000 students each year 2% gaining qualifications from institutions with progression outcomes falling below the threshold for professional employment and further study.

Coupled with the new TEF proposal to create a “requires improvement” category, the plan to publish universities’ performance against these thresholds presents a potential risk and could have implications for recruitment, league table standing, reputation and, in the long run, course viability.

 [Read more](#)

 [The OfS documents can be found here](#)

Universities UK framework for programme reviews

In anticipation of the OfS announcement, UUK has published a new framework, which is aimed at helping universities in England to identify and improve any course which may “fall short” in quality terms. It is based on work undertaken by an advisory group of vice-chancellors, chaired by Professor Julia Buckingham. A series of roundtables were held in Summer 2021 involving 66 member institutions in England. Separate discussions were held with universities in the devolved nations. Further work on the details of the guidance was undertaken with various HE member organisations and consultation was held with stakeholders from business and third sector organisations.

The framework was piloted by a number of institutions in England to understand how it might work, identify barriers and gather evidence on how it can add value to existing processes.


Implications for governance

UUK’s framework for reviewing the value of courses and programmes was published the day before the OfS regulatory action plan and is set against the backdrop of this “crackdown” on “pockets of low quality provision”

It recommends that courses and programmes are reviewed annually and should be signed off by university councils or the equivalent. Governors will need to decide what mix of “core” and “contextual” metrics from those suggested by UUK are right for their institution, bearing in mind the new OfS thresholds.

According to the research carried out among universities that participated in the development of the framework, institutions already have regular processes to assess the performance of courses which incorporate measures such as completion, graduate outcomes, and student satisfaction. Reviews mostly occur on an annual basis, with a third of institutions having more extensive reviews every few years, and the same proportion using ongoing monitoring processes.

 [Read more](#)

 [The framework document can be found here](#)

Keep up to date – sign up to Governance Bulletin and News Alerts

Designed to provide an easy way for governors, university secretaries and clerks and all those supporting or interested in governance in HE to keep abreast of news likely to affect their work. [Sign up.](#)

New content + publications

New podcast series on Design Thinking

“What is design thinking and why is it important? Why should anyone care and what are some of the benefits to higher education?” Dr Bo Kelestyn from the University of Warwick introduces a new podcast series ahead of Design Thinking: Approaches to Student Engagement - a virtual event on 9 March 2022.



[Read more](#)

Is it possible to measure collaboration?

Dr Russell Crawford, Director of Learning & Teaching, Falmouth University, shares nine discrete domains against which educators, businesses and professionals of all ilks can measure the degree of their collaborative interactions.



[Read more](#)

How can universities respond to the data skills gap?

“We need to move quickly and collaboratively to develop a generation of data-savvy and data-comfortable graduates...”

Keren Pakes, General Manager, The Bright Initiative



[Read more](#)

There's more to a Principal Fellow writing retreat than an application!

Join Professor Sally Bradley on one of the last Principal Fellow writing retreats of this academic year. In this blog, Sally encourages you to take the opportunity for time and space to reflect on your application.

[Read more](#)

Hints and tips for achieving strong response rates to Advance HE student surveys

Naomi Hepton, Education and Student Experience Officer, and Lorraine Slater, Communications & Researcher Development Officer at University of Brighton, share their good practice tips from their experience of running the Postgraduate Research Experience Survey (PRES) with Advance HE's Maddie Pitkin.

[Read more](#)

“Why won't they engage in extra-curricular opportunities?”

Dr Leanne de Main and Lisa Wakefield from De Montfort University, and Dr Hannah Holmes from Manchester Metropolitan University, write about demystifying the complexity of the student experience in preparing for the future of work.

[Read more](#)

International Pathways Students: professional networking for career readiness

Dr Victoria Wilson-Crane, Director of Innovative Student Learning at Kaplan International Pathways reflects on an offering for international students aiming for higher education in the UK which is giving them a unique insight into their future careers.

[Read more](#)

“It felt like the first official step towards my academic teaching career”

In the third blog this January celebrating our Associate Fellow community, Chloe Li, a PhD student and Associate Fellow at University College London, explains how important the recognition has been at the beginning of her teaching career.



[Read more](#)

Dates for the diary

Conferences + Events

EDI

Share your ideas and good practice – open calls for papers

Race Equality Colloquium 2022: The intersection between neurodiversity and race – Call for papers closes 14 February 2022

We are looking for workshop and presentation proposals from individuals or teams across an institution or multiple institutions under one of five broad research areas, including the extent to which systemic racism poses barriers to access, participation and success in HE for neurodiverse students from Black, Asian or other minority-racialised backgrounds.

[Find out more](#)

Teaching & Learning

Surveys and Insights Symposium 2022: Innovative Insight – Call for papers closes 22 February 2022

Colleagues are invited to submit an abstract for either a 20-minute presentation, a 40-minute workshop, or a poster on the following four themes: Innovation in capturing the student voice; Innovation in addressing equality gaps; Innovation in developing and evaluating learning and teaching and; Innovation in using Surveys & Insight to deliver strategic change.

[Find out more](#)

NET2022 Conference – the leading international conference for healthcare educators. Call for papers closes 25 February 2022

Whether an experienced conference presenter or taking that first step towards speaking in front of an audience, we would like to hear about your research projects and new initiatives in healthcare education. Abstract submissions can be for any of the following types of presentation: theme papers, poster+ presentations, poster presentations or symposia. Colleagues are invited to submit an abstract on the following themes: Education enhancement; Learning, teaching and assessment strategies; Key challenge in healthcare education and; Student experience, engagement and achievement.

[Find out more](#)

Teaching & Learning

Curriculum Symposium – call for papers closes 14 March 2022

Colleagues are invited to submit an abstract for either a 20-minute presentation or for a 40-minute workshop which adheres to one of the following themes:

- + The role of curriculum frameworks;
- + Partnership approaches to developing curriculum: with students, employers and professional bodies;
- + Tensions between accreditation of prior learning, programme cohesion and quality assurance;
- + Learning without borders - new models of flexible provision.

[Find out more](#)

Inclusive learning and teaching workshop series

These interactive [workshops](#) offer practical advice, guidance, policy information, frameworks and toolkits to support positive change within departments, schools, faculties and institutions. Colleagues from Advance HE members receive a 10% discount when booking all five workshops.

- + Introduction to EDI in Teaching and Learning (1 & 15 March 2022)
- + Inclusive and Equitable Assessment and Feedback (5 & 27 April 2022)
- + Inclusive Curriculum (10 & 24 May 2022)
- + Inclusive Student Engagement and Partnership (8 & 22 June 2022)
- + Leading on Inclusive Teaching and Learning (30 June & 14 July 2022)

EDI

Equality, Diversity and Inclusion Conference 2022: Inclusive Institutions in Action – 16-17 March 2022, Radisson Blu Manchester Airport

Professor Becky Huxley-Binns, Pro-Vice-Chancellor (Education), University of Hull will be our keynote speaker on day one of the Equality, Diversity and Inclusion Conference 2022: Inclusive Institutions in Action. The conference will provide a space to engage with previously less-explored, hidden or 'taboo' equality issues and examine/encourage promising practice to address them.

Conference themes include:

- + Embracing the voices of minoritised and marginalised people in our approach to institutional change
- + Reshaping EDI leadership
- + The future is intersectional
- + Humble learning
- + The change agent's tool kit.

The conference will run across two days with an optional evening dinner and entertainment on the evening of the 16 March.

[Find out more](#)

Dates for the diary Programmes

Leadership & Management

Professional Development Course for External Examiners

Next remote course dates 14 and 21 February 2022

For aspiring, new or experienced examiners to understand the role of the external examiner, understand the nature of academic standards and use evidence-informed approaches to contribute to impartial judgements on the enhancement of student learning. [Find out more](#)

Transition to Leadership – starts 24 February 2022

Explore your personal leadership, your team leadership and your change leadership style. By understanding your own resilience and how you can influence and inspire others, you will learn new approaches to manage difficult situations and enable institutional change to happen. [Find out more](#)

Preparing for Strategic Senior Leadership – starts 1 March 2022

Preparing for Strategic Senior Leadership aims to develop the personal resilience, emotional intelligence and creativity needed by those operating at a strategic level in higher education. [Find out more](#)

Teaching & Learning

New to Teaching – starts 1 March 2022

New to Teaching is designed to nurture and develop contemporary professional learning, with a particular focus on the basics of effective teaching practice, incorporating the latest innovations in online pedagogies and digital delivery within fully virtual or hybrid teaching spaces. [Find out more](#)

Teaching & Learning

Virtual Teaching – starts 9 March 2022

Virtual Teaching is aimed specifically at those who have experience teaching in higher education but are new to delivering courses via online platforms. It models approaches and activities which can be taken into HE teaching, positioning the participant as a learner in online spaces and inviting them to reflect critically on the experiences in order to enhance their own teaching practices. [Find out more](#)

Leadership & Management

Leading Virtual and Disconnected Teams – starts 2 March 2022

This programme has been designed in response to these challenging times and developed to support those leading large teams or departments in providing connected leadership in a disconnected world. [Find out more](#)

Diversifying Leadership - starts 23 March 2022

The Diversifying Leadership programme is designed to support early-career academics and professional services staff from Black, Asian and minority ethnic backgrounds who are about to take their first steps into a leadership role. [Find out more](#)