

In Partnership

AdvanceHE

Keeping our members updated
with the latest from Advance HE



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Welcome to the December 2019 **In Partnership**

In this edition of In Partnership, we share the results from the 2019 Postgraduate Research Experience Survey and Postgraduate Taught Experience Survey, announce a series of regional events to support the Teaching Excellence Awards, and launch a new framework on entrepreneurship education.

We'd also like to highlight a [5% discount off the cost of applying for Fellowship](#) by direct application for those agreeing a contract before 20 December 2019. This discount is available when ten applications or more are bought as part of a single contract. Member institutions are also entitled to a 50% discount on Fellowship fees that is part of your membership fee. Purchasing a contract for Fellowship fees allows an institution to fund a group of applications and avoids the need for individual payments to be made upon submission.

As always, we welcome your suggestions and feedback.

Advance HE Knowledge Bank

The Advance HE Knowledge Bank is a key membership benefit, which allows you to access a range of valuable resources.

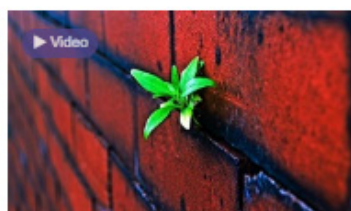
There is a wealth of content in the Knowledge Bank including articles, guides, videos and infographics on a host of topics within business, management, leadership, personal development and more.

With over 50 topics, you can find a resource to help you, whatever challenge you may be facing from coping with change to becoming a good leader.

Visit the Knowledge Bank via [MyLF](#) to start exploring.

Featured Content

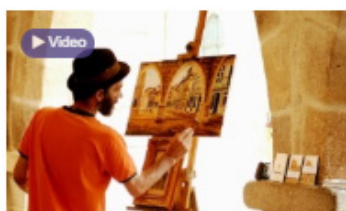
[Browse All](#)



▶ Video

⌚ 9 mins

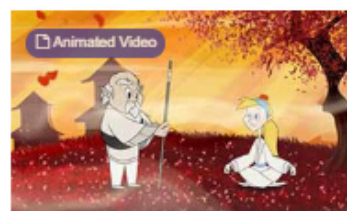
Personal Resilience



▶ Video

⌚ 6 mins

Developing a Creativity Culture



▶ Animated Video

⌚ 4 mins

Mastering Mentoring: Five Tips for First-Time Mentors



▶ Video

⌚ 6 mins

Award-Winning Project Management at BUPA Australia



▶ Infographic

⌚ 3 mins

Eight Signs of Stress You Can't Ignore



▶ Infographic

⌚ 8 mins

Introduction to Project Management



▶ Infographic

⌚ 5 mins

Once Upon A Time: The Subtle Power of Business Storytelling

Recommended

Dealing with Aggressive Behaviour

⌚ 5 mins

[> Discover](#)

How To De-Stress At Work

⌚ 4 mins

[> Discover](#)

Understanding the Bystander Effect

⌚ 5 mins

[> Discover](#)

Most Popular

[Browse All](#)



▶ Topical Content

⌚ 5 mins

The Business of Black Friday



▶ Audio

⌚ 13 mins

Handling Interview Questions

[Login or signup to MyLF here](#)

UK ANTF Roadshows

Next year we celebrate 20 years of the National Teaching Fellowship Scheme. Over the coming months, we will hear from National Teaching Fellows from over this 20-year period, finding out what the impact has been for them and the sector. For those looking to become part of this distinguished community, the Association of National Teaching Fellows (ANTF) are hosting a series of [regional events across](#) the UK to support potential nominees for the Teaching Excellence Awards.

The Roadshows provide the opportunity to explore the submission criteria for the 2020 National Teaching Fellowship Scheme and identify ideas of impact and relevance to meet the three criteria. It is an opportunity for those wishing to submit in 2020 or in subsequent years to share practice and have the opportunity to discuss ideas in relation to the criteria.

Please see below the confirmed dates and locations for these Roadshows:

NTFS focus

[University of South Wales on 4 December 2019 from 2pm until 4pm](#)

[Aston University on 9 December 2019 from 12pm to 2:30pm](#)

[Online webinar on 10 December 2019 from 5pm to 6pm](#)

[Newcastle University on 13 December 2019 from 10am to 12pm](#)

[King's College London on 10 January 2020 from 10am to 2pm](#)

[Online webinar on 14 January 2020 from 12pm to 1pm](#)

[Edinburgh Napier University on 21 January 2020 from 10am to 12pm](#)

CATE focus

[Birmingham City University on 7 January 2020 from 1pm to 3pm](#)

[Edinburgh Napier University on 21 January 2020 from 1pm to 3pm](#)



[Find out more about NTFS and CATE](#)

PVC/DVC/VP Network

Advance HE is very pleased to invite Deputy Vice-Chancellors, Pro-Vice-Chancellors and Vice-Principals with responsibility for Learning and Teaching/Education/Student Experience to the next 'PVC Network' meeting on 13-14 May 2020 to be held at The Cube, Birmingham.

The programme has been designed in response to feedback from participants at the highly successful event at Hallam Conference Centre, London in November 2019. Highlights of the planned programme will include:

- Chris Millward, Director for Fair Access and Participation at the Office for Students, speaking on the future approach to TEF and how OfS will run it so that it coheres with OfS' baseline regulatory conditions relating to access and participation and quality.
- TRAC for Teaching (TRAC(T), including contribution from the TRAC Development Group (to be confirmed)

In addition there will be ample opportunity to network with familiar faces and new colleagues facing similar challenges.

If you would like to attend the May 2020 Network and haven't yet confirmed your booking, you can [register for the event here](#).

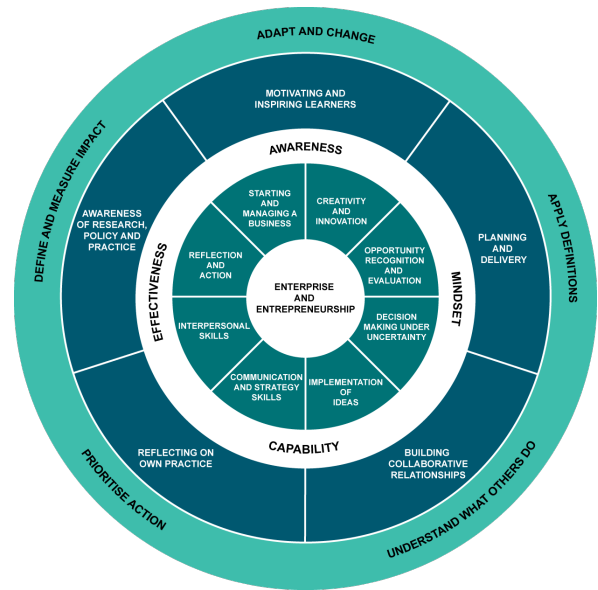


[Find out more about PVC Network events](#)

Enterprise and Entrepreneurship Framework

The Enterprise and Entrepreneurship Education Framework was launched this month, developed in partnership with EEUK, IOEE, ISBE, SFEDI and the QAA. This is a resource to help institutions provide effective activities and experiences so that students can identify what is involved in being enterprising and entrepreneurial, helping them to navigate their future careers.

Designed to inform and support educators who deliver the curriculum or extracurricular activities to students, the framework focuses on the ways in which enterprise and entrepreneurship education can add value to the learner's journey, whether they are interested in starting their own venture or being enterprising when working for someone else in the private, public or voluntary and community sector.



“Developing enterprising and entrepreneurial skills and abilities while in higher education helps to facilitate new ventures both in education and upon graduation. Employers also recognise that these skills and abilities are increasingly important in the world of work because of the value they add to an organisation.

Through enterprise education, learners develop the appropriate skills, abilities and mindset to enhance their employability and entrepreneurial ideas.

Our framework connects the learner's journey with the educator, who facilitates the activities and experiences that foster embedding enterprise and entrepreneurship into the curriculum.”

Alison Johns, Advance HE Chief Executive

Stuart Norton, Senior Adviser at Advance HE, introduces the new framework in his blog [‘The trouble with employability’](#). Andy Penaluna, Professor Emeritus at University of Wales Trinity Saint David, who has made a large contribution to the framework, discusses the topic of future proofing higher education in his blog [‘Enterprise thinking on the future of HE’](#). Further content exploring enterprise and entrepreneurship will continue to be published over the coming weeks and can be found on a new [guidance page](#).

Alongside the launch of the framework, we have begun recruitment for an [Embedding Enterprise in the Arts, Humanities and Social Sciences Curriculum Collaborative Project](#). Institutions, schools and faculties can join up until 20 December, with the project running from January to July 2020. Your Head of Membership can provide further information.

We will also be running an [Employability Symposium](#) on 22 April 2020 for those interested in exploring in exploring further the broader topics of employability and embedding enterprise.

Find out more about the Collaborative Project

Advance HE Connect Event Series

Our Connect Event Series of webinars and face-to-face events, new for the 2019 – 20 academic year, are free to all those who work for [Advance HE member institutions](#). The webinars cover the themes of Facing the Future and Global Perspectives.

Our next Facing the Future webinar takes place on 13 Dec at 11:00 GMT and tackles the topic of '[Higher education in the era of artificial intelligence](#)'. The webinar looks to provide thought-provoking, forward-looking ideas and stimulate discussion on the role of higher education in the era of artificial intelligence. All those joining the webinar are invited to take part in the discussion.

If you are unable to join the webinar live, please visit our [Advance HE Connect group](#) where you can access recordings of all of the Connect Event Series webinars.

Our next face-to-face event focuses on leadership. '[The puzzle of positive motivation](#)' takes place in Bristol on 14 January 2020 when we will explore questions around motivating as a leader. What is it? What is this hidden energy and how does it work? And, more specifically, how does it work and manifest itself in the context of Higher Education? Limited places are available for this event.

Reflecting on the recent Global Perspectives webinar on Professionalising Teaching in HE, Tashmin Khamis (PFHEA), Associate Vice Provost at the Aga Khan University, shares her thoughts on networks as a lifeline for those involved with enhancing teaching quality in a recent blog:

“...The UKPSF provided us with an international benchmark to meet and the Fellowships an incentive to transform teaching. Through the process of becoming the first accredited provider in Pakistan and East Africa the support and mentors we have come across through Advance HE staff, moderators, trainers and now access to the thousands of Fellows through Advance HE Connect has given us confidence that we are on the right path and has made this journey much less lonely...

It is through the Advance HE (UK) Fellows network I was asked as a PFHEA and an accredited provider outside the UK to sit on a panel this month for the Global Webinar on Professionalising Teaching in HE. As I sat at midnight my time, sharing my reflections to the 50 or more participants, I was struck by how common our issues were as we strive to build an institutional teaching culture. I was also a touch envious to see how where there was a critical mass of accredited providers, such as in the UK and Australia, there were so many more opportunities to learn from each other or meet gaps in capacity. How I wished that I had access to more SFHEAs, Assessors and Reviewers to run our own CPD scheme! I couldn't have wished for more, for a week later I received a very generous offer from a participant at the Global Webinar who had heard me speak to provide pro-bono mentorship to three female educational leaders at my institution to gain SFHEA. The power of technology brings proximity across distance. So as you plan your next networking event to enhance teaching, be it in the UK or Australia, might you consider using Zoom to connect us across the ether? We have a lot to gain and a lot to share.”

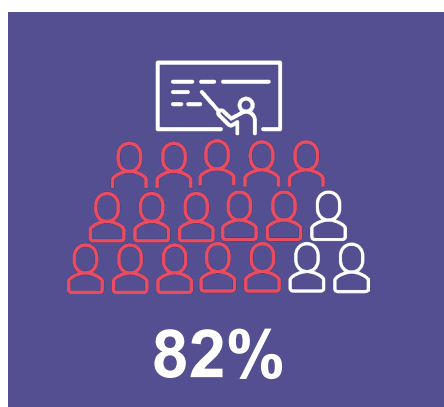
[Read the blog in full](#)

Postgraduate Surveys

We have recently launched the national results reports for our two postgraduate experience surveys: [Postgraduate Research Experience Survey \(PRES\)](#) and [Postgraduate Taught Experience Survey \(PTES\)](#).

According to PRES 2019, over 80% of postgraduate researchers (PGRs) are positive about their research experience. PGRs are motivated by the interest in their subject more than any other factor, and their positive response is broadly in the same range across all subject areas.

Responding to new wellbeing questions in this year's survey, PGRs reveal striking levels of anxiety, with only 14% reporting that they have low anxiety. This compares with 41% of the general population with low anxiety as reported by the Office for National Statistics in May this year.



According to the results in PTES 2019, eight out of 10 postgraduate students taking a taught course in the UK report continued satisfaction with the experience over a five-year period.

The results in PTES also show the extent to which postgraduate taught students spend their time working for pay, with one in five of those students spending more than 30 hours per week in their paid jobs.

Wherever you are in the world, by participating in The [Postgraduate Research Experience Survey \(PRES\)](#) and [The Postgraduate Taught Experience Survey \(PTES\)](#) you will benefit from:

- critical data that informs enhancements to the student experience and your institution's learning and teaching
- confidential and sophisticated benchmarking helping you understand how you compare with other institutions
- the opportunity to include additional questions, specific to your institutional priorities

Wherever you are in the world, participate in Advance HE Student Surveys 2020 for bespoke insights. [Register your interest before December 13 2019](#)



The window for our 2020 Surveys is open, please contact surveys@advance-he.ac.uk for more information.

Governance News: New HEPI report: Somewhere to live

A new report published by the Higher Education Policy Institute, and authored by [Professor William Whyte](#) questions the prevailing residential model of British Higher Education. In the report titled, [Somewhere to live](#), Whyte traces the historical development of the residential model of higher education and suggests that there is “no clear sense of what it is for”.

Whyte notes the residential model is a distinctive feature of British Higher Education. While similar approaches are found in other countries, including the United States, in many European countries the pattern is very different with more students living at home or commuting weekly.

In the report, Whyte shows that while institutions may initially have been created to serve local students, over time they have also acquired residential accommodation. Today, for example, the majority of students at Redbrick universities and the former polytechnics are residential.

Taking the last few decades the proportion nationally of residential (80%) and commuting (20%) students have remained broadly constant, although this balance naturally varies according to the individual institution. Evidence suggests that commuting students are disadvantaged and achieve poorer outcomes than students who are residential. In addition, the need for residential accommodation for international students is clear.

The national growth of student numbers has led to the influx of private finance to provide dedicated student accommodation. There also been by a general rise in the quality of provision, but this has been mirrored by its cost. The costs of student accommodation are now significant and potentially places some groups at a social disadvantage. Nevertheless, to date the market has proven to be largely price inelastic.

Although students may gain a “sense of freedom” when moving away from home, Whyte suggests “it is difficult to say what migrating from home is intended to achieve – especially given the relatively short distances most students actually travel.”

Whyte also notes that alongside continuing concerns about mental health, the growth in the student numbers and the nature of student halls has raised issues about how to support students who may find it difficult to integrate with their peers. He also draws attention to the potential tensions between a student community and local inhabitants as a result of the sheer scale of student accommodation, noting the risk of similar tensions to those commonly found in university towns in previous historical periods.

To join the conversation on Governance, please visit our [Advance HE Connect governance groups](#). We would love to hear your thoughts on:

“Has the governing body or one of its committees recently discussed the provision of residential accommodation and student support and is there best practice that can be shared across the sector?”

[Join the conversation](#)

Progress builds to tackle race inequality in higher education

The University of Cambridge and University of Brighton have achieved Bronze in the latest round of the Advance HE [Race Equality Charter](#) awards.

Bronze award holders are recognised for addressing and improving race equality in higher education. Cambridge and Brighton take the number of Bronze awards conferred to 14 since the Charter was trialled and launched in 2016.

Advance HE also welcomed five new members to the Charter, increasing the total number of higher education institutions which have committed to tackling race equality to 60. City University of London, Manchester Metropolitan University, Solent University, University of Aberdeen and the University of Exeter have all signed up to the Charter which aims to improve the representation, progression and success of Black, Asian and Minority Ethnic (BAME) staff and students.

By becoming a member of the Race Equality Charter, institutions commit to following [five fundamental guiding principles](#) in how they approach race equality and address their institutional culture. Awards are presented to institutions which develop initiatives and solutions to address race equality issues.

Advance HE is committed to addressing race inequality, working with the sector to embed the Race Equality Charter as a thorough framework for action.

REC awards will be presented alongside Athena SWAN Charter awards in a ceremony at the University of Brighton on 17 December 2019.

Building on the work of the Race Equality Charter, the [BAME Leadership Summit](#) will give participants the chance to discuss, debate and share good practice around advancing the race equality agenda within their institution and the sector more generally. The summit will take place on 19 May 2020.



Find out more about the [BAME Leadership Summit](#)

Is bullying cutting careers short in many academic institutions?

Ahead of our [Women in HE Conference 2020](#), Jenny Garrett, career coach and member of the panel discussion on sexual misconduct, harassment and violence in the workplace, argues that bullying could be cutting short women's careers in academia.

We've been talking about harassment lately, thanks to campaigns like #MeToo and #MosqueToo, but bullying is just as common, particularly for women and ethnic minorities.

Nicola Rollocks' recent research highlighted that Black female academics face racism and bullying as they progress their careers towards a professorship in UK universities.

For both genders, recent studies in the US show that 38% of workers witness or experience bullying during their careers and research from Stonewall found that one in eight lesbian, gay and bi people (12 per cent) wouldn't feel confident reporting any homophobic or biphobic bullying to their employer – yet few workplaces have effective policies to deal with bullies.

For every bully who is caught, an incredible 10 times as many victims lose their jobs through transfers, layoffs, termination, or handing in their notice.

According to a recent article in the Guardian newspaper, UK universities have spent nearly £90m on payoffs to staff that come with "gagging orders" in two years, raising fears that victims of misconduct at higher education institutions are being silenced.

As many as 4,000 settlements, some of which are thought to relate to allegations of bullying, discrimination and sexual misconduct, have been made with non-disclosure agreements (NDAs) attached since 2017.

The figures, uncovered by the BBC, have prompted allegations that universities are deliberately using gagging orders to stop grievances becoming public. Dozens of academics told the corporation they were made to sign NDAs after being "harassed" out of their jobs following the raising of complaints.

Through my coaching clients in HE and various sectors, I have heard many stories of bullying and sexual harassment in the workplace and how it cripples careers and has a cataclysmic impact on confidence.

I've personally experienced workplace bullying a couple of times in my career and it was soul destroying. In one organisation staff would gossip just loud enough for me to overhear; and in another, colleagues felt I was working too hard and showing them up, so decided to obstruct and then ostracise me...

For more insights on bullying in academia, [read the blog in full](#)

From difficult to transformative – the art of handling those hard-to-have conversations

Barbara Bassa, Advance HE Senior Leadership Development Adviser, shares her thoughts on having conversations that build strong relationships and improve organisational performance.



When I talk to leaders in the higher education sector about some key challenges that they face when leading teams, managing individuals or influencing internal and external stakeholders, inevitably, they mention 'difficult conversations'. And the issue seems to trouble leaders at every level, whatever their experience.

What is a “difficult conversation”?

Typically, leaders describe a conversation difficult when they find it personally challenging: the conversation which they perceive can have a negative impact on them personally, their relationships, or on their organisation; the conversation which brings a sense of awkwardness, anticipation, heaviness or high emotional charge. Examples of difficult conversations mentioned by the leaders that I spoke with include: challenging senior colleagues about their research outputs, addressing attitudes to work, admitting mistakes or not knowing, managing performance, telling someone that they have lost their job, announcing a restructure, encouraging staff to work together following a merger, talking to a colleague in bereavement, talking to a student with mental health issues...

Of course, a difficult topic for one person may be easier for another and the same or similar conversation with one member of staff could be more challenging with a different colleague.

Why is it difficult?

Conversation is the most common tool in human interactions. In her book *Fierce Conversations*, Susan Scott argues that 'the conversation is the relationship'. We build relationships through conversations. Anything that we have ever achieved has its basis in conversations. So why is it difficult? As social creatures we have a desire to belong, to be accepted and appreciated. We have learnt early in life that saying things which are challenging may upset the status quo. And we are afraid that we may damage relationships and put ourselves in an unfavourable position as a result. Moreover, we may have previous experiences when a conversation did not go well and we don't want to repeat the scenario. Or, we may have some deeply rooted triggers related to a particular topic which we are worried would irritate unhealed wounds. However, avoiding conversations doesn't mean that issues go away! They fester, they grow, they play on our minds, they become bigger than they were initially, and then a problem could become insurmountable. I would argue that we may make 'the conversation' more difficult by our perception or attitude towards the issue; the issue is neutral. Calling these conversations 'difficult', even though they may not be easy, is not helpful. When we call something 'difficult', straight away it puts a label on it and, consciously or subconsciously, we are tempted to avoid it. So how about calling these conversations 'transformative'?

[Find out more about preparing for difficult conversations](#)

New content and publications

Destination unknown...the importance of knowing who you are to get to where you want to be

Dr Iwi Ugiagbe-Green discusses the benefits of placements for student employability and the complex, inter-tangled and nuanced reasons contributing to why BAME students are not accessing UK internships or placements.



[Read more](#)

Care Leavers Videos

We spoke to Chris Hoyle, a care experienced graduate and Management Information Analyst, University of York to share his insight on care leavers in higher education.



[Read more](#)

Mental health in HE: are initiatives available universally?

In response to the publication of Advance HE's Postgraduate Research Experience Survey Hannah Borkin, Mixed-methods Researcher at Advance HE, shares her reflections on the emerging inequalities with mental health initiatives in higher education.

[Read more](#)

Enhancing reflective practice institutionally using the UKPSF

Durham University's Centre for Academic Development (DCAD) uses the UKPSF to embed reflective practice in teaching with significant interest and engagement from staff. Dr Sam Nolan (NTF & PFHEA), DCAD's Assistant Director, discusses achieving the significant milestone of awarding its 100th Senior Fellow.

[Read more](#)

Enterprising thinking on the future of HE

Andy Penaluna is Professor Emeritus at University of Wales Trinity Saint David. He has been contributing to Advance HE's work on Enterprise, Entrepreneurship and Employability for over 12 years and has a few insights to share.



[Read more](#)

Dates for your diary - Conferences

Women in HE Conference 2020: Conditions for change - how can we accelerate change that tackles the treatment and inclusion of women?

23 January 2020

Join us for the first Advance HE conference focused on women in HE and accelerating change for gender equality. Delegates will hear from senior women leaders who have overcome many barriers during their career and who are now focused on accelerating change in their organisations and more widely across HE.

[Harriett Minter](#), a journalist and broadcaster specialising in female leadership, will deliver our keynote speech. Harriett founded and edited the Guardian's Women in Leadership section and now writes for them on Women in Tech. She is also a columnist for Psychologies magazine and has written for The Times, Huffington Post and The Pool.

[Secure your place](#)

STEM Conference 2020: STEM Graduates for a changing world

29 - 30 January 2020

This year's conference looks at how we prepare our students in a constantly changing world, with a focus on how we ensure our graduates learn the appropriate skills and attributes necessary for the global workplace.

We have just announced our two keynotes for the conference. [Professor Nazira Karodia](#), Dean of the Faculty of Science Education at the University of Wolverhampton, will speak about 'Scientists traversing boundaries: STEM education is social education'. Nazira will be joined by [Professor Jim Longhurst](#), Professor of Environmental Science and Assistant Vice Chancellor for Environment and Sustainability at UWE, Bristol.

[Secure your place](#)

Let's Talk Value

29 - 30 January 2020

The second Let's Talk Value conference will showcase insights from beyond HE and debate some critical issues to challenge HE leaders to be more holistic and to demonstrate, beyond financial, the value that universities create for students, society and the economy.

Speakers at this year's event include [Julia Buckingham](#), Vice Chancellor and President of Brunel University and President of Universities UK, [Sallie Pilot](#), Chief Insight and Engagement Director at Black Sun, and [Monica Chadha](#), Vice Chair of Queen Mary University of London.

[Secure your place](#)

Dates for your diary - Programmes

Don't miss out on upcoming programmes

Transition to Leadership (TTL) - book by 6 January 2020

TTL will 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.

[Book your place](#)

Research Team Leadership - book by 9 January 2020

The programme allows participants to reflect upon their personal vision for their research career in terms of the role of a Research Team Leader. They will review what it means to take on a team leadership role, how to engage in team working and team building, and practice relevant key leadership skills such as listening.

[Book your place](#)

Leading Transformation in Learning and Teaching (LTLT) - book by 14 January 2020

Participants of LTLT will increase their practical and critical understanding of academic leadership and collaborative change in the context of teaching and learning. They will gain the confidence to engage with, influence and motivate colleagues with the intention of contributing towards new course development and delivery.

[Book your place](#)

Online New to Teaching

Recognising that the early days of a teaching career can be challenging, the programme gives formal training in the theory and practice of teaching to ensure that students are getting the most from their time with their teacher. The programme's online format means that participants can engage at a time that works for them.

[Book your place](#)

[Find out more about our upcoming programmes](#)

Dates for your diary - Events

Gamification of learning Workshop

11 December 2019

Advance HE, York

This workshop is intended for innovators, educators, entrepreneurs and learning developers in higher education who have a curiosity and/or an interest in learning more about the pedagogy, application and value of adopting a gamified approach to enhancing learning and teaching.

[Secure your place](#)

Developing Digital Capabilities Workshop

21 January 2020

Advance HE, York

This series of workshops is designed to support those involved directly in teaching and those who support teaching and learning activity within their institutions. The workshops will focus on different areas of practice and seek to develop your skills in this area through the use of practical tools and tips.

[Secure your place](#)

EDI and the TEF Workshop

22 January 2020

Advance HE, York

This one-day workshop will focus on the EDI considerations within the TEF and offer advice on how to align your current EDI work to your TEF submission, and conversely, how to use the TEF submission as a framework for identifying and improving EDI issues within your institution.

[Secure your place](#)

Hard to reach and hard to teach Workshop

25 February 2020

Advance HE, London

In this interactive workshop we explore principles and practices learnt by those who have undergone teacher preparation programmes in order to teach in Further Education and school settings, the approaches and techniques used by these colleagues with students who are sometimes hard to reach and hard to teach.

[Secure your place](#)