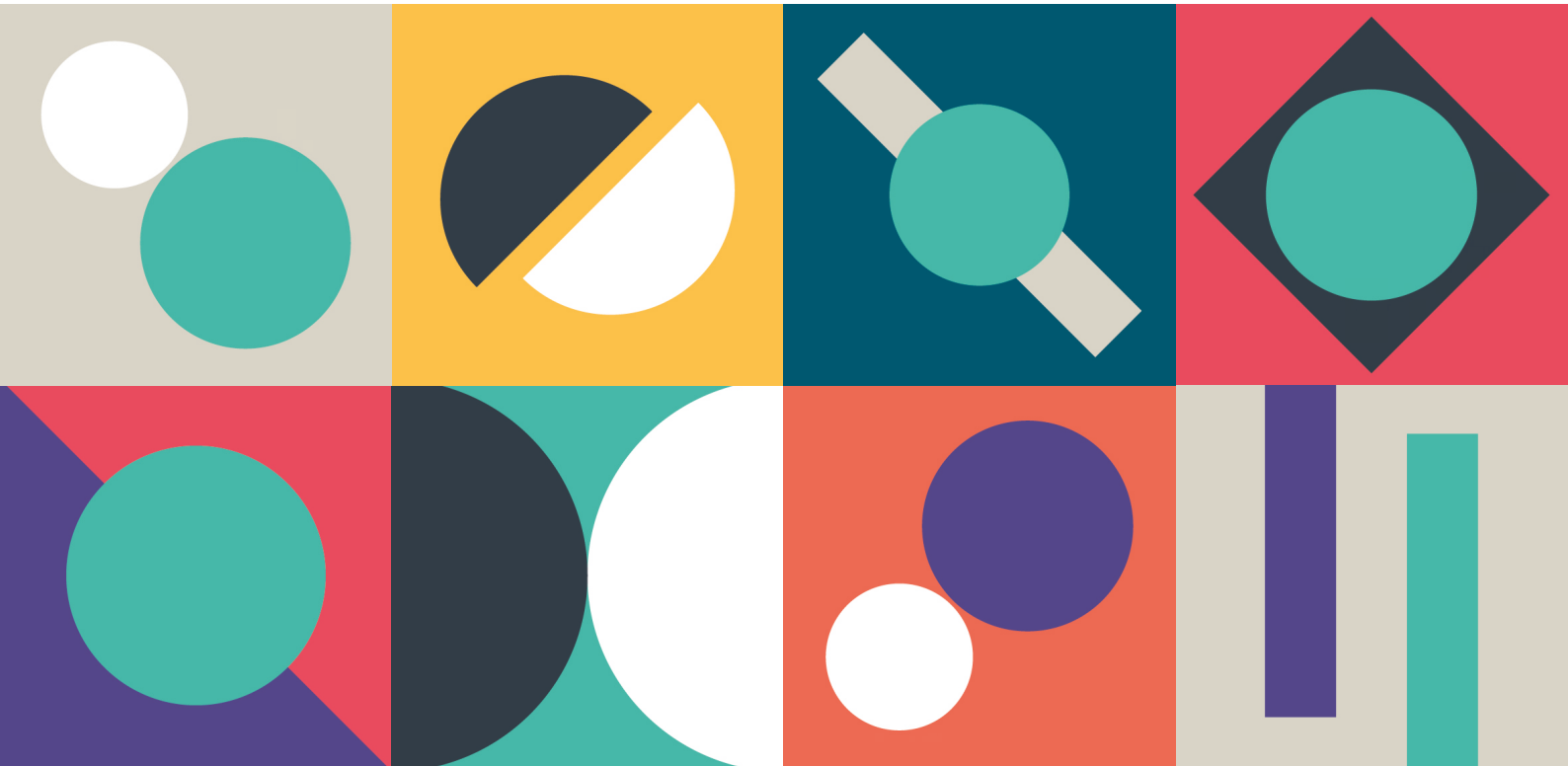


# In Partnership



Keeping our members updated  
with the latest from Advance HE



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## Welcome to the June 2020 In Partnership

A worldwide pandemic determines the extraordinary context in which we launched Advance HE membership for 2020-21 in May. It will shape our work as your sector development agency as we navigate these challenges together.

Whilst we are committed to providing continuity in key member services, Covid-19 has impacted every aspect of institutional operations and daily life has been turned on its head. Our members have asked us to ensure that the features of membership are responsive and focus on supporting the unprecedented challenges faced over the coming year. Working with members we will shape our grants, publications, events, webinars, advice and guidance to ensure they are needs-driven and provide real impact.

In this edition of *In Partnership* we have set out how we continue to support you at this time and what we will be doing during the 2020-21 academic year as we all transition to the 'new normal'.

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

# Member services update

To help keep you informed, we have outlined how COVID-19 has impacted our current member services below. For more details, please visit our [dedicated COVID-19 webpage](#), get in touch with your regular Advance HE contact or email [membership@advance-he.ac.uk](mailto:membership@advance-he.ac.uk)

## Upcoming Member Events (England, Scotland, Wales and Northern Ireland)

### The following have been replaced by virtual events:

- + The Race Equality Charter Networking (North) Event scheduled for 1 July (along with the as yet unscheduled South event) will be replaced by a virtual event on 9 July - *Enhancing Good Practice - Progressing and normalising the conversations on Race in HE*

## Charter Submission Rounds

We recognise that there are significant pressures on institutions at this current time and we will offer institutions and departments the opportunity to have existing awards extended. We also appreciate that most institutions are in the final stages of preparing to submit and many will have applications that they wish to proceed with. We will continue the service to those institutions and departments that wish to apply on the original timeline.

### REC July 2020 Submission Round

The deadline for the July 2020 Race Equality Charter (REC) assessment round is 23 July 2020.

**We will offer institutions who were intending to submit an REC application in the July 2020 round the opportunity to have existing awards extended to February 2021.**

If you have any questions about this approach please contact [racecharter@advance-he.ac.uk](mailto:racecharter@advance-he.ac.uk)

## Surveys

Our student engagement surveys, PTES, PRES and UKES are still going ahead this year. At the moment there are no plans to extend the periods, which already run as far as mid-May for PRES and mid-June for UKES and PTES. Our windows are flexible – institutions can start, stop and pause the survey as they require. Closing on this date will allow us to provide results by the end of the academic year as planned.

However if you feel that, for example, extending the survey periods into the summer could help

 **AdvanceHE**

**Member**

**19-20**

students have a better opportunity to take part, please contact [Surveys@advance-he.ac.uk](mailto:Surveys@advance-he.ac.uk). If there is widespread agreement to this, we will consider this.

For more information, please view the [Surveys FAQs](#).

## Aurora: 2020-21 dates and move to online

**We are delighted to release the dates for Aurora for 2020-21 which can be found [here](#).**

Due to the current COVID 19 pandemic we have taken the decision to deliver Aurora online (including the deferred 2019-20 cohorts)

We understand that the face-to-face sessions provide a great networking opportunity and experience but given the factors of government guidance, personal safety, ability and/or willingness to travel, we feel online is the best solution and that letting you know this now allows you to plan and be confident in the route ahead, rather than us both face continually changing plans should the guidance change or have regional variation. We will continue to monitor the situation and when we feel the conditions are right, we propose that we will convene a separate face-to-face networking event for the 2020-21 cohorts later in the year.

The Aurora model and structure (four content days and two action learning sets) will remain the same but the content will respond to the current context. We have already begun to adapt the content for online delivery and to reflect some of the more current themes for women leaders, such as changed leadership when remote working and learning. Critically we will ensure the design enables effective networking, discussion and interaction along with the expert facilitation and speaker contribution that is such a strong feature of Aurora. Taking the programme online means that we'll be able to continue to build the Aurora community during a period where it is most challenged, addressing the needs of future leaders in the most accessible, prescient ways.

The price for the new 2020-21 cohorts will be £725 for member institutions. The pricing reflects the shift to online and the value of Aurora and acknowledges that our members face a financially challenging year, so we want to support as many women as we can to continue to access development to support them at a time when it has never been so important.

**Further details regarding Member Benefits in the devolved nations can be found through your Head of Membership: Wales ([Gary.Reed@advance-he.ac.uk](mailto:Gary.Reed@advance-he.ac.uk)), Scotland ([Catriona.Bell@advance-he.ac.uk](mailto:Catriona.Bell@advance-he.ac.uk)), and Northern Ireland ([David.Bass@advance-he.ac.uk](mailto:David.Bass@advance-he.ac.uk))**

**[Visit our COVID-19 page for more information and updates](#)**

# Online Member Benefits

We have continued to publish a significant number of resources to support you and your staff during the Covid-19 pandemic including blogs of advice and guidance from different perspectives across the sector. We have also collated all of our [resources on a dedicated webpage](#), this includes the series of Covid-19 response webinars which are available to watch again.

Members can also access the Knowledge Bank, with a host of resources which may be especially useful in the current climate.

**Upcoming Advance HE digital benefits include:**

## Facing the Future – In an era of ‘climate emergency’, is it timely for us to re-examine the embedding of sustainability in higher education curricula?

26 June 2020

In spite of different conceptions of, and views about, the term ‘sustainability’, interest in sustainability in higher education in general, and the relevance of sustainability in higher education curricula in particular, has swelled in the last 15 years. Further, there are an increasing number of examples of successful curriculum interventions in different disciplines (see, for example, Jones et al, 2010) whilst universities have also demonstrated more general progress in practical areas such as reducing carbon emissions, food sourcing, and recycling. This webinar will consider whether a ‘new wave’ of sustainability in the curriculum is needed at the current time.

[Secure your place](#)

**Previous Advance HE digital benefits include:**

## Global Perspectives: Governing universities: Solutions for a dynamic world

29 May 2020

This webinar examined the role of the Board in a time of crisis – but with the distinctive perspectives brought by our panel members who shared their learning from their wide experience of working across different continents and sectors in addition to higher education. Our speakers included Michael Queen, Chair of the Committee of University Chairs and Chair University of Surrey, Irene Birrell, College Secretary, King’s College London and Dr Chris Pierce, Chief Executive Officer of Global Governance Services.

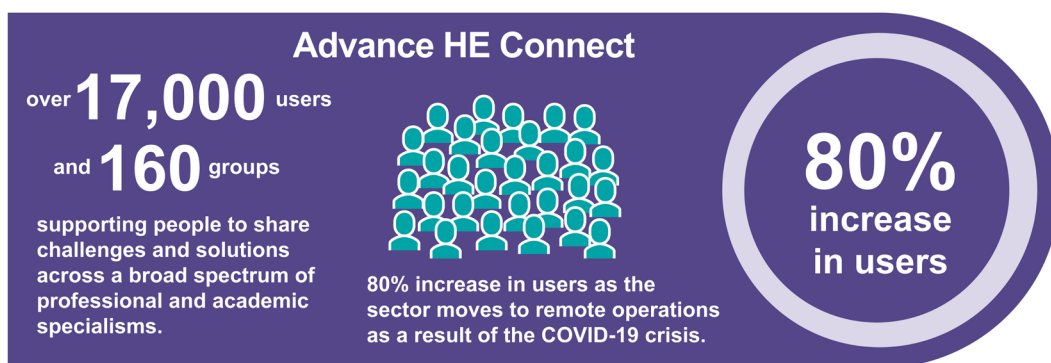
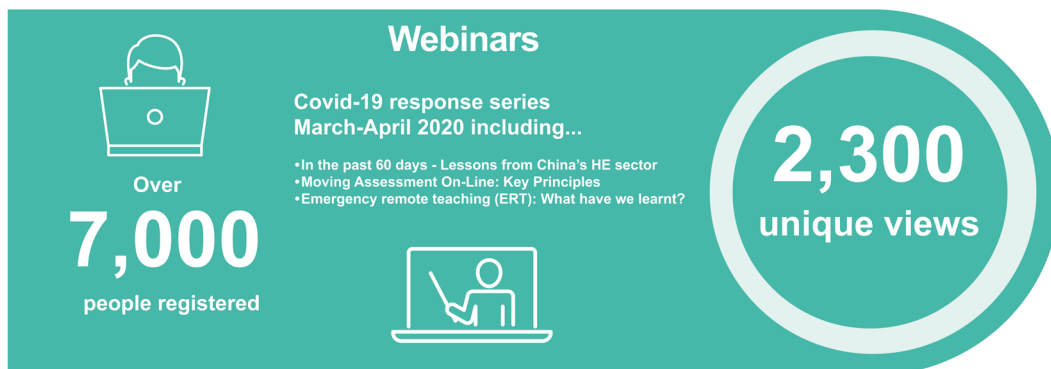
[View the recording](#)

Full details on all member benefit webinars can be found [here](#). If you are unable to attend an event or join a webinar, you can still join the discussion in the [Advance HE Member Benefits group on Advance HE Connect](#), our online network exclusively for higher education. Share, connect and collaborate with your over 17,000 HE peers around the world.

All webinars in the series are also recorded and available to [view in the group](#).

# Shaping-up for the new normal

One of the key features of Advance HE's work is to facilitate global networks of good practice – [our infographic](#) illustrates just some the work and engagement in our Covid-19 response webinar series. It highlights how higher education colleagues worldwide have come together through Advance HE Connect, our online platform with over 17,000 members; and how they are making great use of those connections and our supporting digital resources.



For more information on Advance HE member benefits, please visit: [www.advance-he.ac.uk/membership](http://www.advance-he.ac.uk/membership)

# Creating Socially Distanced Campuses and Education Project

The next big question for higher education institutions is simply this, ‘when we open our campuses, HOW are we going to do that?’.

The forces for doing so are great, the uncertainties around how to do so are extraordinary, and the risks involved are profound. [This article](#) explains the context for the project and what it hopes to achieve.

The [Creating Socially Distanced Campuses and Education project](#) is an opportunity to engage with this question through collaborative and creative thinking and dialogue. While the ‘socially distanced campus’ is a very broad issue, the focus of this project is on the priority area of student education and experience.

This project included a workshop series, a Connect group and will generate a series of Leadership Intelligence reports, two of which have already been published:

## Induction

**(member-only)**

The induction, socialisation and engagement of students, particularly new student cohorts, but also student transitions.

[Access the report](#)

## Space and place

**(member-only)**

Modifying learning and social spaces, physical and blended online environments, safe practices and whole-person student support (community and belonging).

[Access the report](#)

## Quality - coming soon

**(member-only)**

Sustaining a clear focus on quality and good practice, including revising policy frameworks and guidance (teaching and assessment).

## Inclusion - coming soon

**(member-only)**

The challenge of access, inclusion, belonging and supporting students from vulnerable groups.

## Design and delivery - coming soon

**(member-only)**

Re-structuring and delivering teaching (and assessment) to meet both learning outcomes and student expectations, differentiated across courses and disciplines.

## Summary report - coming soon

**(available to all)**

Additionally, a sixth capstone publication focusing on the over-arching themes of wellbeing, communication, leadership and partnership will be produced and will be available to all.

[Keep up-to-date with the project here.](#)



# Transformation plan for Athena SWAN in the UK

Advance HE has published its [detailed response to the recommendations proposed in the independent review of the Athena SWAN Charter](#).

Advance HE will keep members updated on developments and progress over the coming months. Full detail on the transformation plan and any changes beyond the November 2020 submission round will be shared with the sector by the end of 2020. The transition to 'Athena Swan 4.0' will be managed with care so as to not add any additional burden to institutions and departments preparing to submit during this time of change. The review and transformation plan relate to the United Kingdom iteration of Athena SWAN with no compulsion for change elsewhere. That said, the work in the UK does open the opportunity for discussions for how Advance HE could bring greater value for its global members.

[Read the full response](#)

## Extension of UK Athena SWAN award validity to five years

The Independent Steering Group recommended that the duration of Athena SWAN awards be extended to five years. As part of Advance HE's transformation plan, we recognise that this is a recommendation that can be enacted in the short-term in the UK. We have developed a light-touch process to enable this, whilst ensuring that award holders remain committed to progressing gender equality.

[See the process](#)

### Call for interest: membership of Athena Swan Expert Advisory Group

An Athena Swan Expert Advisory Group is being constituted to ensure that the sector and Advance HE member institutions have a powerful and influential voice in the development of the Athena Swan Charter, and that Athena Swan continues to be 'of and for' the sector through the management of Advance HE. The Group will inform work to transform Athena Swan in the immediate term, and provide expert advice and guidance to the Advance HE Equality, Diversity and Inclusion (EDI) Committee and Peer Review Quality (PRQ) Committee on the operation and evolution of Athena Swan.

In order to ensure that the Charter remains fit for purpose, it is important that the Group represents the higher education and research sector. We seek expressions of interest in membership from colleagues across the sector, who offer expertise and experience relating to gender equality work and its leadership.

[Find out more](#)

Last month a highly commendable [109 Athena SWAN awards have been conferred](#) following the November 2019 submissions. The Faculty of Engineering at the University of Nottingham is the first in its discipline to have achieved a Gold Award.

Advance HE are happy to share the materials from the **"Enhancing Practice to Support Athena SWAN Charter Achievement"** event held on 14 May 2020 for UK member institutions participating in the Athena SWAN Charter bundle. The theme of the event was 'Working collectively and collaboratively'.

# Student Academic Experience Survey

In partnership with HEPI

The power of the annual Student Academic Experience Survey lies in its authority and credibility as a channel for the student voice. For the transformation to the “new normal” to be effective, the student voice must be heard so that they have a clear role in shaping and informing decision-making.

This report points to some very encouraging improvements in teaching quality, particularly in assessment. The sector has worked hard to achieve this. It is also interesting to see that the data suggests that remote learning, post-lockdown, has brought some closer engagement between teaching staff and students; and this has even led to improved directed independent learning. We must harness and sustain this progress into the new era. For very obvious reasons, we should listen extremely carefully to student comments about educational technology. If we are to restore the positive trend we have seen in recent years in value for money, which unfortunately has not been maintained this year, we must up our game in the use of technology. Our approach must not be piecemeal. On the contrary, it must be structured, strategic and supportive to staff who will increasingly deliver teaching through technology.

While teaching has improved, it remains a considerable worry that wellbeing has not. The report identifies that the issue is particularly pronounced for LGB+ students. Institutions are trying hard to tackle these issues. We can all do more. Advance HE has been pleased to facilitate a collaborative programme to try and bring more insights. We will be sharing these with the sector. It is also a continuing concern that BAME students are still reporting less positively than White students. All students should have equal opportunity to enjoy a positive experience and look with hope to their future prospects.

At any point when significant decisions need to be made, reliable evidence, such as this report, is critical. In terms of teaching in higher education, this is our moment for big decisions. The Coronavirus pandemic has caused fundamental upheaval for the sector, not least in teaching. We must now quickly transform and reshape our thinking in how we deliver a first-class student academic experience. Unwelcome though these painful and life-changing circumstances are, we must take up the challenge and embrace this opportunity. We must develop a compelling proposition for students. And if we listen to students, they can help us.



[Access the report](#)



# Fellowship numbers reach 130,000

**New milestone reflects the sector's commitment to continuous professional development in teaching and learning.**

The 130,000th Fellow is Nicole Pollock, Senior Lecturer, School of Nursing, Midwifery and Social Work at Canterbury Christ Church University, who achieved Senior Fellowship through an Advance HE accredited programme at the University.

Fellowship is aligned to the Professional Standards Framework (PSF), and Nicole's Senior Fellowship recognises her impact and influence on other colleagues and a thorough understanding of effective approaches to teaching and learning support as a key contribution to high quality student learning.

“ I am absolutely delighted to have achieved Senior Fellowship. I hope that by highlighting that I am the 130,000th Fellow it will encourage even more people who teach or support teaching to become Fellows. It's so important to reflect on how we go about teaching or leading teaching, and in particular how we can continuously improve. Our passion for teaching is great for our students, and it's motivating and rewarding for ourselves as teachers too.”

Nicole Pollock , 130,000th Fellow



## Fellowship support services

Advance HE has a number of services which help promote Fellowship and support your staff through their applications. Advance HE members receive a 10% discount on these services. Fellowship fees also have a discount of 50% for members.

### Fellowship workshops

These one-day workshops prepare a group of staff to make applications for Fellowship at a specific category. The workshops can be run online and provide a dedicated space to focus on the requirements of Fellowship, review example applications relevant to participants' contexts and to plan applications.

### In-house Fellowship writing retreats

With expert support on hand, our online in-house Fellowship Writing Retreats provide a structured and guided environment in which to construct an application plan for Fellowship. The writing retreats are delivered aligned to a specific category and are open to a maximum of 10 participants per cohort.

### Review of draft Fellowship applications

Review of a draft Fellowship application by an experienced Advance HE consultant provides valuable feedback (written and/or oral) to support a successful application. This may be arranged to provide additional support alongside Advance HE Fellowship workshops and/or writing retreats but can also be provided for any individual working towards an application to Advance HE for one of the four categories of Fellowship.

[Find out more](#)

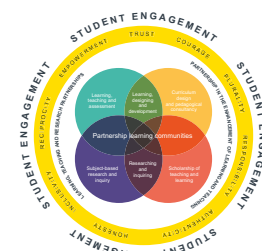
# New student success framework guides

Developed with the sector for the sector, the Frameworks series covers key thematic priorities that impact upon the quality of teaching and learning in HE. Advance HE Frameworks provide a shared point of reference and common language to shape and review policy, process and practice in order to enhance student success.

New guides have been released for the frameworks and are only available to members:

## Student Engagement through Partnership

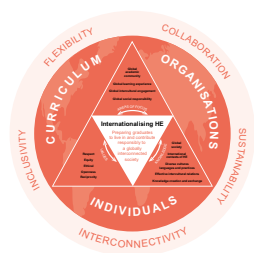
The first in our Essential Frameworks for Enhancing Student Success series, providing a new guide to the Student Engagement Through Partnership Framework. This publication offers a comprehensive look at how to engage students with staff through these areas of partnership.



[Read the guide](#)

## Internationalising Higher Education

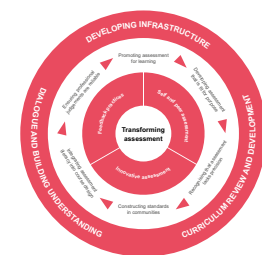
Many would be familiar with the HEA's 'Internationalising Higher Education' framework from 2014. Now, a comprehensive new guide by Dr Janette Ryan gives a rich description of what internationalisation means, why it's important, and how it can be implemented.



[Read the guide](#)

## Transforming Assessment

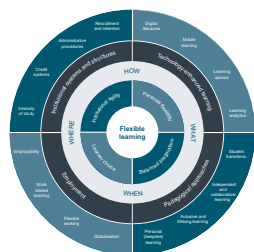
Sam Elkington, Principal Lecturer for Learning and Teaching Excellence at Teesside University, discusses how it is timely to seek transformational change in higher education assessment.



[Read the guide](#)

## Flexible Learning

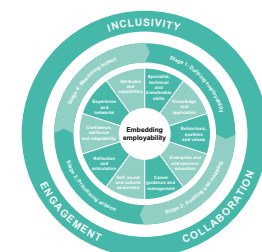
Stella Jones-Devitt, Director of Learning and Professor of Critical Pedagogy at Staffordshire University discusses how the demand for thinking and acting flexibly has never been greater.



[Read the guide](#)

## Embedding Employability

Maureen Tibby (Academic Associate) and Stuart Norton (Senior Adviser Learning and Teaching Advance HE) introduce the guide in this blog alongside considering some key issues for the sector.



[Read the guide](#)

# New content and publications

## Lessons from China for online support and assessment

Charlie Reis, an educational developer at Xi'an Jiaotong-Liverpool University (XJTLU), shares his thoughts on the challenges of suddenly shifting to online teaching for an entire semester, supporting staff in preparing online assessments and how XJTLU supported students during the pandemic.

[Read more](#)

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## Strategy: doing the right things for the right reasons

Doug Parkin discusses strategy in response to the rapidly unfolding Covid-19 crisis and its impact on higher education.

[Read more](#)

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## We're all in this together!

Leading up to the Advance HE Teaching and Learning Conference, Alison Leslie, Lecturer in English for Academic Purposes (EAP) at the University of Leeds, shares how collaboration between English language tutors and content lecturers can foster inclusive academic development.

[Read more](#)

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## Valuing diverse knowledges in higher education: a post-Covid proposition

Hilary Noone argues that people-centred approaches, where everyone's contribution is welcome, valued and acknowledged, can and should be implemented in the 'new normal' and will give institutions the competitive edge in post-Covid sectoral emergence. This blog was in response to Victoria Holbrook, Assistant Director, Governance at Advance HE's recent WONKHE article, '[Valuing diversity starts with governing boards](#)'.

[Read more](#)

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## **From inertia to contagion towards immunity: keeping ‘race’ on the UK university agenda post-Covid-19**

As Covid-19 continues to change the way we all work, Dave Thomas and Marcia Wilson explain why universities have to ensure Race Equality progress is not lost amid the furore once some form of normality returns.

[Read more](#)

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## **Best laid plans? Ambitions for student access and participation in the new reality**

As the sector responds to rapid change, Jess Moody, Senior Adviser at Advance HE, asks how institutions can hold on to a vision of equitable student access, participation and success.

[Read more](#)

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## **Leading through coronavirus – choices and the stuff that doesn’t change**

In the 2nd blog of the series, Jo Chaffer explores how our strategic foundations enable course-corrections, choice and maybe even a sense of calm amongst the uncertainty.

[Read more](#)

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# Dates for your diary

## Conferences

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### Teaching and Learning Conference 2020

7 July 2020

#### This event will now take place online

Advance HE's Teaching and Learning Conference 2020 will continue to position the spotlight firmly on teaching in a global context, in particular this year the conference will explore creative thinking for enhancing the student experience and improving educational outcomes and experience. The conference will now take place on one day only and will offer delegates the following features:

- + A full day of live-streamed sessions of keynotes and panel discussions addressing current issues facing the sector today
- + around 200 on-demand downloadable presentations from Teaching and Learning practitioners from UK and international institutions
- + a virtual exhibition space, where you can engage with sponsors and Advance HE staff about current projects
- + a virtual poster exhibition
- + a virtual networking space for delegates to interact
- + full online support from the iVent team and Advance HE staff throughout the day
- + access to all content from the conference for a full 30 days.

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



## Events

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### Introduction to Race Equality in Higher Education

18 June, 2 July and 14 July 2020

This programme introduces participants to issues of race and racism within higher education, and explores ideas for supporting and advancing change within their own institutions.

[Book your place](#)

### Leading with Integrity: sustaining ethical leadership and governance in HE

24 June 2020

In this free to join 90-minute webinar for national, regional and institutional leadership, jointly hosted with the British Council as part of Going Global 2020, we will be tackling one of the major challenges to emerging and established higher education sectors and providers: being ethical and leading with integrity through major and ongoing change, particularly in light of the recent COVID-19 crisis.

[Book your place](#)

### Enterprise in the curriculum

30 June 2020

This online workshop will provide practical support to introduce new innovative teaching practice developments and to assist you with implementing policy at module, programme, departmental or faculty level.

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

### Fellowship Writing Retreats

1 July and 15 July 2020

These events will now take place online

Writing Retreats provide an invaluable opportunity to have the time and space to progress your Fellowship application, receiving expert analysis and feedback in the process. Held over one day, the retreat offers you the chance to transform your notes and thoughts into an application that matches Advance HE's criteria.

Upcoming events include:

[Writing Retreat Senior Fellow: July](#)

[Writing Retreat Principal Fellow: July](#)



# Programmes

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## Research Team Leadership

Our Research Team Leadership programme has been redesigned and will now be delivered online, specifically exploring the challenges of leading a research team in changing and uncertain times. In this blog Programme Director Shirley Wardell shares advice on how team leaders might [navigate virtual meetings successfully](#).

[Book your place](#)

## Diversifying Leadership programme

Now being delivered online

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. The next cohort of the programme is open for bookings however the start date for Module 1 has been postponed until 23 September 2020 (previously 22 April 2020). The revised application deadline for the programme is 9 September 2020.

[Book your place](#)

## Online New to Teaching

Taking those first steps into teaching can be challenging. That's why Advance HE has designed a bespoke set of New to Teaching in HE training events, aimed at nurturing and developing professional learning skills right from the very beginning.

Online New to Teaching is a course aimed specifically at those who are new to teaching in HE or have received no formal training in HE teaching. The next cohort begins on 17 June 2020.

[Book your place](#)