

in partnership

December 2021

in this issue...

Keeping our
members updated
with the latest from
Advance HE

Welcome to the December 2021 *in partnership*

Welcome to this month's In Partnership which focuses on Advance HE's recently published reports from the 2021 student surveys. We also highlight the launch of the Collaborative Development Fund projects for 2021-22, recently published practice guides for sustainable development, upcoming member benefits and events, and the celebration of Walailak University achieving 90% of its academic staff gaining Fellowship, and the University of Fort Hare joining Advance HE as our 400th Member institution.

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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.

Student Surveys 2021

Advance HE has published the sector results for the Postgraduate Research Experience Survey 2021, the UK Engagement Survey 2021 and the Postgraduate Taught Research Experience Survey 2021.

Postgraduate Research Experience Survey (PRES) 2021

POSTGRADUATE
RESEARCH EXPERIENCE
SURVEY

Mental health, wellbeing and professional development support for postgraduate research students (PGRs) is a clear priority for sector according to this year's PRES report.

Some of the key findings include:

- + overall satisfaction with the postgraduate research experience has fallen slightly in 2021 to 79%, down from 80% in 2020
- + 63% of PGRs agreed that support for health and wellbeing met their needs during the pandemic
- + fewer PGRs feel able to manage their own professional development and are calling for more support from supervisors.

[Access PRES 2021](#)

[Find out more about PRES](#)



UK Engagement Survey (UKES) 2021

UK
ENGAGEMENT
SURVEY

Despite high levels of engagement, challenges with remote learning and isolation from peers and lecturers reinforce concerns about student mental health in this year's UKES results.

Some of the key findings include:

- + engagement among Black, Asian and minority ethnic students remained higher than for their white counterparts; reinforcing the importance of continuously striving to close the attainment gap across all disciplines
- + retention figures demonstrated in UKES have worsened since 2020, with 28% of participants – compared to 26.5% – considering leaving their course in the last academic year
- + challenges with remote learning and isolation from peers and lecturers resulted in increased levels of mental health concerns.

[Access UKES 2021](#)

[Find out more about UKES](#)

Reasons for considering leaving the course



Postgraduate Taught Research Experience Survey (PTES) 2021

POSTGRADUATE
TAUGHT EXPERIENCE
SURVEY

The effect of the global pandemic was felt by taught postgraduate students (PGTs) who feel more isolated, lacking in health and wellbeing support and missing interaction with peers.

Some of the key findings include:

- + overall course quality satisfaction was the lowest since PTES began, at 78%, although this is only one percent lower than 2020
- + PGTs who signed up to in-person courses but were being taught online often felt isolated, having less contact with staff and peers than expected, and also struggled with workload and accessing resources
- + health and wellbeing support did not meet the needs of 12% of students overall, 20% of students who declared a disability, and 29% of students who declared three or more disabilities.

[Access PTES 2021](#)

[Find out more about PTES](#)

'Support for my health and wellbeing met my needs', of PGTs who declared three or more disabilities



Connect Benefit Series

Connect Benefit Series – Leading change through teams and networks

As part of the **Connect Benefit Series**, the [Leading change through teams and networks project](#) runs from November 2021 to January 2022 exploring the opportunities for, and challenges in developing change agency as a core skill for collaborative working within and between teams, groups and networks.

[Member institution](#) colleagues are invited to join an [online panel discussion](#) on **18 January 2022** that will support leaders in better understanding how they can use the power of teams and networks to create successful transformation.

 [Find out more here](#)

“The role of social capital in the success of Black, Asian and minority ethnic students.” – Interactive workshop 24 November

This interactive workshop took place on 24 November 2021 at 14:00-16:00 GMT and concentrated on the role of social capital and networks in improving student success and more importantly how institutions can help build them.

[Watch the recording](#)

Connect Benefit Series – Student success

Our [Student success](#) Connect Benefit Series project is a longitudinal project running from August to May. To date the project has focused on access, retention, attainment and progression, and embedding employability in higher education, aiming to:

- + Share and promote an evidence-based approach to access, retention, attainment and progression, and employability
- + Consider the primary lessons and changes in direction from 2016 – 2021
- + Identify core areas for Advance HE to focus upon and further enhance alignment to the core areas of student success as recognised by the framework series
- + Engage with pragmatic, practical examples and activity to enhance student success
- + Provide thought leadership to develop effective approaches to enabling student success.

 [All outputs from this project, including two literature reviews, webinar recordings and podcasts can be found here](#)

 [The project will continue into 2022, with a focus on flexible learning. Register your interest in this upcoming work here](#)

Connect Benefit Series – Transitions, retention and progression

Transitions, retention and progression ran from August through to the end of October and focused on the challenges and opportunities of different experiences and approaches to transitions, retention and progression in higher education, fostering a dialogue and support through a community of practice that is designed to better prepare students, staff and other stakeholders for transitions into and through the 2021-22 academic year.

 [All outputs from this project, including blogs, podcasts and a webinar recording can be accessed here](#)

 AdvanceHE



Member benefits and opportunities

Collaborative Development Fund 2021-22: New challenges, new solution

Our [Collaborative Development Fund](#) supports the development of our members by addressing key sector challenges together, aiming to harness the knowledge, experience and innovative capabilities in order to address current challenges within the HE sector. Colleagues at [Advance HE member institutions](#) are invited to apply for funding of between **£2,500 and £50,000 (dependent on the project – further details are within the application packs)**, with projects starting in February 2022.

We have now launched our 2021-22 Collaborative Development Fund comprising **five projects** under the themes of:

- + [The Future Student Experience Project](#)
- + [Inclusive institutions: enabling and supporting culture change](#)
- + [Exploring an integrated framework for equality charters](#)
- + [Utilising the Professional Standards Framework](#)
- + [College-based HE Network](#)

[Nick Skeet](#), Associate Director of Membership and Accreditation discusses the opportunities and benefits these funded projects offer Advance HE members in this [launch blog](#).

Applications will close on 21 December 2021.

 [Find out more and apply here](#)

Next stage for global leadership survey and framework begins

Advance HE is working with the sector to develop a global survey for leadership in higher education, research institutes and related organisations.

The project aims to generate a unique evidence base for leadership in higher education, highlight contextual variations across the sector and around the world and explore the impact of leadership development.

In the first stage, Advance HE commissioned a scoping study undertaken by a research team led by the University of Bristol and involving colleagues from the University of the West of England and Swansea University. This research study consists of a literature review and a series of 11 roundtable discussions that will inform the survey design.

The roundtables have been joined by 120 participants from 100 higher education and related organisations across 20 countries.

Doug Parkin, Principal Adviser for Leadership and Management at Advance HE and Project Lead for the global study, and the research team, extend their thanks to all of the roundtable participants and everyone who submitted an expression of interest.

The large number of expressions enabled the team to convene groups with a good mix of institutional, disciplinary, professional, international and social diversity. Doug commented,

“The roundtables have been quite simply magnificent. Perhaps some of the most sophisticated, well-informed and insightful conversations about leadership in the sector I have experienced. It has been fascinating to hear equally powerful thinking about leadership from all parts of the HE system, with striking similarities, overlaps and differences. Huge thanks to everyone that has contributed.”

The next stage is a series of online dissemination and engagement events in February 2022. Following initial analysis, the team will share some of the main findings from the research and invite responses through a combination of live-polls, text-chats and other interactions which will feed into the next stage of analysis.

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

[Tuesday 8 February 2022, 07:00 - 08:30 GMT](#)

[Wednesday 9 February 2022, 13:00 -14:30 GMT](#)

[Thursday 17 February 2022, 09:00 - 10:30 GMT](#)

[Thursday 17 February 2022, 15:30 - 17:00 GMT](#)

 [Find out more](#)

 AdvanceHE



Learning and Teaching

Advance HE welcomes its 400th member institution

The University of Fort Hare (UFH) in South Africa becomes our 400th member to support their work towards accreditation of their learning and teaching programme.

The University of Fort Hare, South Africa has become the 400th Advance HE member institution. UFH is looking to continue its work towards Advance HE accreditation, which will allow it to directly award [Fellowships](#) to those delivering and supporting teaching and learning, following successful completion of an accredited programme.

UFH is a public university in the Eastern Cape of South Africa, which has offered programmes for students across Sub-Saharan Africa for over 100 years. Its notable alumni include Nelson Mandela. They have already established a group of staff recognised as Fellows and are looking to expand this group and seek accreditation for their Postgraduate Diploma in Higher Education and Training, a comprehensive learning and teaching programme. If successful UFH will become the first Advance HE accredited provider in South Africa.

Prof Vuyisile Nkonki, Director of UFH's Teaching and Learning Centre and Senior Fellow, said:

“We are delighted to be able to continue our work with Advance HE, following the global pandemic, to recognise the amazing work of our teaching staff through the Fellowship scheme. The scheme is renowned across the world as a marker of teaching quality and we are very happy to be able to support our staff with their continuous professional development through our partnership with Advance HE.”

Advance HE members span the length and breadth of the globe, with member institutions in 27 countries across the Middle East, South East Asia, Australasia, Africa, the USA and Europe, as well as the UK and Ireland. Our members range from specialist providers and colleges with HE provision to large, world-renowned universities.

In addition to gaining accreditation for your in-house teaching and learning programme in support of recognition through Fellowship, Advance HE Strategic Membership offers our members a range of valuable benefits such as access to projects where you can collaborate with other members from across the globe to learn from each other and co-create solutions addressing contemporary challenges. Members can also bid for funding through our [Collaborative Development Fund](#) projects as well as enjoying a range of discounts on consultancy, programmes and events.

Accreditation from Advance HE is a demonstration that a member's staff development scheme aligns with the internationally recognised Professional Standards Framework for Teaching and Supporting Learning (PSF) and allows members to award Advance HE Fellowship to successful staff, at no additional cost.



University of Fort Hare
Together in Excellence

Kathryn Harrison-Graves, Advance HE's Director of Membership and Accreditation said;

“It is a genuine pleasure to welcome the University of Fort Hare to the Advance HE global membership community and we're delighted to be working together to recognise the excellent work of those who teach and support learning across the institution. The growing community of member institutions across the globe creates a great opportunity to share learning and what works in a broad range of contexts and I look forward to continuing to build these connections for our members across the world.”

The Fellowship scheme continues to grow around the world and we recently awarded the 150,000th Fellowship across the four categories; Associate Fellow, Fellow, Senior Fellow and Principal Fellow. It demonstrates a personal and institutional commitment to professionalism in learning and teaching in higher education and is an internationally recognised indicator of teaching quality.

Designed to enable institutional, staff and student success, Advance HE membership packages give you access to world-leading services which will support you in helping you shape your future in today's highly competitive HE market.

[Find out more](#)

Learning and Teaching continued

Identity and belonging at the centre of new models of learning

Danielle Thibodeau and Janet De Wilde (Queen Mary Academy, Queen Mary, University of London) have been examining whether the higher education sector is ready to operate as an eco-system of flexible learning opportunities. This wide-ranging initiative, supported by the Advance HE Collaborative Development Fund, attempted to scope how higher education institutions (HEIs) were engaging with new technologies and adapting their offerings to better support the social and economic mobility of their learners. In this blog post they reflect on their findings and introduce the resources produced through the project.

So much of what we learned through our conversations with the sector came down to a question of identity. Do the students enrolled on work-integrated learning programmes identify as students, employees, or both? Do the educators leading the academic parts of those programmes see themselves as experts or co-creators with learners, putting their knowledge into practice in real time? Similarly, as HEIs grapple with how physically present they need their students and staff to be, the more challenges arise to traditional definitions of what it means to “be a student.” The move away from a ‘single-dose’ of higher education to life-long learning means that learners want and need to balance their studies with other aspects of their lives. The accelerated use of active online learning supported by micro-credentials or digital badges has given many learners a taste of new ways to achieve that balance. Open educational resources and decentralised technologies such as blockchain will further test the identity and roles of students, academics and institutions and the relationships between them.

The timing of this project meant that Covid-19 was still very much on everyone’s mind. A search of formal and less formal academic outputs reveals a plethora of both research articles and think pieces about the impact of the pandemic on universities. With academics and senior leadership teams immersed in an emergency response to providing, assessing and accrediting learning, understandably, less thought was given to what those changes could and should look like once we move past the point of crisis. The majority of responses to our survey confirmed that there had been a rapid switch from a limited fully online offer, to nearly all programmes being entirely online. The scope of change since January 2020 has been so vast that, sector-wide, teams are engaged in work to analyse what the impact of those changes have been. However, whilst there is an appetite to learn from the experiences of learning online from both the staff and the student perspective, the practitioners who responded to our survey were unsure what that meant going forward. Colleagues working at the coalface have not had the space or time to really reflect on and consider how they want their educational practices to move forward. Giving people that space will likely be one of the most challenging tasks for HEIs as we move beyond crisis mode and into new, long-term ways of working.

The report provides a snapshot of the views of Advance HE members on the sector’s capability and readiness to provide flexible provision. This is supplemented by case studies which spotlight how member institutions from around the UK are putting some of these ideas into practice.

Interviews with thought leaders from the global HE sector also serve to provide insight into how the traditional structures of HE are being challenged to provide flexibility and enable greater levels of participation from more diverse groups of learners:

- + Dr Alex Grech, Strategist and Lecturer at the University of Malta, discusses the impact of decentralised technologies like Blockchain on universities’ relationships with their learners.
- + Dr Norah McCrae, Associate Provost, Co-operative and Experiential Education at the University of Waterloo, discusses how work-integrated learning supports learning in the development of life-long learning skills.
- + Dr Lynn Ramsey, Programme Lead Multi-Campus Micro-credentials Project for the Irish Universities Association describes the process and benefits of creating a national framework for micro-credentials.

 [Access the project resources](#)

Leadership and Management

Leadership development through collaborative learning: Aurora at UHI

Ann Tilbury, Aurora Institutional Champion at the University of the Highlands and Islands (UHI), shares her implementation of Aurora and advocates integrating collaborative learning opportunities and small-scale research studies to support a critical approach to implementing leadership development programmes.

Beyond the individual leader discourse

Leadership and leadership development, so often remains stubbornly focused on the individual, who they are, what they learn, how they apply their leadership learning and what organisational position they hold or gain from their learning. This reflects the pervasive view of leadership – individuals holding a position of organisational power heroically driving followers to deliver institutional goals. Even as someone responsible for leadership development, I have to remind myself that the leaders I work with shouldn't have all the answers and cannot solve institutional issues on their own.

Most of our successful experience of leading and getting things done in organisations is about working with others, listening, engaging and implementing gradual change. Advance HE's Aurora Leadership Development Programme helpfully avoids promoting leadership as a defined skillset, a particular model or promoting the adoption of a leadership tool set. Instead, the programme encourages participants to develop a deeper, more nuanced understanding of the concept of leadership through an exploration of their professional values, which is grounded in their professional practice and context.

Collaborative leadership learning and a greater sense of belonging

The experiences of Aurora participants in 2018/19 and 2019/20, from the UHI, explored through an evaluation and small-scale research study provides persuasive evidence of the relevance of leadership as a 'relationship of influence', illustrating the need to decouple leadership from positions of organisational seniority and to value the collaborative aspects of learning about leadership and developing leadership practice.

The positive impact of these collaborative leadership learning experiences has perhaps more acutely benefitted UHI participants, joining from a distributed, federated university of independent colleges, research institutes and central office, with a diverse geographical, organisational, professional and cultural landscape situated across the Highlands and Islands of Scotland. The research findings suggest that the collaborative leadership learning on Aurora increased participants' understanding of the University as an integrated whole, created a sense of belonging beyond their immediate organisational contexts and provided a basis to critically reflect on leadership practice, recognition and reward.

Key insights for leadership development programmes

For those responsible for leadership development programmes, three key insights arise from our experiences at UHI:

1. Ground leadership development in participants' current practice and context

A recurring theme from the research study was the emboldening effect of participants' engagement in Aurora – they welcomed the programme's approach, the shared learning experience – as they attend the development days and reflected on their learning as a cohort; the new internal and external networks they established. These opportunities created a collaborative, reflective approach to leadership development which drew on their diverse disciplines and professional roles, therefore, supporting them to deepen their exploration of what leadership meant to each other and themselves. They enabled participants to develop a deeper, more nuanced understanding of the concept of leadership and increased confidence in their leadership practice, grounded in their professional values and context. Each Aurora participant shared their practice and context and helped the cohort as a whole to examine leadership through multiple lenses, providing a rich source of reflection.

 [Read more](#)

As restrictions ease, we are delighted to give Aurorans the opportunity to meet in person at four one-day events across the UK and Ireland in 2022.

[Find out more](#)

Equality, Diversity and Inclusivity

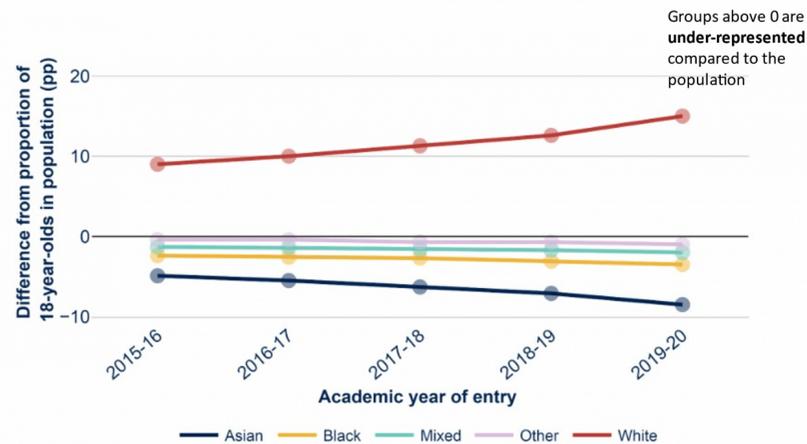
Race and ethnic disparities in UK higher education – diagnosis demands prescription of a cure

Chris Millward is the outgoing Director for Fair Access and Participation in the Office for Students (OfS). He was a keynote speaker at the Advance HE Governance Conference: Evolving governance fit for our futures on 18 November. In this blog, he reflects on the content of his presentation ‘Fair equality of opportunity means a fair chance to succeed: race and ethnic disparity in higher education’.

Many of the most enlightening insights during my time as Director for Fair Access and Participation have come from meetings I have had with the students supported by access and participation plans agreed with the OfS. These students, who are usually the first in their family to go to university, can have a powerful influence within universities, raising the ambitions of senior leadership and governors, and holding them to account.

They demonstrate the importance of diversity to the learning experience in higher education – how a healthy and vibrant educational environment brings different identities, perspectives and backgrounds together. They also remind us how much further some students have to travel to get into university, the resilience that is needed for them to succeed whilst they are there, and the further barriers they can face at the next frontier, whether it is the graduate jobs market or postgraduate education.

This is exemplified by the pattern of differential outcomes we see in relation to race and ethnicity in higher education.



[Read more](#)

Diversity monitoring data and the UK Athena Swan Charter

We are revising our data monitoring guidance to give more clarity when collecting data that relates to sex as a protected characteristic and the Equality Act 2010, and when collecting data for work to create a more inclusive culture. We are working with the sector-led Athena Swan Governance Committee to make these changes and will share with the sector in the coming weeks.

We recognise that sex is a protected characteristic and institutions need to be able to report data and progress against sex where appropriate and related to the Equality Act 2010. Recent engagement with the sector and the Athena Swan Governance Committee has concluded that we can develop clearer approaches to sex and gender, both in the Charter materials and in our guidance for data monitoring.



[Find out more](#)

Governance

New members appointed to Advance HE's Board

Advance HE is pleased to announce the appointment of three new members to its Board:

- + [Professor Frances Corner OBE](#), Warden of Goldsmiths, University of London
- + [Professor Helen Langton](#), Vice-Chancellor, University of Suffolk
- + [Professor David Richardson](#), Vice-Chancellor of the University of East Anglia

The Chair of the Board, Stephen Marston, Vice-Chancellor of the University of Gloucestershire, said, "I am delighted to welcome all three new members to the Board. They all bring a wealth of experience and achievement in the higher education sector, with deep knowledge of the opportunities and challenges it faces, alongside the insight that comes from running their own distinctive institutions.

"Advance HE has a clear vision for its role in supporting the sector which is set out in [Advance HE Strategy 2021-2024](#). Frances, Helen and David will bring their insights and wisdom as the Board works with the Executive team to deliver this strategy in a dynamic and fast-paced environment. I know they will make invaluable contributions."

Professor Richardson has already taken up his term of appointment. Professor Corner's and Professor Langton's appointments are both with effect from 30 November.

All three new appointees are vice-chancellors in order to ensure there is the balance of appointments across the Board as required by Advance HE's Articles of Association.

 [Find out more about Advance HE, its Board and Executive team](#)

Now for something completely different

Dr Shefaly Yogendra, independent governor of London Metropolitan University and keynote speaker at the Advance HE Governance Conference 2021, explores difference on the Board.



I often speak at events for aspiring board directors where I am billed as the speaker with an unconventional – different – path to the boardroom.

Different is an interesting word. It means "not the same" but is also used to mean diverse, divergent, disparate. These words describe the idea of "diversity", a key topic of discussion on boards, most recently back in the news with two developments.

In Germany, the coalition government has proposed the introduction of a mandatory quota that will require that "[management boards with more than three members must include at least one woman](#)". In the United States, Nasdaq has filed [a proposal with the Securities and Exchange Commission](#) that will require disclosures of "consistent transparent diversity statistics" from companies listed or seeking listing on Nasdaq. Nasdaq is demanding at least two "diverse" directors, including one female and one who self-identifies as either "an underrepresented minority" or LGBTQ+.

Earlier there were similar moves for accountability made by the state of California. In the UK the Corporate Governance code has required companies to report on their diversity policy since 2012. In 2017 the Parker Review recommended "One by 2021" asking boards to have one ethnic minority director on board by 2021.

So far, so ... "protected characteristics"

There is, of course, nothing wrong with this approach to building diversity and inclusion. After all it eases reporting to show intent, action, progress.

It is just that it is insufficient and reductive.

It is also reliant on self-disclosure by individuals for many protected characteristics e.g. sexual orientation which, much research shows, often leads to "out" individuals suffering discrimination in the workplace anyway.

The term "cognitive diversity" has been gaining currency of late. Presumably to address some of the obvious shortcomings of the "protected characteristics" approach to diversity. The understanding of the term however is sketchy and variable. Questioning chairmen often elicits disheartening mealy-mouthed responses. That lack of clarity is ultimately unhelpful because if interviewing boards do not know how to test meaningfully for cognitive diversity, they cannot really choose between one candidate or another.

Further confusion arises when based on a protected characteristic, a person is presumed to tick the "diversity" box when their presence could just bring more of the same to the group. For instance, I have had occasion to point out to a few, who notice my gender and ethnicity and think of me as "diversity", that with our elite education from the same or similar institutions and our socio-economically privileged backgrounds, we may be more cognitively similar than they might imagine.

 [Read more](#)

International Spotlight

Walailak University celebrates 90% of academic staff achieving Fellowship

90% of academic staff at Walailak University are now recognised as Fellows, after working with Advance HE for a number of years on professional development for teaching and learning. To mark the achievement, Walailak University hosted an online event celebrating the impact of [Fellowship](#) on its staff body and the institution.

The celebration event took place online on 16 November and was opened by speeches from Professor Dr Wichit Srisa-an, Chairman of Walailak University and the first Principal Fellow in Thailand, and Professor Dr. Sombat Thamrongthanyawong, President of Walailak University. Both speeches highlighted the importance of teaching to the institution. As Professor Wichit noted:

“Great teachers are the beginning of a university’s development.”

The session was attended by Fellows across Walailak University and a team from Advance HE, including Kathy Wright (Assistant Director of Knowledge, Innovation and Delivery), Andy Hudson (Advance HE Teaching and Learning Associate) and Ian Hall (Head of Membership, International).

Walailak University have been working with Advance HE since 2018 and have supported several cohorts of staff to participate in the [Certificate of Learning and Teaching in Higher Education \(CLTHE\) programme](#). The programme is aligned to the Professional Standards Framework for Teaching and Supporting Learning in HE (PSF) and staff are encouraged to apply for Fellowship upon completion of the programme. This has led to over 90% of their academic staff being awarded one of the four categories of Fellowship, including one Principal Fellow and 56 Senior Fellows.

The impact of Fellowship on the institution was outlined in

2020, when it was revealed that the drop out rate among first year students had decreased from close to 30% to less than 2% since they began taking part in the CLTHE. Recognising the impact of the programme, Walailak University’s Vice President for Global Engagement and Faculty Development, Associate Professor Dr. Surin Maisrikrod, said at the time: “There is now a culture of teaching at Walailak University. Before this work, staff did not talk about teaching, whereas now you can hear them discussing their teaching in everyday conversations. Student learning is at the heart of all our work.”

Kathryn Harrison-Graves, Director of Membership and Accreditation at Advance HE said: “The work that Walailak University have done to support the development of teaching over the past three years has been nothing short of fantastic, and is reflective of their strategic commitment to the learning experience of their students. We are delighted to be working with them and are equally delighted at the huge impact that the CLTHE programme and the Fellowship scheme has had on their teaching faculty.

“Supporting the enhancement of teaching and learning is core to the work of Advance HE and the Fellowship scheme is a big part of that. We are very proud that we have recently awarded the 150,000th Fellowship and it is both inspiring and uplifting to see growing global engagement with this important recognition scheme. Walailak University are a valued member and we send our congratulations to both the university on reaching a wonderful milestone, and to the individuals who have been awarded their Fellowship.”

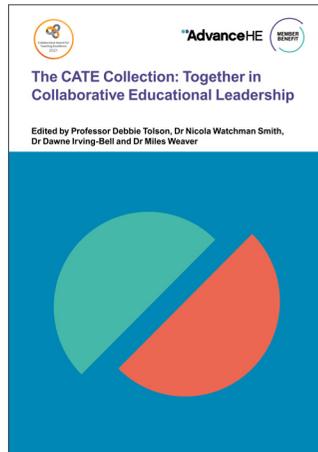


Advance HE supports institutions to embed recognition through Fellowship, [find out how we can help you here.](#)

New content + Publications

The CATE Collection – together in collaborative educational leadership

The editorial team introduces the first edition of the Collaborative Award for Teaching Excellence (CATE) Collection series.



[Read more](#)

New practical guides to support active learning in Education for Sustainable Development

Following the joint publication of the revised guidance on Education for Sustainable Development by Advance HE and the QAA in March 2021, Dr Kay Hack (Advance HE) and Dr Kate Mori (QAA) have curated a series of guides designed to help colleagues put the guidance into practice.



[Read more](#)

Second iteration of leadership development programme to be delivered in India by Advance HE

The programme will develop leadership skills in HE administrators across India and forms part of the wider UK-India Education and Research Initiative (UKIERI).

[Read more](#)



Celebrating more than 60 fellowships at DCU

Dublin City University has highest number of Advance HE fellows in Ireland.

[Read more](#)



Recognising one's value in the Malaysian education sector

Irene Wong shares her thoughts on being recognised as a Senior Fellow after working in the Malaysian private education sector for more than 20 years.

[Read more](#)



Using serious games to teach entrepreneurship

Senior Fellow at the University of Nottingham's Malaysia Campus in Kuala Lumpur, Michael Mustafa, looks at entrepreneurship education and the positive impact gamification in learning can have on gender equality.

[Read more](#)

Reinvigorating learners using 'lived experience' perspectives

Dr Jessica Fletcher shares her experience of embedding patient stories in undergraduate teaching to reinvigorate learner passion and focus for their studies.

[Read more](#)

Collaborative community: Fellowship at its best!

Jaya Kumar Karunagharan from the University of Nottingham Malaysia reflects on his journey to Senior Fellowship and how being in a global community of like-minded practitioners helped him on his way.

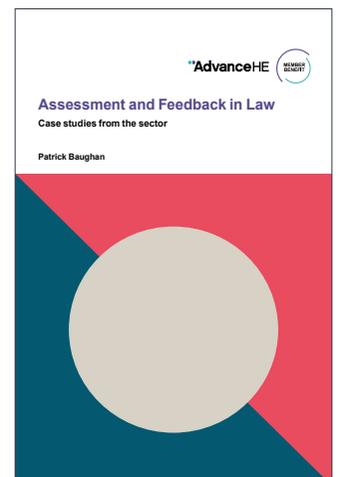
[Read more](#)



Assessment and Feedback in Law: Case Studies from the Sector

Advance HE has published a series of case studies on assessment in law written by colleagues working at law schools, or in the field of law, within UK higher education institutions.

[Read more](#)



Dates for the diary

Conferences + Events

Teaching and Learning

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. They are designed to complement each other as a pathway, or be taken as standalone modules. Each module focuses on key sites of change and challenge.

After the recent success of our first bundle offer, we have opened Bundle 2 which offers institutions a 10% discount when booking all five workshops. Bundle 2 includes:

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

Teaching and Learning

Employability Symposium 2022: Sustainable and Innovative Approaches to Employability - Call for papers now open

We are looking for submissions of an abstract for either a 20-minute presentation or for a 40-minute workshop for Advance HE's fifth employability symposium, with a focus on one or more of the following themes: sustainable development, inclusivity and equitable opportunities, interdisciplinary approaches, global citizenship, and co-design and partnership with students.

We are particularly keen to hear from colleagues where practices are sustained and there is clear evidence that practices are working. We want to recognise and promote good practice where employability is aligned to the curriculum, whether that be embedded or otherwise.

[Find out more](#)

Dates for the diary

Programmes

Leadership and Management

Enhance your leadership in 2022 – upcoming development programmes

For those new to leading or looking to enhance their leadership practice in HE, we offer a range of programmes [developing leadership](#) and providing support at every level.

Transition to Leadership – starts 24 February 2022

Transition to Leadership 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.

In this [video](#), co-facilitator, Jean Chandler reflects on how the Transition to Leadership programme works and the benefits delegates see from participation.



Leading Departments – starts 9 March 2022

The Leading Departments programme is designed to engage, support and develop new Heads of Department to meet the operational challenges of leading and managing academic or support teams. [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](#)

Updated Governance Professionals in HE programme – starts 23 March 2022

Our updated Governance Professionals in HE programme is specifically designed for clerks, secretaries and those in governance-related support roles. The workshops and action learning sets will help participants to develop their practical skills and understanding and to build valuable networks with people in similar roles. Participants on the programme will also benefit from free attendance at the ever-popular [Clerks and Secretaries Network](#) event which will take place on 11 May 2022. [Find out more](#)

Senior Women’s Leadership Development programme – starts 6 April 2022

Our Senior Women’s Leadership Development programme is designed specifically for women in senior positions in HE to extend their role, profile and impact. [Find out more](#)

Leadership and Management