



in
partnership

Keeping our
members updated
with the latest from
Advance HE

June 2021

Welcome to the June 2021 *in partnership*

In this month's edition of In Partnership we highlight on our member benefit theme for June 'The future of the student voice? Policy, principles, practice'. We also introduce our new strategy to 2024, how research institutes have responded to Covid-19 and gender equality and upcoming member benefits and events.

We are delighted to announce that a new project is open to all colleagues at Advance HE member institutions. **Hybrid Higher** is a rapid, generative project for senior colleagues to share insights and consider how to achieve a purposeful hybrid balance between virtual engagement and in-person collaboration.

One year on from the tragic murder of George Floyd and the following Black Lives Matter movement, our Chief Executive Alison Johns **shares a message** about our journey to creating an anti-racist culture.

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



In this issue

- + Connect Benefit Series
- + Teaching and Learning
- + Leadership and Development
- + Equality, Diversity and Inclusion
- + Governance
- + International Spotlight
- + New content and publications
- + Dates for diary

Connect Benefit Series

Connect Benefit Series April and May – Transforming Organisations: from student to board

For April and May, our Connect Benefit Series theme ‘Transforming Organisations: from student to board’ looks at transforming organisations from the perspective of different stakeholder groups, and considers how our HEIs can bring about authentic strategic and cultural change.

Many institutions are telling us that they need to review, stress test or simply start again with their strategic aims in the light of Covid-19’s disruption. Although on the whole their purpose is still intact, how the strategy is delivered might now need to look and feel very different. Engaging all stakeholders in visioning and owning the transformation required, aligning this with values, enabling all to engage in the vision and creating space for reflection and conversation aids the holistic implementation.

Outputs during April and May have included a series of blogs, a visioning activity, a virtual sandpit event, a Tweet Chat on and a live webinar.

[Find out more and access the outputs](#)



Connect Benefit Series June - The future of the student voice? Policy, principles, practice.

The Connect Benefit Series throughout the month of June 2021 will focus on the student voice – how higher education institutions value and represent the student voice and commit to using it to drive positive change.

The review of the UK's National Student Survey (NSS), was prompted in part by criticism around the administrative burden that student surveys allegedly create, and there has been wider debate about how student satisfaction links to quality.

However, we believe that student feedback is a powerful tool for change, and we want to provide a platform for our members to share new and innovative practice which represents the student voice in a way which drives forward the discussion on quality.

Surveys, measurement tools, qualitative research and other techniques have a key role to play in capturing the student voice but they only form part of the picture. Through a series of case studies, a research report and a live event, the theme will examine the importance of representing student views both overall and during the Covid-19 pandemic.

[Find out more](#)



Advance HE Strategy 2021-24

We are proud to share our new Strategy to 2024.

To frame our work, we have developed three strategic goals. In partnership with members and stakeholders, we will work to:

- + enhance confidence and trust in higher education
- + address systemic inequalities for staff and students
- + advance education to meet the evolving needs of students and society.

These goals are underpinned by six commitments operationalising our support for members' and stakeholders' work, particularly in leadership, equality, diversity and inclusion, Charters, Teaching and Learning Accreditation, professional development and governance.

Alison Johns, Advance HE Chief Executive, said:

“I would like to thank our members and stakeholders for their extremely constructive input into this strategy. Our work together in the delivery of the strategy will help higher education be the best it can be.

We have a deep-rooted partnership with the sector, sharing its values and understanding its unique culture and how this varies within local contexts. There are many challenges facing our sector and how we support members and stakeholders in this context has rightly informed the strategy development.”



Setting the context of our strategy

We live in a complex world. Even before the pandemic, higher education and research were navigating seismic change in response to artificial intelligence, the 4th industrial revolution and fundamental shifts in geo-political events.

HE providers and research institutes – in the contexts of their education systems and governments – provide the leaders, the employees, the thinkers and the essential solutions to needs arising from socio-political change, technological disruption, economic recovery and growth in productivity. The pivot brought on by the pandemic has created scope for positive change to maximise the opportunities of hybrid pedagogy and flexible learning. We also know there are a range of key issues yet to be fully addressed, including:

- + feedback from our members around the world showed delivering blended, flexible, digitally-optimised learning and teaching, staff and student wellbeing, and fair outcomes as major ongoing concerns and leadership challenges
- + insufficient progress is being made to tackle structural racism and systemic inequalities in HE, creating unacceptable challenges and outcomes for students and colleagues who work in the sector
- + our governance insight shows that institutions need to focus more on strategic development, diversity, inclusion, culture and sustainable development to drive their success.

Watch Stephen Marston, Chair, Advance HE Board and Vice-Chancellor, University of Gloucestershire introduce the strategy.



[Find out more](#)

Teaching and Learning

What mature-age students need from online higher education

Ameena Leah Payne is eLearning Advisor at Swinburne University of Technology in Melbourne, Australia, and a Fellow of Advance HE. In this blog she highlights the challenges and opportunities for older learners engaging in HE online. This article first appeared in *The Conversation* in March 2021 and is republished under a Creative Commons license.

“I completed high school 20 years ago and wanted a ‘little break’ before furthering my study. That ‘little break’ was extended as my family grew. Life happened, and I never quite found the right time to keep my promise to myself to go to uni – until now!”

“This is my first teaching period in uni. I’m 36 years old. I live with my wife and two very active kids. When I’m not being a chef, cleaner and taxi driver (you know the list), I’m working as a learning support officer at our local school. I haven’t written an academic essay in over 15 years!”

These are common introductions of my mature-age students. They often share their family backgrounds, nervousness, excitement and responsibilities they have to juggle as they begin their uni journey. In sharing, they “feel a sense of solidarity seeing others post about their concerns”, as one student put it.

Students in general say a critical issue in the shift to online higher education has been a lack of adequate support, interaction and engagement with academic staff and peers.

More than 430,000 students are aged 25 years and older. That’s 39.1% of the total domestic higher education enrolment, and mature-age students account for 22% of first-year undergraduates.

Mature-age, online students are identified as the most vulnerable to not completing their degree. That happens to about 43% of them compared to 30% of those aged 20 to 24 and 21% for students who enrol straight out of school.

Given the inconsistent completion outcomes for mature-age students compared to younger and on-campus students, a different approach is needed. This means universities must take account of the particular needs and circumstances of mature-age students.

Who are these students?

“Mature age” refers to adults who enter their course based on work experience or who have not studied recently. They are more likely to have responsibility for others and be in the paid workforce.

Growing numbers of students are entering fully online higher education. And students 25 years and older are more strongly represented in online studies than face-to-face studies.

A 2019 study of mature-age learners highlighted the following challenges of studying online:

- + uncertainty in abilities leading to a “narrative of disadvantage” and a feeling of stepping into a space where they feel they do not belong
- + first-year, mature-age students consider withdrawing from their studies at higher rates

- + enrolment in university may be rooted in previous negative educational experiences – traditionally, the status quo in higher education has not served students at the margins.

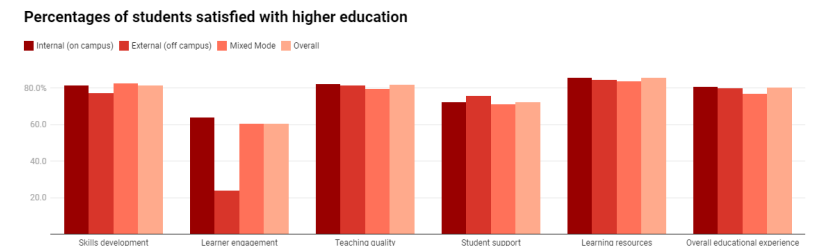
Online teaching compounds existing weaknesses

In the shift to online, many education providers are making the same mistakes by continuing with impersonal teaching methods. Students aged 25 and over rate engagement as the least satisfactory aspect of their online courses.

Active engagement tends to drop off as the teaching period progresses. (The proxy measures of “engagement” are active presence and involved participation.)

Further, education has commonly had an emphasis on subordination. Cue the “domineering teacher” portrayed by antagonist Terence Fletcher in the 2014 film *Whiplash*. One-way information transmission and an expectation of passive knowledge acquisition have overshadowed relationships between teaching staff and students.

The challenge, then, is to start off in a way that develops a culture of trust, collegiality, openness and contribution.



[Read more](#)

Leadership and Development

Hybrid Higher: hybrid working and leadership in higher education

Ahead of two webinar workshops on 16 and 17 June exploring hybrid working, Doug Parkin, Principal Adviser for Leadership and Management at Advance HE, reflects on ‘what next?’ for the higher education operating model “as the shadow of Covid-19 begins, we hope, to lift.”

From five to 50

In a matter of weeks, between March and May 2020, the UK workforce went from five to 50% working from home (Royal Society for Public Health, February 2021). Even if some of that 50% was for a relatively short period of time – and there were considerable variations linked to the use of furlough and other measures – that represents a staggering shift in the operating model for UK plc. And around the globe similar rapid shifts to remote working occurred. The US was already ahead of the UK in terms of the gradual long-term trend towards home working, with an estimated 12% of workers engaged remotely pre-pandemic, but led by the new technology giants of Silicon Valley who were well prepared for the shift, the US quickly climbed to over 44% as Covid struck. Recent polls suggest that trend will remain, with one in four Americans working remotely in 2021, and by 2025 an 87% increase expected from pre-pandemic levels (Upwork’s Future of Workforce Pulse Report, as reported by CNBC, December 2020).

In Japan the number of companies that implemented some form of remote working grew from 17% to 56% between March and June 2020, dropping back to around 35% by January 2021. And here again the impact of an enforced and sustained large-scale experiment with homeworking has caused a longer-term shift, with companies like Fujitsu moving from paying for commuter passes for employees to

subsidising improvements to the home working environment. In terms of similar rapid and radical shifts in employment policy, as far back as May 2020 Twitter was making headlines for telling its staff that they can work from home “forever” if they wish.

Whatever your view of these rapid developments – and feelings about the nature and pace of recent changes amongst employees are strong, both for and against – the truth is that we are looking towards a future where remote working will no longer be an exception or an experience restricted to a privileged and trusted few. These developments herald a future of flexplace systems where employees will be empowered to choose where and how they work, and where the nature of interdependent teams and their effectiveness will be closely scrutinised by organisations. The question ‘what are teams good for, and how should that be enabled and facilitated?’ will in many work contexts replace assumptions about fixed functional groups and departments.

Pivot back or pivot forward?

There is much to celebrate about the speed and success with which higher education institutions (HEIs) pivoted to online learning and teaching. This took place at different times in national and regional HE contexts around the world as the Covid virus spread, with March and April 2020 being the key months for transition in the UK. Alongside this headline achievement professional colleagues put in place new and adapted systems, student services specialists rapidly innovated good practices, research groups discovered new ways to collaborate, and leaders at all levels strived to balance freedom and control as the Covid pandemic brought the need for both urgent change and longer-term adaptation. The higher education sector achieved not only an unprecedentedly fast change of core delivery methods, embracing at scale online technologies, it also burst several of its underpinning paradigm bubbles.

That was the pivot. The digital pedagogy pivot, as it has been termed, was brought about by a fundamentally practical challenge, to close the campus and go on teaching and supporting students. For the university itself the urgent priority was to:

“...encourage and support academic professionals, as well as their students, to decouple HE pedagogy from physical co-location so that effective learning and teaching can occur regardless of the availability of physical space.”

(Anderson, 2020)

This challenge was made doubly uncertain by the lack of any clear timeframe. With optimists, including prime ministers (UK), asserting that things would be back to normal by Christmas, and others gloomily predicting a much longer journey back to some form of ‘new normal’, the digital arrangements put in place at haste became virtually standardised. The HE sector’s short-term digital pragmatism has ended up with an extended shelf-life, whether or not desirable. And this applies equally to hastily created home-working and home study arrangements, which leads us back to the key question ‘what next?’

 [Read more](#)

Hybrid Higher

A webinar workshop from Advance HE (16 and 17 June), followed by a rapid publication for Advance HE members. Please note, member institutions will be contacted directly by Heads of Membership for representatives to participate. [Register your interest](#) here to be notified when the Leadership intelligence report is published.

[Find out more](#)

Equality, Diversity and Inclusion

Advance HE commissioned to design impact evaluation framework for student mental health and wellbeing

Advance HE has been commissioned by [Student Minds](#), the UK's student mental health charity, to design an impact evaluation framework for the new [University Mental Health Charter Programme](#) launched on 29 April.

The [Charter framework](#) was created with thousands of staff and students to support universities across the UK to adopt a whole-university approach to mental health and wellbeing. The Charter Programme brings together universities committed to university mental health to share practice and create cultural change.

Advance HE's impact evaluation seeks to capture and review the perceived outcomes, process and experience of participating in an intervention encouraging settings-based approaches to improving mental health and wellbeing. The framework will detail an overarching strategy for assessing the long-term impact of the Charter, and will translate the impact at individual universities into an index of impact at programme level.

In addition to the impact evaluation framework, Advance HE is conducting a baseline assessment of those interested in participating in the Charter programme and Award, to understand their views and perceptions of the Charter, and to identify within areas such as university culture, policies, process and practice where change is likely to happen.

Leigh Spanner, Interim Head of Engagement at Student Minds said:

“This work will be fundamental to evidencing and enhancing the positive impact of the Charter, which aims to improve approaches to mental health and wellbeing in participating universities and across the UK higher education sector.

Advance HE's expertise in delivering and evaluating programmes in inclusion, equality and wellbeing in higher education mean they are ideal partners to help shape our approach. Together, we can shape a future in which everyone in higher education can thrive.”

86 Athena Swan awards achieved in latest round

Eighty-six Athena Swan awards have been conferred by Advance HE in the latest round of results, including six which successfully used the new renewals process.

Heriot-Watt University is the first higher education institution to successfully use the new process to renew its Athena Swan Bronze award. Five departments with existing awards also renewed using a simplified application that focuses on reflecting on progress and learning from the implementation of their last action plan, as recommended by the independent review of Athena Swan.

In total, 112 applications were made with a success rate of 78%. Two Golds, including the School of Biology at University of St Andrews awarded for the first time, 17 Silvers, including Glasgow Caledonian University for the first time and 61 Bronze awards were conferred in the March 2021 round of results published on 10 May.

Tina Donnelly, speaking for the Heriot-Watt University Athena Swan Team, said, “We are delighted to have been successful in the renewal of our Bronze award. The new approach promotes longer-term strategic thinking. It has allowed us to better understand the conditions underlying our past successes, knowledge that will shape and support our future activities. It has also allowed us to identify fundamental barriers to embedding EDI across our institution, and pushed us to have the difficult discussions we needed to have as an organisation. We now feel better positioned to realise our gender equality ambitions.”

Dani Glazzard, Head of Athena Swan at Advance HE, said:

“The new and improved renewals process is part of the transformation and was initiated in the independent review of Athena Swan which took on board feedback from participants to make the process less bureaucratic and how it could be simplified and more flexible. I am delighted to see the renewals process has enabled six institutions to renew successfully without undue burden.”

The latest round of awards also introduced a new minor revisions process, enabling applicants who narrowly missed the criteria to revise their application based on panel feedback and return to the Chair for assessment. Further Athena Swan awards may still be made to 13 applicants currently undertaking minor revisions.



[Find out more about the Charter Programme and Award](#)



[See the full institutional and departmental Athena Swan awards](#)

Equality, Diversity and Inclusion continued

How research institutes have responded to Covid-19 and gender equality

Jessica Kitsell, Equality Charters Adviser at Advance HE, introduces the findings of our recent study undertaken with research institute members which highlights best practice responses to Covid-19 and gender equality.

Like all other organisations in 2020, research institutes had to adapt quickly to the changing landscape caused by the Covid-19 pandemic. However, unlike at universities, little has been made of how independent research institutes have responded and adapted, and the gendered impact the pandemic has had on their staff and students (where relevant).

[Best practice responses to Covid-19 and gender equality within research institutes](#) aims to enable research institutes to learn lessons from each other and sets out recommendations for how to harness any positives emerging from the pandemic, as well as mitigate against any long-term inequalities.

Advance HE currently has 30 research institute members with a strong history of achieving Athena Swan awards. We consulted with these members through an online survey and a focus group to share their thoughts and experiences of the Covid-19 pandemic.

Some of the overarching themes explored in the survey include:

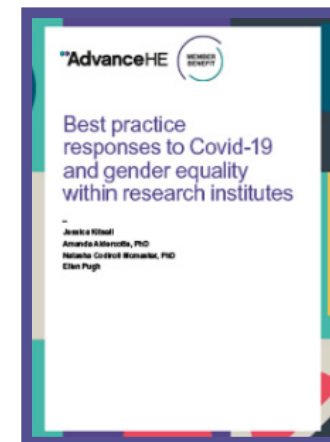
1. **promoting and enhancing staff health and wellbeing**
2. **enabling and supporting remote working**
3. **facilitating, promoting and supporting those with caring responsibilities**
4. **empowering staff to progress and develop professionally.**

The recommendations made in this report are linked to the overarching themes of the responses and provide an opportunity for research institutes to embed inclusive practices more fully, improving the future working experiences of all staff and students.

Here is just a snapshot of what research institutes could do to support staff and ensure long-term gender equality in the workplace:

- + focus on the strategic priorities of the research institute, and then look at how staff are enabled and empowered to deliver strategic priorities.
- + give particular consideration to groups underrepresented in the research institute, and how engagement with these groups, both internally and externally, could be increased.
- + use staff networks and working groups to better understand the experiences of staff and ensure their voices are heard and acted upon.
- + establish frequent internal communications from a range of leaders and managers making clear the range of support available to staff, recognising ongoing concerns and how they are being addressed.
- + invest in resources to support and enable effective remote working long-term.
- + invest resource into training for managers and leaders at all levels to support them in effectively managing remote working teams. This should help to ensure good communication, awareness of wellbeing issues and, in turn, staff productivity.

- + support for flexible working and acknowledgement of the challenges and opportunities caring responsibilities bring should also be demonstrated from senior leadership, to enable and promote an inclusive culture.
- + consider how recruitment and promotion processes will take into account the impact that Covid-19 has had on applicants' careers.
- + initiate and encourage open conversations with funders about how the impact of Covid-19 is being considered through funding and grant applications to help funders form their policies and help research institutes be more responsive to their staff requirements.



[Access the publication](#)

Governance

Ingredients for good higher education governance

Lord Clement-Jones, Chair of Council, Queen Mary University London, highlights that alongside 'setting and adhering to a strategy for sustainable growth', key ingredients for effective HE governance are 'demonstrating public contribution' and 'managing risk'.

Chairing a higher education institution is a continual learning process and it was useful to reflect on governance in the run up to Advance HE's recent discussion session with myself and Jane Hamilton, Chair of Council of the University of Essex.

Governance needs to be fit for purpose in terms of setting and adhering to a strategy for sustainable growth with a clear set of key strategic objectives and doing it by reference to a set of core values. And I entirely agree with Jane that behaviour and culture which reflect those values are as important as governance processes.

But the context is much more difficult than when I chaired the School of Pharmacy from 2008 when HEFCE was the regulator. Or even when I chaired UCL's audit committee from 2012. The Office for Students (OfS) is a different animal altogether and despite the assurance of autonomy in the Higher Education Act, it feels a more highly regulated and more prescribed environment than ever.

I was a Company Secretary of a FTSE 100 company for many years so I have some standard of comparison with the corporate sector! Current university governance, I believe, in addition to the strategic aspect, has two crucial overarching challenges.

First, particularly in the face of what some have described as the culture war, there is the crucial importance of making, and being able to demonstrate, public contribution through – for example – showing that:

- + We have widened access
- + We are a crucial component of social mobility, diversity and inclusion and enabling life chances
- + We provide value for money
- + We provide not just an excellent student experience but social capital and a pathway to employment as well
- + In relation to Further Education, we are complementary and not just the privileged sibling
- + We are making a contribution to post-Covid recovery in many different ways, and contributed to the 'Covid effort' through our expertise and voluntary activity in particular
- + We make a strong community contribution especially with our local schools
- + Our partnerships in research and research output make a significant difference.

All this of course needs to be much broader than simply the metrics in national surveys and league tables.

The second important challenge is managing risk in respect of the many issues that are thrown at us for example:

- + Funding
- + The implications of action on climate change
- + Pension issues
- + Student welfare issues such as mental health and digital exclusion
- + Issues related to the Prevent programme
- + Ethical Investment in general, Fossil Fuels in particular
- + And, of course, freedom of speech issues brought to the fore in recent UK government policy.

This is not exhaustive as colleagues involved in higher education will testify! There is correspondingly a new emphasis on enhanced communication in both areas given what is at stake.

In a heavily regulated sector there is clearly a formal requirement for good governance in our institutions and processes and I think it's true to say, without being complacent, that Covid lockdowns have tested these and shown that they are largely fit for purpose and able to respond in an agile way. We ourselves at Queen Mary, when going virtual, instituted a greater frequency of meetings and regular financial gateways to ensure the Council was fully on top of the changing risks. We will all, I know, want to take some of the innovations forward in new hybrid processes where they can be shown to contribute to engagement and inclusion.

 [Find out more](#)

Advance HE Governance Professionals Programme 2021

15 June 2021

The event will explore the need to balance the senior executives' own thinking with that of all other stakeholders; understanding the needs, interests and expectations (NIEs) of future stakeholders; how universities can have systematic and robust approaches to hearing all of the voices; and finding more creative ways of listening to avoid survey fatigue among stakeholders and to ensure diversity and inclusivity.

[Find out more](#)

International Spotlight

Open University of Mauritius and Advance HE support teaching staff to gain global recognition via Fellowship

24 teaching staff at the institution apply for Fellowship following completion of a Certificate in Learning and Teaching in Higher Education (CLTHE) programme.

A cohort of teaching staff at the Open University of Mauritius (OUM) have applied for Fellowship, following participation in an Advance HE programme to develop their teaching and learning skills and be recognised globally for their teaching ability.

OUM have been an Access member of Advance HE for over two years and recently completed Advance HE's flagship programme, the CLTHE, followed by a bridging workshop to support participants in their applications for Fellowship. The programme followed a meeting at Advance HE's London office in 2019, where OU's senior management outlined their plans for enhancing the teaching capacity of staff and rewarding them through global recognition via the Fellowship scheme.

Due to the global pandemic the programme had to be repurposed for online delivery, leading to the participants acquiring the skills, confidence and agility to be able to adapt their practice for online and face to face teaching.

The guiding principle of OUM is to provide affordable access to high quality education through open and distance learning, with the aim of empowering learners to fulfil their potential by providing opportunities to study in a flexible way. OU students can easily combine work and family commitments with educational opportunities that would otherwise be unavailable to them.

Director-General of OUM Dr Kaviraj Sukon is currently the sole Principal Fellow recognised in Mauritius and is passionate about teaching excellence and staff development. He was the driver behind the establishment of OUM by the Mauritian government in 2012, and it is the fastest growing higher education provider in Mauritius.

Dr Sukon's career spans several education institutions and public sector bodies in Mauritius and beyond, and he has consulted for UNESCO, the United Nations Development Programme and the International Labour Organization.

Dr Sukon's drive for learning and teaching excellence has ensured that teaching staff have every opportunity to develop their pedagogical practice and the Certificate programme underlines his commitment to continuous professional development.

Kristian Rumble, International Partnerships Manager at Advance HE said:

“Dr Sukon's commitment and passion for teaching and learning excellence is one mirrored by ourselves at Advance HE. That the Fellowship scheme is going from strength to strength across the globe, and is being recognised at OUM, demonstrates this shared passion perfectly.

We are delighted to be working with OUM in their quest for teaching excellence and we look forward to continuing to do so in the future.”

Advance HE's Fellowship scheme continues to be extremely successful and is increasingly recognised internationally. In March this year Advance HE passed the milestone of awarding the **10,000th Fellowship outside the UK**.



Advance HE have a number of services available to support you if you are thinking of applying for one of our categories of Fellowship, from our online **category tool** to help you find out which category is most closely aligned to your practice, to our new online course, the **Fellowship Application Builder**, as well as **Writing Retreats** designed to help you create an application that fully reflects your practice.

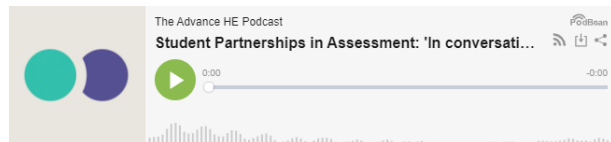
We also offer **Virtual Teaching**, a course aimed specifically at those who have experience teaching in HE but want more information about delivering courses via online platforms.

new content + publications

Student Partnerships in Assessment - new podcast series

New podcast on the benefits and challenges of embedding students as partners in the development of assessment.

[Find out more](#)



“Working in education means constantly adapting and improving what you do”

Laura Minogue, Senior Lecturer in Academic Practice and Programme Lead, PgCert in Academic Practice and Fellowships Programme at the Centre for Teaching Excellence & Student Success (CTESS), St Mary’s University, shares her experience of gaining Senior Fellowship.

[Find out more](#)



Black students’ mental health, wellbeing, and unbelonging in UK higher education

Nkasi Stoll shares her thoughts on navigating university as a Black student with a mental illness; the importance of peer mental health and wellbeing support; and the need for research on the life events and experiences shaping Black student mental health.

[Find out more](#)



New panel Chairs and Reviewers announced for transformed UK Athena Swan Charter

New panel members are announced in accordance with the independent review of the UK Charter, following close collaboration between the Advance HE Equality Charters Team and the Athena Swan Governance Committee.

[Find out more](#)

Online teaching and learning review published in partnership with Bangor University

Staff and students at Bangor University worked together to create six projects designed to ensure continued high quality curriculum provision and positive student experience during the height of the Covid-19 crisis in 2020.

[Find out more](#)



New guide to ensure equity for disabled applicants in post-qualification admissions system

The UK Disabled Students’ Commission has released a guide to ensure needs are taken into account when making the university admissions system fairer.

[Find out more](#)



Embracing intersectionality to interrogate and action equality, diversity and inclusion in teaching and learning

Anuj Kapilashrami, Professor in Global Health Policy & Equity at the University of Essex, shares her research on advancing EDI by tackling intersecting exclusions and oppressions.

[Find out more](#)



Dates for the diary

Conferences + Events

Race Equality Charter Review: Roundtable for members

8 June 2021- Virtual - Member event

This member's only roundtable event will reflect on the findings and recommendations of the REC Review, offering colleagues across the sector an opportunity to network and engage in targeted discussions of the recommendations.

[Register your interest](#)

The Next Steps for Equality, Diversity and Inclusion: Advance HE's Inaugural Conference in Ireland

10 June 2021- Virtual

This conference will focus on EDI priorities for HE across the Republic of Ireland and Northern Ireland. The conference will provide an opportunity for delegates to consider the contextualised aspects of EDI as they relate to embedding EDI in institutional strategies and ensuring implementation across the institution.

[Find out more](#)

Disability Colloquium: Improving support for disabled staff in higher education

15 June 2021- Virtual

This colloquium, by way of a keynote session, participant-led workshops and presentations, and a closing plenary, will offer insights and solutions into supporting students and staff with a disability.

[Find out more](#)

Reflections from the Race Equality Charter review- Roundtable (for non-members)

15 June 2021- Virtual

This event will offer non-member colleagues an opportunity to network and engage in targeted discussions of the findings and recommendations of the REC Review.

[Register your interest](#)

Balancing tensions: Identifying impactful and effective pedagogic practices for a volatile post Covid-19 world 2

17 June 2021- Virtual

This workshop has been created to provide practical support in an interactive way to assist you with implementing policy and new innovative teaching practice developments at module, programme, departmental or faculty level.

[Find out more](#)

Degree Standards Conference 2021: Improving assessment literacy and maintaining academic standards

18 June 2021- Virtual

This conference will explore two ways to ensure the maintenance of academic standards: improving assessment literacy amongst the HE community and enhancing the reliability of academic and professional judgements.

[Find out more](#)

Race Equality Colloquium: Decolonising Pedagogy

29 June 2021- Virtual

This colloquium will look at decolonising pedagogy and the curriculum within higher education, a topical area of focus for all institutions across the UK and more widely. This area of work is of interest to students, students unions and staff and needs addressing at all levels from individual programmes to entire faculties and cross institutionally involving both academic and professional services staff to really make change.


[Find out more](#)

Teaching and Learning Conference 2021: Teaching in the Spotlight: What is the Future for HE Curricula?

6-8 July 2021- Virtual

This conference will continue to position the spotlight firmly on teaching in a global context. With particular reference to this year, the conference will explore where we go from here in terms of teaching and learning in HE, and how will we deliver the curricula of the future.

[Find out more](#)

 [Find out more about our conferences and events](#)

Dates for the diary

Development Programmes

Governance Professionals in HE programme

15 June 2021

This programme will offer delegates a topical and flexible approach to professional development, combined with an opportunity to understand and share collective problems with peers across the sector and engage in collaborative problem solving.

The programme includes some asynchronous study as well as presentations, opportunities for group discussions and exploration of issues, plus a dedicated cohort area for resources and ongoing discussions and problem sharing/solving.

[Find out more](#)

Virtual Teaching

21 June 2021

Advance HE has designed Virtual Teaching, aimed at nurturing and developing contemporary professional learning, with a particular focus on online pedagogies and digital delivery within fully virtual or hybrid teaching spaces. The programme models approaches and activities which can be taken into HE teaching, positioning the participant as a learner in online spaces and inviting them to reflect critically on the experiences in order to enhance their own teaching practices.

[Find out more](#)

Fellowship Application Builder

21 June 2021

This fully online course has been developed to provide an accessible and convenient format for you, with a time commitment of 2-3 hours per week. It provides the support and guidance to develop your application for Fellowship (FHEA), to help you as you prepare for submission. Access to the course materials will also be available for a further two weeks to allow you some time to revisit any of the units and activities so that you can finalise your application ready for submission.

[Find out more](#)

Top Management Programme for Higher Education

TMP HE 48 now open for bookings

A development opportunity specifically created for those in an executive role in a higher education institution. Over 60 of the current UK Vice-Chancellors and Principals are TMP HE alumni, with many of the other past participants of TMP HE holding some of the most senior posts throughout higher education.

TMP HE's truly agile delivery method means that the programme content and delivery is shaped by its participants whilst ensuring delivery of the defined curriculum. Providing timely value to the participants, this is achieved through continuous review and feedback.

[Find out more](#)



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