

Welcome to the November 2020 *in partnership*

In this month's edition of In Partnership we focus on November's member benefit theme of student retention and its related content and events. We also look at accreditation and equality, diversity and inclusion, as well as upcoming member events.

As always we welcome your feedback. Please contact your Head of Membership with any ideas or content you would like featured.



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in
partnership

Keeping our
members updated
with the latest from
Advance HE

November 2020

Member Benefit Series



During our November Connect Benefit Series, we are examining the theme 'Exceptional student retention: How to support and retain the Covid-19 generation in higher education'.

The wide-ranging impacts of Covid-19 have increased the risk of student non-continuation. Students' accounts of their experience during lockdown and of their isolation on return to university and college remind us of the extraordinary challenges they face, and of how little we know of the consequences for students' successful transition to higher education.

Institutions have worked quickly to create [socially distanced campuses](#). Our November theme brings together what we already know of [what works](#) for student retention with new approaches emerging during the pandemic. Combining the old with the new may perhaps change forever how the sector works to support student success.

November's outputs include a webinar on 26 Nov, video and a series of blogs.

[Find out more here](#)



Connect Benefit Series – October – Delivering on EDI: the critical governance role

During October, our Connect Benefit Series covered the theme of 'Delivering on EDI: the critical governance role'. Over the course of the month we discussed the need to drive diversity and inclusion within institutions and the crucial role governance has to play in this, both by modelling diversity and inclusion in the make-up and function of the board, and through enabling and challenging their institutions to make progress with and for their staff and students.

Outputs have included our '[Diversity of HE Governing Bodies in the UK](#)' report and a Chatham House roundtable discussion exploring how Chairs can support their boards – through the assurance role – to effectively challenge EDI progress in their institutions. Outputs are open to all colleagues at Advance HE member institutions.

[Find out more here](#)

Each month, the Connect Benefit Series focusses on specific themes, specifically designed to help our members to:

- + design sustainable and flexible educational programmes that enable student success under varying degrees of social distancing requirements
- + strengthen the leadership and governance capacity to support effective strategic development and the successful management of transformation
- + mitigate the impact on equalities of the current crisis and continue to enhance the inclusivity of higher education in a rapidly changing environment.

The Connect Benefit Series is an Advance HE member benefit and is open to colleagues at Advance HE member institutions. Information on Advance HE membership can be found via the link below. [Find out more here](#)

Learning and Teaching

Annual review of Advance HE accredited CPD schemes published

We've published the fifth annual review of our accredited continuing professional development (CPD) schemes. Kathryn Harrison-Graves, Director for Membership and Accreditation, discusses the key points of the report.

[Find out more here](#)

Since its introduction in 2014-15, this annual report has provided valuable insight into the operation of Advance HE accredited CPD schemes. As ever, I am grateful to Advance HE member institutions and the accredited programme leaders within them for providing the self-reflection that makes this report possible.

The report shows the maturity and increasing embeddedness of schemes with 88% of DVCs/PVCs reporting that Fellowship is now explicitly embedded within promotion criteria. This helps to promote a parity of esteem between education and research and offers career progression for education-focused staff. It is clear from the evidence provided by these senior leaders that accredited schemes and the Fellowships they award are integral in supporting institutions to deliver high-quality teaching and learning, with accredited CPD schemes being embedded in institutional policy and strategy.

I am delighted to see that engagement with Fellowship across the sector is continuing to grow, with a 7% increase from 2017-18. In this 2018-19 review we have tried, for the first time, to understand what institutions are doing to ensure their CPD schemes are inclusive and encourage diverse staff from across their organisations to seek professional recognition. Only 14% of institutions specifically referred to the support they provide to

underrepresented groups to achieve Fellowship and, while I have witnessed first-hand some excellent examples of inclusive practice within accredited CPD schemes, this seems to be an area for consideration over the coming year.

I am also delighted to read that Senior and Principal Fellows continue to be drawn upon to deliver institutional teaching and learning initiatives. I hope that these experienced individuals can support institutions and colleagues through the changes to pedagogic practice that may be required in response to the Covid-19 pandemic.

It is clear that workload pressures and resourcing remain an issue for many leaders of accredited schemes. This is likely to be an area under increasing scrutiny in the current context and the team at Advance HE will work with the sector over the coming months to ensure that process of accreditation does not unduly add to these pressures. Streamlined, effective processes that allow resources to be focused on supporting colleagues to enhance their practice needs to be our shared goal as we look towards the future.

My thanks again to the accredited scheme leaders for the thorough and thoughtful responses they provided within the institutional reviews submitted, and my particular thanks to Joanne Davies for her work in producing this comprehensive report. All of us at Advance HE look forward to continuing to work closely with our network and accredited institutions across the globe to provide impactful professional recognition for those who teach and support learning.

Advance HE accredits continuous professional development (CPD) programmes which are delivered by higher education providers both within the UK and internationally, aligning professional development to the PSF.

[Find out more here](#)

Flexible learning fundamentals

Dr. Faye Taylor, Principal Lecturer in e-Learning at Nottingham Trent University Business School, gives her thoughts on the fundamental techniques needed to make flexible and blended learning successful.

Since the initial lockdown in March, Universities and other HEIs have mobilised the creation of workstreams, groups and packets (whatever the preferred term) to invest substantial time and effort in the planning, contingency and re-planning of what might (or might not) lie ahead and how we should respond.

The community and creativity of colleagues across HE has been mobilised to develop a wide range of responses so that we can continue to deliver high quality education. These responses have been shaped through the outpouring of sets of principles and guidance designed to offer clarity on how we should go about continuing to offer that quality educational experience. However, these policies appear to be largely tailored towards a particular direction of travel eg principles we should follow if we are to migrate fully online, guidance for effectively blending students' learning, guidance for effective hybrid teaching. Particularly during the initial stages of response, this guidance is particularly helpful.

But what of where we are now, and what appears to be, at the very least an uncertain year ahead? The threat of local and national lockdowns to curb the spread of the virus prompt us to think again of what our students' experience should look like and how we should go about this...[Read more](#)

Advance HE has developed a suite of services which aim to support institutions in ensuring their curricula are fit for the 'new normal' as well as making sure staff are equipped to deliver their teaching at a continued high quality.

[Find out more here](#)

Learning and Teaching continued

Middle Eastern universities placing huge emphasis on teaching and learning excellence

A number of institutions in the region are undertaking teaching and learning development programmes and now have growing numbers of teaching Fellows.

Universities across the Middle East continue to place significant emphasis on pedagogical development and enhancement of teaching and learning quality by collaborating with Advance HE on a range of development programmes, leading to many more academics achieving Fellowship.

Institutions in the region see the value of Advance HE Fellowship in ensuring their teaching staff's practice meets the standards required, aligned to Professional Standards Framework (PSF).

Teaching development

Sharjah Performing Arts Academy in the UAE is currently co-delivering a version of the [Certificate in Learning and Teaching in Higher Education \(CLTHE\)](#) with Advance HE to a second cohort of staff. The co-delivery model is a precursor to Sharjah having their own Advance HE accredited programme in the future. Accreditation is given by Advance HE to institutions who can demonstrate alignment to the PSF and provides institutions with the ability to award Fellowships to their own staff.

In Bahrain, the Arab Open University (AOU) has recently become a member of Advance HE and staff have just completed the innovative Teaching Skills Masterclass Programme Online (TSMC). The TSMC is a flexible programme aimed at exposing staff to new approaches in teaching and learning in higher education. AOU Bahrain's programme has been adapted to include a further day of training in order to introduce the participants to Fellowship. AOU currently has nine teaching Fellows including four

Senior Fellows but hope this number will grow over time.

Advance HE is also currently delivering a CLTHE programme at Effat University in Saudi Arabia with a view to 30 participants going on to apply for Fellowship. The programme is being delivered online, a new and repurposed offer due to the global pandemic; [recent feedback from a similar programme delivered in Thailand](#) demonstrates the value and impact achieved in the online space.

Elsewhere in Saudi Arabia, Taif University completed their most recent cohort of the CLTHE programme in January 2020 and subsequently [held a celebration event to recognise the growing number of teaching Fellows at the University](#). Taif has a longstanding relationship with Advance HE through several iterations of the CLTHE programme and there are now 67 Fellows across all categories at the institution, including one Principal Fellow.

Taif are also planning the delivery of a face-to-face leadership development programme in the future. The Covid-19 crisis has heightened the demand for resilient leaders in higher education and Advance HE's work in delivering bespoke leadership programmes is highly valued by the international community.

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Recognisable impact

Also in Saudi Arabia, Imam Abdulrahman Bin Faisal University (IAU) completed their first cohort of the CLTHE in February and are considering the pathway to accreditation. Similar to Sharjah, the programme is co-delivered with a view to becoming accredited in the future.

The impact of the programme was highly valued by the participants, with 100% agreeing that the programme raised their awareness of different approaches to teaching and that the programme enhanced their understanding of what makes an effective learning experience. The University now has 60 staff currently applying for Fellowship and Senior Fellowship following the programme.

Prince Sattam Bin Abdulaziz University have also renewed their Advance HE membership this year and 53 of their staff recently signed up to an Advance HE webinar.

The focus on teaching and learning in the Middle East is grounded in the improved student outcomes and engagement that occurs when students are exposed to high quality teaching practices. [Research undertaken by Walailak University \(WU\) in Thailand](#) found that following Advance HE's work with them on their own CLTHE programme, 93% of their staff were rated four or five stars by their students and student retention had risen by 30%.

The new projects mentioned above complement some of the longstanding relationships Advance HE has working on Fellowship and accreditation in the region, with providers including:

- + Higher Colleges of Technology and Zayed University in UAE
- + Princess Nourah Bint Abdulrahman University in Saudi Arabia
- + Dhofar University, Majan University College, Middle East College and Military Technological College in Oman
- + University of Bahrain, Applied Science University, Bahrain Polytechnic and Kingdom University in Bahrain
- + Beirut Arab University in Lebanon.

Learning and Teaching continued

Fellows non-UK main employer – Top 10 countries

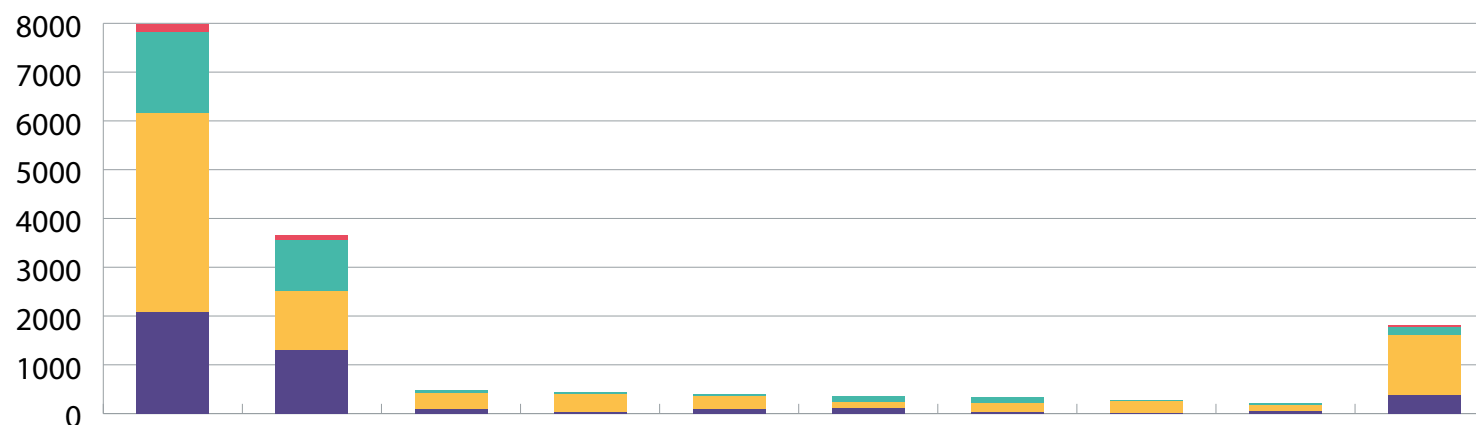


Figure correct as of July 2020	Grand Total	Australia	United Arab Emirates	Bahrain	China	New Zealand	Thailand	Saudia Arabia	USA	Other
Principal fellow	175	112	–	5	1	11	3	8	3	32
Senior fellow	1,654	1,042	45	55	37	113	127	23	31	181
Fellow	4,071	1,216	342	352	260	132	179	233	140	1,217
Associate fellow	2,089	1,295	87	33	97	106	30	12	44	385
Total	7,989	3,665	474	445	395	362	339	276	218	1,815

The importance placed on learning and teaching in the Middle East is exemplified by the number of teaching Fellows in the region. Bahrain, Saudi Arabia and the UAE are all in the top ten countries, outside the UK, for numbers of Fellows across all categories and this shows the value given to both high quality teaching and learning and Advance HE membership across the sector.

Fellowship demonstrates a personal and institutional commitment to professionalism in learning and teaching in higher education. Across four categories, from Associate to Principal, Fellowship provides individuals with recognition of their practice, impact and leadership of teaching and learning.

[Find out more here](#)

Advance HE’s Senior and Principal Fellow Writing Retreats offer the rare opportunity of space and time to think via 1:1 peer coaching, enabling you to engage in critical reflection about your professional practice, influence and strategic leadership in HE.

[Find out more here](#)

Click here for more information on the [Certificate in Learning and Teaching in Higher Education](#), Advance HE’s flagship teacher development programme, modelled on programmes delivered globally including at institutions in the UK, Africa, Asia, Australasia and Europe.

Launch of the Collaborative Development Fund – New Challenges, New Solutions

Advance HE is dedicated to supporting innovation and enhancement through our membership, and provides funding to help enable this.

For the 2020-21 member benefit year, we are pleased to announce that funding will be available to our global membership base in the form of our Collaborative Development Fund, comprising of three projects:

- + [developing flexible ecosystems for education that support student success where are we now what works and where next](#)
- + [the Board Diversity Practice Project - collating, understanding and sharing members’ practice to deliver on board diversity in Higher Education and Research Institutes](#)
- + [the reshaping of Higher Education and Research Institute strategy and culture pandemic perturbations evolution or revolution.](#)

The collaborative projects aim to harness the knowledge, experience and innovative capabilities of our members in order to address current challenges within the HE sector. In his [blog](#) Advance HE’s Nick Skeet, Associate Director (Membership & Accreditation), explains how the Collaborative Development Fund will enable members to address emerging complex challenges through collaborative and generative approaches.

The Collaborative Development Fund is an Advance HE member benefit. We invite our members to apply to join these projects which will start in January 2021. The application deadline is 12:00 GMT 11 December 2020. [Find out more](#)

Leadership and Development

Reframing organisations, strategy and culture

Institutions, large and small, are today having to be strategically responsive to a multitude of external and internal factors, some of which can be forecast whilst others are hard if not impossible to predict. We believe to achieve success it is vital to consider strategy development and transforming culture alongside each other.

We have developed our support to encourage institutions to examine and reframe their organisational cultures to enable performance through staff expertise, supporting student success and aligning to shared strategies and goals. We can help you in the development of whole institution strategies to more tailored, thematic or cascaded strategies.

[Doug Parkin, Principal Adviser for Leadership and Management at Advance HE explains our approach to reframing organisations in this video](#)



Strategic Thinking



Both an analytical and creative process that explores future options and possibilities, often using scenarios to generate ideas and stimulate powerful strategic conversations.

Divergence (conflict)

Strategic Planning



The process of making choices and converting the results of strategic thinking as a set of potentially actionable strategies into an integrated plan that can be implemented.

Convergence (convert)

Strategic Action



The implementation of the strategic plan as a series of change initiatives with the support and commitment of "key players" at all levels of the organisation.

Consensus (commit)

NEW Strategic agility for senior leaders' programme

Our new bespoke two-day programme will equip intact senior teams with the capabilities to undertake scenario planning work focused on current institutional challenges.

Working with your intact senior teams, our delivery will be tailored to your institution's requirements. The programme is split across four modules. Our approach draws on our extensive experience supporting global higher education through multiple lenses.

[Find out more](#)

[Find out more about our approach](#)

Equality, Diversity and Inclusion

Advance HE publishes the annual statistical reports on HE students and staff in the UK

The student reports detail differences in participation in HE, attainment, continuation and graduate destinations by students' age, disability status, ethnicity and gender.

We have launched the 2020 report covering students studying in the academic year 2018-19. Headline findings include:

- + **Age:** The proportion of mature students has fallen by 11.3 % points since 2003-04
- + **Disability:** The proportion of students who disclosed as disabled has more than doubled since 2003-04
- + **Ethnicity:** The attainment gap between white and Black students was 22.6% points. If the current rate of progress continues, this gap won't close until the academic year 2085-86.
- + **Gender:** Women continue to make up the majority of HE students; 57.2% of students were women and 42.8% were men. This gap has widened since last year's report.

[Access the reports and infographics here](#)

[Find out more about social background data](#)

Join the virtual insights event 'The privilege of student success: ethnicity awarding gaps in higher education' on 4 December 2020, presenting the most recent data on awarding gaps focusing on race, ethnicity and barriers to achieving equal academic outcomes. [Find out more](#)

Onboarding the REC Journey

Dr Sammy Li and Sheena Griffiths discuss the University of Birmingham's journey on the Race Equality Charter.

The University of Birmingham was awarded the Race Equality Charter (REC) Bronze Award in June 2020. The announcement of the Bronze Award meant a great deal to the many individuals who made significant contributions during the preparation process.

The news came at the peak of the Black Lives Matter protests in the US, which grew to become one of the largest decentralised political and social movements for anti-discrimination globally that the world has ever seen. It was undoubtedly an awakening for many universities in the UK and abroad, as Birmingham's Director of the Centre for Research on Race and Education, Professor of Education and Social Justice Kalwant Bhopal MBE said: "Sometimes we have to say things that can be uncomfortable, like highlighting the role of higher education in perpetuating inequality." This is an excellent summary of the essence of the Race Equality Charter. There are systematic racial inequalities in the higher education sector, and we need to do better to tackle it...

[Read more](#)

Black History Month 2020

Advance HE is committed to supporting the sector in improving the outcomes and experiences of Black students and staff. This Black History Month we welcomed a series of vlogs from Student Union representatives on why Black History Month is important and how the sector can make progress on race equality.

[Watch the vlogs here](#)

Update on the transformation of Athena Swan

Alison Johns, CEO, Advance HE has provided an update on the progression reformatting the Athena Swan charter. An extract of this letter is below.

“As part of our regular communications on progress on Athena Swan reform, I wanted to write to you personally to provide an update on how Advance HE is working to transform Athena Swan. This is both in response to the independent review recommendations and also to meet your needs in this unique context; including most importantly how we will support your transition to the new Charter.

We are already seeing emerging evidence of the gendered impact of the Covid-19 pandemic on women's careers. The crisis has confirmed an even greater need for an impactful yet streamlined and reformed Athena Swan Charter to support your work on gender equality.

As leaders and EDI practitioners in the sector, you have experienced and witnessed first-hand the impact and great potential of the Charter. As the Charter evolved, its processes and implementation also increased to what became unacceptable levels. On taking up the mantle of Chief Exec of Advance HE, I heard your feedback and concerns about the burden, consistency and reliability of our processes. My first act was to commission the independent review of Athena Swan with the intention of "reducing burden, retaining rigour." I and Advance HE are totally committed to achieving that goal, whilst managing the changes sensitively and in the most supportive way we can for you, recognising the huge pressures you are under right now...

[Find out more](#)

Governance

Student voices help shape governance at the University of Edinburgh

Andrew Wilson [shares perspectives](#) from his time as a Student Member on the University of Edinburgh's governing body.

Totalling over 43,000, students at the University of Edinburgh are significant stakeholders in their institution. As a result of this, their voices and experiences are all the more important in shaping the strategy, direction and ambitions of their University now and for the future. This ever-important task is the responsibility of Student Members on the University governing body, the importance of which I most definitely did not contemplate when I ran for election as a Students' Association President. However, I quickly found my feet, with a Court meeting in my first week of taking up office, and throughout the year gained a useful insight, helping to shape the levelling up of the University estate, improving student experience and the response to the challenges presented by the Covid-19 pandemic.

All eyes on the student

One of the great privileges from my experience as a University Court member was that the Students' Association President was afforded a report as part of the regular business of meetings. Not only was this a great benefit for the student voice, I felt that it would often transform the dynamic of meetings and was useful in grounding Court members in the experiences of their key stakeholders, the students. The subsequent conversations generated by my report were productive and wide-ranging and crucially, centred discussions on the real challenges facing students. The inclusion of such a report led me to appreciate the value in which the University Court held the Students' Association and hearing from the experiences of their students.

An unlikely bond

The diversity of thought and experiences within the membership of university governing bodies is extremely vast with members from a large variety of sectors and organisations. Whilst I came into those meetings with a few years of my Undergraduate degree under my belt, others came in with years of experience at executive level of multi-million-pound organisations, sounds daunting right? Yet, our shared ambition for excellence for the University community transcended those experiences and allowed us to appreciate and value each and every contribution. I came away counting my new critical and strategic thinking skills but knowing that my articulation of the student experience allowed others in the room to think differently about where the University was at and where it needed to get to.

Representative vs. Governor

As one of the few elected members on the 23-strong University Court, I would typically have to anticipate challenging scenarios that sometimes put my role as a representative at odds with my obligations as a governor. In my experience though, I came to understand that usually what is good for the University will also benefit students, but more importantly, what is often good for students, is extremely beneficial for our Universities. It is in these situations that the training I received from Advance HE at the New Scottish Governors event was most useful, allowing me to navigate and appreciate where my voice could be most powerful as well as acknowledging my responsibilities...

Our Governor Development Programme (GDP) supports Governors and governance professionals in HE. [Find out more](#)

Reflecting on the 'Diversity of governors in higher education' report

In this [video](#), Simonetta Manfredi, Professor in Equality and Diversity Management and Director of the Centre for Diversity Policy Research and Practice, Oxford Brookes University discusses the findings and EDI implications of Advance HE's report '[Diversity of governors in higher education](#)'.



Transforming Governance for a new normal - Governance Conference 2020

In this [video](#), Aaron Porter, Associate Director (Governance) at Advance HE, introduces the key themes for this year's virtual Governance Conference, '[Transforming Governance for a new normal](#)', on 20 November. We are also pleased to share that delegates of Advance HE member institutions will receive £50 off their overall booking cost when booking with a Chair of the Board.



International Spotlight

‘SMART’ Programme supports Fellowship at Thai open university

Accredited programme at Sukhothai Thammathirat Open University (STOU) leads academic staff towards Associate Fellowship and assures quality of Teaching and Learning at the institution.

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Sukhothai Thammathirat Open University in Thailand have been accredited to run their own Fellowship programme, which supports staff towards recognition as Associate Fellows.

The Sukhothai Thammathirat Open University Model for Academic Recognition of Teaching (SMART) Programme is grounded in the Professional Standards Framework (PSF) and is seen by STOU as a mechanism for its staff to deliver teaching and learning support to their students more confidently and effectively.

Advance HE began working with STOU in 2018 by supporting a group of its staff to achieve Fellowship. This resulted in the Chairman of STOU Council, [Prof Wichit Srisa-an, becoming the first Principal Fellow in Thailand](#), along with eight Fellows and six Fellows. Following the accreditation of the SMART Programme many more are expected to follow, and show a commitment to high quality learning and teaching across the institution.

Principal Fellowship compliments Professor Dr Wichit Srisa-an’s 16 honorary doctorates and numerous national and international awards which recognise his contribution to the development of education. For these achievements, he is known in Thailand as the “Father of Distance

Education” and “Father of Thai Cooperative Education”.

Advance HE accreditation is recognition that the SMART Programme aligns with the PSF, and ensures that participants have shown the necessary capabilities and qualities to achieve Associate Fellowship status. The SMART Programme has been specifically designed with distance learning in mind, showing that the PSF can be applied successfully to distance and blended learning settings.

Ian Hall, Head of Membership (International) at Advance HE said:

“ The SMART Programme demonstrates STOU’s commitment to quality learning and teaching and we are delighted to support that through accreditation of the programme. It’s great to see the PSF being used to support staff in a distance learning context in Thailand.”

Professor Dr Wichit Srisa-an said:

“ The SMART Programme aims to make our already smart STOU staff SMARTer when they teach and support the learning of our students.”



มหาวิทยาลัยสุโขทัยธรรมมาธิราช
Sukhothai Thammathirat Open University

STOU was officially established by Royal Charter in 1978 as Thailand’s eleventh state university, and was created to provide Thai people with increased education opportunities, beginning with three schools of study: educational studies, liberal arts, and management science. Today the university has 12 schools of study with undergraduate, graduate, and certificate programmes.



The Sukhothai Thammathirat Open University SMART Programme Team with Advance HE accreditor Dr Jane Roberts

Advance HE accredits continuous professional development (CPD) programmes which are delivered by higher education providers both within the UK and internationally, aligning professional development to the UKPSF.

[Find out more here](#)

International Spotlight continued

New guide to the Professional Standards Framework developed specifically for applicants in Australia

Educators from Australian higher education institutions (HEIs) have developed a new guide to help applicants from Australia apply for Fellowship awarded by Advance HE and using the Professional Standards Framework.

The guide provides details of interpreting the Dimensions of the Professional Standards Framework in an Australian context, with references to appropriate legislation and regulations. In particular, the guide looks at how Fellowship applicants can consider the perspectives of Aboriginal and Torres Strait Islander people, and reflect on how this shapes the learning environment within higher education in Australia.

Led by Professor Abby Cathcart from Queensland University of Technology (QUT), and with contributions from eight staff from five other universities, the guide has been developed based on their experience of supporting Australian Fellowship applicants. The guide was reviewed and endorsed by the Australasian Accredited Program Leader Network in July 2020, and by Advance HE's Australasian Strategic Advisory Board – which includes representatives of all its 28 members in Australasia – in October 2020.

“Australian universities are committed to advancing Aboriginal and Torres Strait Islander participation and success in higher education.

The guide to applicants in an Australian context is an important resource for educators to use in reflecting on their practice and evidencing their commitment to transformative change.

Ensuring that our unique context and Aboriginal and Torres Strait perspectives are made explicit in the guide is crucial in supporting the fast growing Australian membership of Advance HE.”

Professor Gary Thomas, Dean Indigenous Education and Engagement at University of the Sunshine Coast

[Find out more](#)

New guide launched for HE staff in Aotearoa New Zealand applying for Fellowship

Academics from several Aotearoa New Zealand higher education institutions have collaborated to develop a new guide which helps HE staff in Aotearoa New Zealand apply for Fellowship awarded by Advance HE using the Professional Standards Framework.

The guide provides details on how to interpret the Dimensions of the Professional Standards Framework in an Aotearoa/New Zealand context, with references to appropriate legislation and regulations. The work aims to be more inclusive of the local context while maintaining the global recognition of the professional standards framework and the associated Fellowships.

Project lead, John Milne from Ako Aotearoa, New Zealand's National Centre for Tertiary Teaching Excellence, said: “The expert group features 10 staff from six HE institutions, who developed the guide based on their experience of supporting Fellowship in Aotearoa New Zealand. The authors also span the HE sector, including universities, wānanga (traditional centres of learning) and institutes of technology and polytechnics.”

The new guide was endorsed by Advance HE's Australasian Strategic Advisory Board – which includes representatives of all its 28 members in Australasia – in October 2020. This work began after Advance HE and Ako Aotearoa signed a Memorandum of Understanding in 2018 to collaborate on Global Fellowships and Professional Standards.

“Fellowship applicants will have more cultural context to help them reflect more deeply about what they do. This will help them create quality teaching and learning that is more likely to lead to success particularly for Māori students. Applicants are asked to consider how to blend Māori culture and communities into their work, including using place-based examples that recognise the Māori history and context of Aotearoa New Zealand.”

Dr Mei Winitana (Ngāti Ruapani ki Waikaremoana, Te Atiawa ki Waiwhetu, he uri o ngā iwi katoa o te waka a Mataatua me Takitimu) of Ako Aotearoa

[Find out more](#)

Download Guide to PSF for applicants in an Australian context



Download Professional Standards Framework: Guide for Aotearoa New Zealand Applicants



Across four categories, from Associate to Principal, Fellowship provides individuals with recognition of their practice, impact and leadership of teaching and learning. [Find out more](#)

new content + publications



Decolonising DMU: creating transformational change

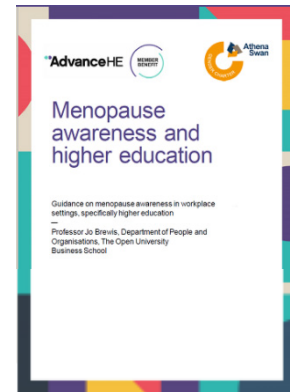
The Black Lives Matter movement has significantly increased the focus to deliver the decolonisation of higher education. In light of this, De Montfort University (DMU) shares its thoughts on its transformational project called Decolonising DMU.

[Read more](#)

Entrepreneurship and sustainability: is there a need for a new harmonised approach?

Entrepreneurship is being seen as a solution to the global sustainability challenge. Here Professor David Kirby considers the issues and advocates the need for a new more harmonious approach to entrepreneurship.

[Read more](#)



New guidance for HEIs on how to support staff during menopause published by Advance HE

Athena Swan participants can access new guidance on how to support HE staff through the menopause.

[Find out more](#)



New video series launched exploring Black male voices in HE

Introducing a new series of video resources with a focus on structural race inequalities.

[Find out more](#)

From student to Board: responsibility, accountability and decision making

Kim Ansell and Alastair Work look at the benefits of a holistic approach to delivering outcomes, from student to Board, based on a culture review in a scientific university community.

[Read more](#)



Diversity of governors in higher education

This report details the diversity characteristics of UK HEI governors using the enhanced HESA records for the academic year 2018/19.

[Download](#)



Athena Swan - why we do it at UCL

Professor Sara Mole reflects on 12 years of the University College London Medical Research Council Laboratory for Molecular Cell Biology (MRC LMCB) engagement with Athena Swan.

[Read more](#)

Masked Out? The implication of using face masks for deaf students in HE

The recent publication by the Disabled Students' Commission (DSC), Three Months to Make a Difference, explored the inevitable challenges with making campuses Covid-19 secure. Martin McLean, Post-14 Policy Lead at the National Deaf Children's Society, discusses the issue face coverings can cause for the UK's 5,500 deaf students in higher education.

[Read more](#)

Dates for the diary

Conferences + Events

Gender Based Violence in the Curriculum

16 November 2020 - Webinar

In a letter on 6 April 2020, the #EmilyTest campaign, endorsed by key GBV support agencies, called on the sector to take 8 key actions related to domestic and sexual violence experienced by students. Our GBV project, funded by the Scottish Funding Council (SFC), aims to support Scottish universities and colleges to effectively develop their response to gender based violence and utilise the resources and projects focused on the issue. This is the first in a series of three webinars which explores various aspects of GBV in Scotland's universities and colleges form one strand of this short-life project.

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

Staff Development Forum (SDF) Festival

23 to 27 November 2020 – Virtual

We'd like to invite you to be part of the leading event "Facing the storm, navigating together" that brings the learning and development professionals together. Devised to be interactive, challenging and human-centred, this online one-week Festival offers the opportunity to meet colleagues digitally as well as finding together responses to the big questions we are all facing at the end of an unprecedented year.

[Book now](#)

Leading Race Equality in Higher Education

2 December 2020 - Virtual

This course has been designed to support individuals who are leading race equality work in their institutions to strengthen their understanding of race equality and develop the skills for effective culture change. It introduces participants to key concepts within the field of race equality with the aim of improving knowledge and understanding about race and racism within a safe and reflective space.

[Secure your place](#)

Challenging privilege and the 'danger of the single story'

10 February 2021 - Virtual

This workshop aims to deepen understanding of the barriers to equality, diversity and inclusion that exist in higher education through an examination of how majority group privilege reinforces structural and cultural inequalities. Participants will explore how privilege operates and unpick common 'stories' about equality in Higher Education.

[Book now](#)

Women in HE Conference 2021

25 February 2021 - Virtual

This conference will consider the key challenges in achieving step change across HE in relation to all gender equality issues through practical exploration of the known and hidden challenges across a range of intersectional themes relating to women in HE.

[Secure your place](#)

STEM Conference 2021

19 May 2021 - Virtual

The 2021 STEM conference will provide an opportunity to reflect on, learn from, and further progress our responses to the COVID-19 crisis, to ensure that our approaches to STEM education are more resilient, effective and inclusive and to identify the new opportunities that have arisen from the pandemic.

[Secure your place](#)

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

Dates for the diary

Programmes

GDP: Governance Professionals in HE Programme

Starts 2 December 2020

A practical programme specifically designed for Clerks, Secretaries and staff in the professional support teams who play a central role in the academic and corporate governance of institutions. Delivered digitally with three one-day modules and two action learning sets held over five months, the next cohort starts on 2 December 2020.

[Find out more](#)

Enhancing Programme Leadership

Starts 14 January 2021

Enhancing Programme Leadership is a new online programme designed to develop the skills and capabilities of leaders of teaching and learning in their institution at a time when they may be new to leadership, or looking to gain confidence in their leadership skills.

[Find out more](#)

New to Online Teaching 2

Starts 18 January 2021

New to Online Teaching is 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.

[Find out more](#)

Research Team Leadership in Changing Times

Starts 27 January 2021

Research Team Leadership in Changing Times is designed to develop the skills of research team leaders by providing a pragmatic framework to equip them with the skills to lead with confidence in an increasingly challenging research context. The programme offers a variety of solutions and approaches to team building and gaining co-operation from colleagues, using techniques to enhance team equality, diversity, depth and clarity.

[Find out more](#)

Diversifying Leadership

Starts 26 January 2021

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. It explores themes of power and influence, demystifying leadership, cultural identity and cultural capital, increasing your visibility and authentic leadership and features leadership stories from high-profile HE leaders

[Find out more](#)

Leading Departments

Starts 21 April 2021

Leading Departments is a development programme designed to engage, support and develop new Heads of Department to meet the operational challenges of leading and managing academic or support teams. With a practical hands-on approach to learning new skills and behaviours a core feature of the programme is a continuous and progressing simulation, which allows participants to experience the realities of leadership as a Head of Department or School in a risk-free environment.

[Find out more](#)

Top Management Programme 47

April and October 2021

Applications now open for the 47th cohort of our Top Management Programme for Higher Education (TMP HE). TMP HE continues to go from strength to strength, with an increasingly diverse and talented pool of applicants and regular international attendees bringing fresh insights and perspectives about operating in the global HE world.

The deadline for applications is 5pm on Friday 26 February 2020. Those from senior teams interested in applying for the programme can find out more about TMP HE and download an application pack.

[Find out more](#)



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