

in
partnership

Keeping our
members updated
with the latest from
Advance HE

July 2021

Welcome to the July 2021 *in partnership*

In this month's edition of In Partnership we highlight our member benefit theme for July of celebrating success and addressing challenges in assessment. We also focus on the transformed UK Athena Swan Charter, the results of the Student Academic Experience Survey 2021 and upcoming member benefits and events.

Advance HE is also delighted to announce **new members** appointed to its Board and Committees who will bring a wealth of expertise and experience from a range of professional backgrounds, while also adding to the diversity of our Board membership.

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
- + Member Benefits and Opportunities
- + International Spotlight
- + Teaching and Learning
- + Leadership and Development
- + Equality, Diversity and Inclusion
- + Governance
- + New content and publications
- + Dates for diary

AdvanceHE



Connect Benefit Series



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

The Connect Benefit Series throughout June has focused on the student voice – how higher education institutions value and represent the student voice and commit to using it to drive positive change.

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](#) based on actions taken by UK higher education institutions in response to Black Lives Matter and intersectional injustice and a live event, this theme examines the importance of representing student views both overall and during the Covid-19 pandemic.

The month concluded with a webinar on 30 June entitled ‘The future of the student voice in the post-National Student SurveyNSS world? Policy, principles, practice’, which explores the implications of the National Student Survey (NSS) review in the UK can be viewed online and you can access the other outputs from the month

[Find out more](#)

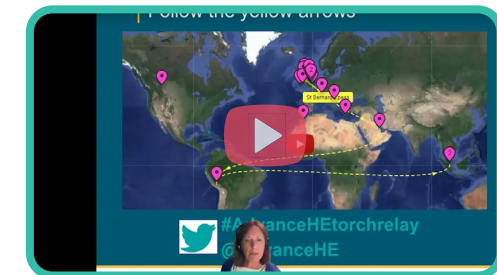


Connect Benefit Series July - Celebrating success and addressing challenges in assessment

The Connect Benefit Series throughout the month of July 2021 will celebrate HE sector colleagues around the world, and their demonstration of ingenuity, resilience and empathy to adapt to the change in teaching, learning and assessment over the past year. We will discuss key challenges and share thought leadership, examples of good practice and practical advice, which have made a positive impact and may be maintained post – pandemic.

Outputs for this month include an [interactive map](#) showcasing the innovation of sector colleagues around the world, two vlogs, a publication and a live webinar on 22 July. Find out more about this theme, access the outputs and book your Advance HE member place on the webinar [here](#).

Watch the introductory vlogs introducing the theme and launch of the relay:



[Find out more](#)

Member Benefits and Opportunities



Hybrid Higher - hybrid working and leadership in higher education

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.

As part of this project, two workshops discussing operational effectiveness, Leadership, team cohesion and motivation, and fairness and inclusion took place on the 16 and 17 June. Recordings of the events can be accessed by all colleagues at Advance HE member institutions [here](#).

As part of this project, a leadership intelligence report will also shortly be available. Find out more about the project, and register your interest in the report [here](#).

 [Find out more](#)

Student Partnerships in Assessment

As part of our [Student Partnerships in Assessment](#) global member benefit initiative, Dr Cathy Bovill, Senior Lecturer in Student Engagement at the University of Edinburgh and Professor Kelly Matthews, Associate Professor at University of Queensland hosted a two webinars with international panel discussions to share best practice for embedding student partnerships in the development of assessments in higher education.

Project outputs include the recordings and related podcasts from these sessions which are [available to all Advance HE member institution colleagues](#), and an open access brief guidebook will be launched over the summer which details a set of core principles and practices for getting started with Student Partnerships in Assessment, informed by the global programme. This guidebook will include linked resources collated from our partner stakeholders' work in Student Partnerships in Assessment.

 [Find out more](#)

International Spotlight

Copenhagen Business School accredited by Advance HE to award Fellowships to staff

Copenhagen Business School (CBS) in Denmark has become the second institution in mainland Europe to be accredited by Advance HE to award Fellowships to its staff. It follows ESIC Business and Marketing School in Madrid, Spain, in being able to confer awards following successful completion of a training programme.

The accreditation comes after working with Advance HE over the past year to ensure the programme meets the requirements of Descriptor 2 of the UK Professional Standards Framework. Advance HE have also worked with CBS to support staff towards Senior Fellowship recognition and is also working with the institution to recognise a group of its instructional designers and learning support staff to apply for Associate Fellowship in recognition of their support of learning and teaching.

CBS was founded in 1917 and now is one of the largest business schools in Europe, with over 20,000 students. It now has 12 recognised Fellows including seven Senior Fellows following the aforementioned programme. The Fellowship scheme itself continues to go from strength to strength and there are now nearly 150,000 Fellows recognised across the globe.

Professor (MSO) Thyra Uth Thomson, Senior Fellow and Academic Director of HETEP said:

“We are delighted that the Higher Education Teaching Excellence Programme has been accredited by Advance HE, giving us the ability to recognise the development of our teaching staff.

It is also a demonstration of our commitment to supporting internationally-benchmarked, quality education and providing a world class learning experience for our students.”

Aligning professional development to the UKPSF, Advance HE accredits continuous professional development (CPD) programmes which are delivered by higher education providers both within the UK and internationally. Find out more about [Fellowship, Accreditation](#) and [Advance HE international membership](#).

RCSI Bahrain working towards accreditation following successful teaching and learning programme

Advance HE has delivered a successful Certificate in Learning and Teaching in Higher Education (CLTHE) programme at the Royal College of Surgeons in Ireland (RCSI) – Bahrain. In order to improve the quality of teaching and learning at the college, RCSI Bahrain is moving towards a policy of all academics with a teaching commitment having a formal teaching qualification and wanted to be able to offer their staff the opportunity to train within the college.



The first cohort of the CLTHE programme was delivered this academic year with many of the participants expected to achieve Fellowship status in the near future. There are currently six teaching Fellows at the college, across all categories, and the college hopes that number will rise markedly over the coming years. A second cohort of the programme has just been agreed and will run in the next academic year.

Due to Covid-19 restrictions the programme had to be shifted online at short notice, and the participants felt that the programme was more accessible due to the flexibility it offered them when accessing the content.

It was a very practical course with direct application to ‘real world’ university-level teaching, learning and assessment. The aspects of digital learning were very timely as were the discussions about online assessment. I have changed some of my continuous assessments as a result of what I learnt on the course.

Dr Ebrahim Rajab, Senior Lecturer in Human Biology said:

“I found the transition to ‘online’ straightforward. I don’t think it hindered my learning. If anything, it gave some flexibility in how I organized my day especially when I was busy helping undergraduates adjust to online learning! I hope that some ‘online’ aspects can be kept for future cohorts.”

 [Find out more](#)

Teaching and Learning

UK Students highlight the challenges of their 2021 academic experience

The impact of the Covid-19 pandemic on the student academic experience is brought into sharp relief by Student Academic Experience Survey 2021 published on 24 June 2021 by Advance HE and the Higher Education Policy Institute (HEPI), written by Jonathan Neves and Rachel Hewitt.

Key findings from the Survey include:

- + Just over a quarter (27%) of the 10,000 full-time undergraduate students studying in the UK who responded to the Survey felt that they have received 'good or very good' value, reversing the improving trend recorded between 2017 and 2019. 44% of students report 'poor or very poor' value – a significant leap from the 29% of students with that perception in 2019, reflecting the major upheaval in their academic experience over the past year.
- + Among the increased number of students who felt their expectations were not met, 54% of these said there was too little in-person contact with other students and 51% said there was too little in-person interaction with staff. Despite this, the majority of students – 58% – would still have chosen the same course and institution; 29% had considered leaving higher education with 34% of those giving mental / emotional health as the primary reason.
- + In a new 'open' question this year asking 'how to improve the academic experience' the top three areas identified by students were: 'Improve assessment feedback'; 'More in person teaching/campus activities'; and 'Better communication'

- + Two out of three students feel their institution is committed in eliminating racial inequalities; though only 53% of Black students hold this view; and a spotlight on specific student groups shows that Black students also have a less positive academic experience than white students.

In previous years, perceptions of value have varied widely depending on where a student is from; but this year, value perceptions are at historically low levels across the board. Students from England (24%) continue to hold the lowest positive value perceptions, with levels also low among students from Northern Ireland (27%), Wales (29%) and the EU (30%). Perceptions in Scotland have also declined and these are also at the lowest they have ever been (50%).

The Survey results indicate that while tuition fees remain the primary consideration associated with a perception of poor value (50%), the [low] 'volume' of in-person teaching (47%), the opportunity to access in-person teaching (42%), teaching quality (36%) and the volume of online contact hours (32%) were significant factors influencing student perceptions.

Analysis of open comments in the Survey points towards how much students value place on their on-campus experience and face-to-face teaching and engagement with staff. There appears to be the widely held view that online learning does not represent the value students are looking for. In a disruptive year more students than ever before felt their experience did not meet 'pre-covid' expectations.

Students said:

“Most courses are around the same price, so quality of teaching is well worth the value, however COVID undermines what we're paying for because I'm sure in person it would be great, but online isn't worth £9k+”

“I think many of the disadvantages and challenges I have faced have been due to the Covid-19 pandemic, therefore it is largely out of the universities control”

“Online learning is extremely different to in person learning. Uni was great up until the pandemic hit, although I do still believe the fees were overpriced regardless”

“As I am a practical course, although I understand why we cannot meet in person I believe that my quality of education cannot be what I needed. They are trying their best but there are some things you can't replace online”

“It's is not the institution's fault if things aren't great, these are tough times for everyone...”

However, where their expectations were exceeded, students reported courses were well organised (48%) and teaching staff accessible (47%). The free comments reflect the very positive effort of staff to respond to the crisis. Despite the concerns and lack of interaction, the majority of students – 58% – would still have chosen the same course and institution.

 [Read more](#)

Teaching and Learning continued

First Advance HE Associate Fellows to be recognised in Pakistan following launch of new Fellowship programme

The programme is part of the wider Pak-UK Education Gateway initiative, a partnership between the British Council in Pakistan and the Higher Education Commission which seeks to deepen relations between the higher education sectors of Pakistan and the UK.

Pakistan will soon have its first, internationally recognised, teaching Fellows, after a new programme was launched to support early-career academics develop their teaching skills. The programme, developed by Advance HE in collaboration with the National Academy of Higher Education and the British Council Pakistan, is for graduates of the already established Interim Placement for Fresh PhD's (IPFP) programme in Pakistan. Following a further workshop to introduce the UK Professional Standards Framework, staff will be supported to apply for Advance HE Associate Fellowship.

Advance HE Fellowships provide academic staff international recognition of their teaching skills and experience and demonstrates a personal and institutional commitment to professionalism in learning and teaching in higher education. There are now nearly 150,000 Fellows recognised across the globe and the scheme continues to go from strength to strength. The adoption of the scheme in Pakistan is a further demonstration of its international standing.



Earlier this year, Advance HE CEO Alison Johns spoke at the inaugural Pak-UK Education Gateway Conference, where representatives from the Pakistani and UK governments spoke about how HE in Pakistan and the UK can learn from each other and develop sustainable practices moving forwards from the Covid-19 crisis.

She said of the programme:

“ I am delighted that graduates of the Interim Placement of Fresh PhDs (IPFP) programme will have the opportunity to apply for recognition as Advance HE Associate Fellows. Our Fellowship programme recognises those that teach and support learning in higher education worldwide, with over 140,000 Fellowships in 99 different countries now being awarded.

Associate Fellowship allows a person to reflect on how they support student learning and has been shown to have benefits for the applicants, their institutions and their students. This is an excellent opportunity for IPFP participants to achieve this global recognition, and I am delighted that we can work with the British Council, the Higher Education Commission and National Academy of Higher Education to support this.”

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](#)

Leadership and Development

Supporting the transition to Vice-Chancellorship

The appointment to the position of Vice-Chancellor is, without a doubt, one of the most challenging of leadership transitions in higher education. With this mind, Advance HE has created its [Vice-Chancellor Transition Programme](#) designed to support newly appointed Vice-Chancellors to prepare for and transition to their new role, helping them become more effective, develop new skills and confidence, and enable them to lead their institutions well right from the start of their tenure.

“When I became a VC there was no programme to help me prepare for the demands of the role. Whilst there are now programmes to help with the technical aspects of the role, a massive gap remains, and that is the focus of this programme: preparing incoming VCs for the change of role that becoming a VC represents. Just as in the film ‘Twenty Feet from Stardom’, the step up from DVC or Provost to VC is more than just an incremental step in a career – it is a move that requires different skills and dealing with a very different set of pressures. This programme focusses on these features of becoming a new VC. I only wish that there had been such a programme when I was appointed.”

Professor Sir Steve Smith UK Government International Education Champion Prime Minister’s Special Representative to Saudi Arabia for Education

Delivered via a mixture self-directed learning, small group VC Learning sets, wider VC participant peer group insight sessions along with expert facilitation, coaching, as well as individual mentoring from established sector VCs, participants start from the time of appointment prior to taking up a new VC role, extending the support a year into role.

The programme is exclusively focussed on the Vice-Chancellor role, complementing UUK’s offer for newly appointed VCs which begins at the commencement of the post. It will be delivered by a group of experienced executive level core facilitators including Louisa Hardman, Advance HE Key Associate and Advance HE Top Management Programme Director and Sir Peter Gregson, Vice-Chancellor and Chief Executive of Cranfield University, accompanied by established VC mentors, diverse speakers and contributors from within and outside the HE Sector. Commenting on the programme, Sir Peter said:

“Newly appointed Vice-Chancellors will face unprecedented opportunities and challenges in the post-Covid19 world. This Transition Programme offers space, experiences and mentoring for personal leadership development as new VCs reflect and prepare for their new leadership role.”

Advance HE is keen to accept applications from a diverse range of institutions and delegates. The programme is open to UK and International applicants.

Alison Johns, Advance HE Chief Executive, said:

“Over the past few years the complexity and challenges of running a higher education institution have changed beyond recognition. Today, if leaders are to thrive in the environment rather than simply survive – or worse, fail – they need support to successfully transition, grow and develop into the role. This programme has been carefully designed to create a range of opportunities and high quality support from seasoned role holders and also the right kind of environment for that development. We are very excited to welcome our first participants.”

“The programme looks great and I wish there had been something similar available when I was starting out as a VC.”

Professor Peter Mathieson, Principal and Vice-Chancellor, The University of Edinburgh

[Find out more](#)



Equality, Diversity and Inclusion

Launch of the transformed UK Athena Swan Charter

Advance HE is delighted to share details of the transformed UK Athena Swan Charter. The transformed UK Charter will build on the great strides the Charter has already achieved in promoting gender equality, accelerating this through an even more effective, engaging and flexible approach.

Following a period of collaboration with colleagues from across the sector, the transformed UK Athena Swan Charter takes forward the recommendations of the Independent Review which was established by Advance HE on formation, significantly enhancing the Charter.

Alison Johns, Advance HE Chief Executive, said:

“This is a very significant step in advancing gender equality, ensuring that the Charter centres on the key dimension of positive and supportive cultures, and is inclusive of people of all gender identities and those facing intersectional inequalities. It is also absolutely right that the Charter embraces professional, technical and operational staff directorates whose work contributes so much to the HE sector.

I am extremely pleased that we have addressed the concerns held by many relating to the administrative burden of applying for Athena Swan awards, which often fell to the people the Charter intended to champion. New processes, coupled with our active support for applicants have significantly reduced this workload while retaining the rigour of the Charter.

Practitioners can learn more about the transformed UK Athena Swan Charter at a number of [dissemination events](#) Advance HE is hosting throughout the Summer.

[Find out more](#)

Ensuring equity for disabled applicants in a new post-qualification admissions system

Geoff Layer, Chair of the Disabled Students' Commission and Vice-Chancellor of the University of Wolverhampton, writes about why the needs of disabled students must be taken into account when making the university admissions system fairer.

One of the biggest decisions many people make in life is about deciding to study at university or college. It is one of those decisions that can have a major impact on an individual's future. The decision can affect careers, family, community engagement and a person's wellbeing. For many potential students they are also making that decision at a time of heightened stress levels imposed by the school and college testing culture.

In making such a decision the student has to think about what they want to study, what it might lead to in the future, the nature and type of college or university and where they want to study. All of this can be quite daunting, but not as daunting as it is for a disabled student. They need to take account of all of the same issues plus much more. So going through the disabled students mind is also:

- + Will the course have a learning style that can address my reasonable adjustments?
- + Will the university have a support service that understands my disability?
- + Will the accommodation have appropriate facilities?
- + Will the layout of the university and buildings enable or hinder my mobility?
- + Does the Students' Union have a proactive approach to engagement of disabled students?
- + How does the transition process into HE work for my disability?
- + What happens if the financial support I need is not in place when my studies start?

For all students thinking about their next steps they need good quality information advice and guidance in order to address all of these issues. Unfortunately that guidance is uneven and patchy, despite many efforts from across the sectors and the development of new approaches.

[Read more](#)

Governance

In conversation with former Australia PM Julia Gillard: why diversity on the board matters

As applications open for 'Success on the board', Advance HE and Wellcome's new programme to encourage board diversity, Jenny Tester, Head of Business Development at Advance HE, speaks to Julia Gillard about her experiences.

Julia Gillard, Chair of Wellcome, the global charitable foundation which supports science to solve urgent health challenges, and former Prime Minister of Australia, shared her own experience of what it is like being a woman in male-dominated boardrooms, what advice she would give to her younger self and her thoughts on why is it so important that decision making boards are diverse.

Julia said, "It's incredibly important to have diversity because all the research tells us that diverse groups of people make better decisions, and intuitively, we shouldn't be surprised by that. Obviously people bring different skills, experiences, aptitudes into a decision-making board and so the broader the set of experiences the more that going to come to the table and play into the decision-making."

When asked to reflect on the early days of her career and how that set her up for her career today, she said, "From those early days I think what I learned was, number one, you do need to be prepared for the discussion. You know board papers, committee papers, go out for a reason and so it is important to read them and be across the material. Then it's important to be present in the discussion, and by that I mean truly listening to what others have to say and evaluating it."

"I think meetings can go very wrong when people come in with a fixed view and they're not really listening to others or they are distracted by things happening outside the room."

Julia spoke of what she gained by being on a board that

really interests her. "I've chosen to involve myself in board or advisory council structures and usually I've done that because I'm interested in the topic matter, in what the organisation does, I'm interested in the people. I feel that they're people that I want to spend time with, learn from, share perspectives with and I can see that me being involved is going to help make a difference. I think people can sometimes underestimate their own individual contributions."

Asked what advice she'd give herself she said, "People might look at someone like me who's been a prime minister and said 'oh well, you know she obviously has got the skills and capacities to do the things she's done', but I didn't know that on the way up. I only knew it by doing and trying and then trying the next bit and seeing if I could do it and then learning and reflecting, failing, and then rebuilding and working out how to do it better."

[Success on the board: unlocking the power of underrepresented voices in research](#) is a new one-year pilot development programme to encourage board diversity with 10 fully-funded places for women, Black, Asian and Minority Ethnic (BAME) individuals or disabled people in research. Advance HE and Wellcome are working in partnership to design and run the programme which aims to help researchers and professional services staff from underrepresented groups be appointed to boards and governing bodies.

The first woman to serve as Australia's Deputy Prime Minister and Prime Minister (2007-2013), Julia Gillard was central to the successful management of Australia's economy following the global financial crisis. She delivered nation-changing policies, including the reform of education, emissions trading, and the provision and sustainability of healthcare.

Julia also serves as the Chair of Global Partnership for Education, a leading organisation dedicated to expanding education access and quality worldwide, and Beyond Blue, Australia's leading mental health awareness body.

"Given the life I've lived, I think I've got lessons to share on gender discrimination and my experience in those structures, particularly very male dominated ones, is that it's important that the group stops and reflects on how it's going to run its affairs, so that this doesn't become a contest of the most talkative, the loudest, the people who are prepared to interrupt and butt in, but it becomes a decision-making style in which everybody is asked to contribute."

Wellcome has put diversity, equity and inclusion at the heart of its new strategy and equality, diversity and inclusion is a fundamental part of Advance HE's new strategy to help shape the future of higher education, which makes particular reference to improving board diversity.

Watch the interview with Julia Gillard:



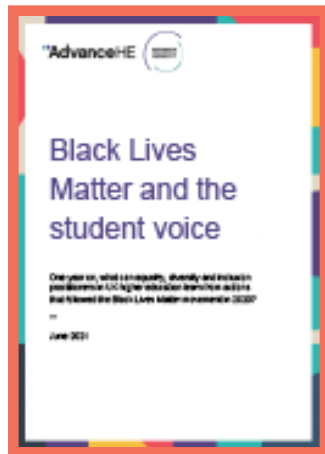
[Find out more](#)

new content + publications

New Advance HE report – Black Lives Matter and the student voice

What can we learn from actions that followed the Black Lives Matter movement in 2020?

[Find out more](#)



Fostering participatory engagement within discussion boards for online students in HE

Ameena Payne, eLearning Advisor at Swinburne University of Technology, shares five strategies to build engaging, sustainable learning conversations within discussion forums that are abundant with collaborative inquiry, dialogue and sharing of personal learning experiences for online students in higher education.

[Find out more](#)

Inaugural conference in Ireland leads on the challenges and opportunities of a strategic approach to EDI

Equality, diversity and inclusion examined in both Northern Ireland and the Republic of Ireland.

[Find out more](#)



Copenhagen Business School accredited by Advance HE to award Fellowships to staff

Highly ranked provider able to confer Fellowship to successful participants of their Higher Education Teaching Excellence Programme (HETEP).

[Find out more](#)

A new guide to support students who stammer

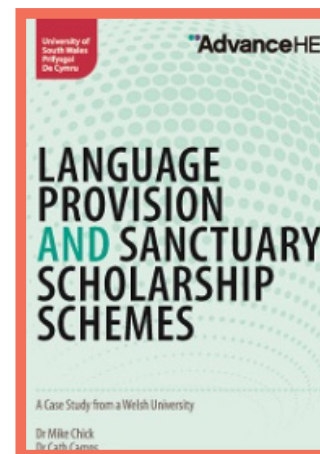
With a broad estimate suggesting there are between 24,000 and 71,000 students who stammer in the UK, a new guide has been produced to assist higher education (HE) professionals when they are supporting students who stammer to achieve a positive and inclusive HE experience

[Find out more](#)

Universities and people seeking sanctuary in the UK:

As part of Refugee Week 2021, Dr Mike Chick a lecturer in teacher education, shares his thoughts on how universities can do more to help people seeking sanctuary in the UK – and why this is more urgent now than ever before.

[Find out more](#)



Athlone Institute of Technology colleagues participating in the Aurora Programme

Jane Burns, Director of the Regional University Networks (RUN-EU), Athlone Institute of Technology reflects on the AIT's positive engagement with the Aurora programme

[Find out more](#)



Developing effective mentoring approaches in a changing context of practice

Associate Professor Jasper Shotts shares his progress since becoming a Senior Fellow.

[Find out more](#)



Dates for the diary

Conferences + Events

Advance HE shares its development programmes, conferences and events portfolio for 2021-22

Advance HE has published its wide-range of development programmes, conferences and events for 2021-22, 'Re-imagining professional development for a new world'.

Advance HE programmes, conferences and events portfolio for 2021-22 is shaped by feedback from the sector and is aligned with Advance HE's purpose to help higher education and research 'be the best it can be' by supporting leadership development and effective governance, tackling inequalities and enhancing teaching and learning.

Dr Celia Brigg, Associate Director – Conferences and Events, said, "We have worked very closely with the sector to develop this portfolio. Our focus is on supporting institutions in key areas including the continuing response – both short and long-term – to the challenges resulting from the consequences of Covid-19; the hugely important work needed in equality diversity and inclusion; to support leadership at all levels including those leading institutions and governors; and also to those who lead and deliver teaching.

Download '[Re-imagining professional development for a new world](#)' and find more about the opportunities on offer. To celebrate the launch of the portfolio, we are offering a **10% 'early-bird' discount on selected programmes and events.**

Connect Benefit Series- Assessment and Feedback in a Post-Pandemic Era: A Time for Learning and Inclusion

22 July 2021 – Member event

This webinar provide an official launch for the publication **Assessment and Feedback in a Post-Pandemic Era: A Time for Learning and Inclusion**, and offer some background about it and how colleagues may wish to use it in their practice.

[Find out more](#)

NET2021 Conference

1-3 September 2021

NET provides a unique opportunity for delegates to engage with the latest worldwide research evidence, developments and thinking with educators, practitioners and students. Papers are arranged in themed sessions where delegates participate in in-depth discussion and debate on a topic, facilitated by skilled convenors.

[Find out more](#)

Insights Event - Turning University Education into Flexible Innovation: Experiences from the Pandemic

7 September 2021

This Insight Event, delivered in partnership with the University of Exeter, will explore the process of supporting a university community through the transition of the last 12 months. We will discuss how educators, professional services colleagues and students have been engaged and supported, on the basis of institutional principles which promote local innovation based on foundations of institutional consistency.

[Find out more](#)



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

Dates for the diary

Development Programmes

Senior Women's Leadership Development Programme

6 October 2021

Senior Women's Leadership Development Programme is one of our women-only programmes designed specifically for women in senior positions in HE to help them take the next step up or extend their role, profile and impact.

[Find out more](#)

Virtual Teaching

6 October 2021

This two-week online course will be of benefit to those who have experience teaching in HE but are new to delivering courses via online platforms. The course includes "The Tech Clinic", a showcase of digital tools available for student engagement, assessment and feedback.

[Find out more](#)

Aurora

From 13 October 2021

Bookings for Aurora 2021-22 are now open. Aurora is a leadership ignition journey, inspiring women to aspire and achieve leadership positions within higher education. Prospective delegates should first contact their Aurora Champion or other Learning and Development Sponsor at their institution. Aurora Champions or those looking to become Aurora Champions should contact our support team at aurora@advance-he.ac.uk to make enquiries. Details of how to book onto Aurora will be shared directly with Aurora Champion's via their email newsletter.

[How to book](#)

[View Aurora 2021-22 Dates and Prices](#)

[View Aurora Champion Directory](#)

Transition to Leadership

14 October 2021

Transition to Leadership is a tried and tested programme for those entering leadership roles for the first time. The programme explores the themes of personal leadership, team leadership and collaboration and leadership in times of change.

[Find out more](#)

Strategic Leadership Programme

Starts 18 October 2021 (Virtual). Closing date for applications 11 October 2021.

Completely redesigned specifically for online delivery, the programme will appeal to those with a portfolio which reaches across the institution and who want to exercise their strategic vision to make a meaningful impact in shaping the future direction of the higher education sector through influence and engagement.

[Find out more](#)

Diversifying Leadership 14

20 October 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.

[Find out more](#)



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