

# in partnership

July 2022

## in this issue...

Keeping our  
members updated  
with the latest from  
Advance HE

# Welcome to the July 2022 *in partnership*

Welcome to this month's In Partnership. In this edition we invite you to take part in the review of the Professional Standards Framework, highlight an opportunity to get involved with the National Teaching Repository, explore the findings from recent research on Principal Fellowship, and showcase all the latest member benefits and events.

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

# The National Teaching Repository: global reach and Impact

Following an invitation by the Secretariat to present a report at the prestigious UNESCO World Higher Education conference, illuminating The National Teaching Repository's (NTR) global reach and impact, colleagues at NTR extend an invitation for you to get involved.

Funded by an Advance HE Good Practice Grant the National Teaching Repository: An Open Education Resource with Proven Reach and Impact across the Global Higher Education Community was established in September 2020.

The National Teaching Repository is an open access online searchable database where tried and tested strategies 'that work' are collected. It is a space where colleagues across the sector upload and share teaching resources, pedagogical research, approaches and ideas with the express interest in advancing pedagogy in practice.

## Background

The National Teaching Repository (NTR) was born out of the desire to facilitate a space for proven and successful teaching materials to be disseminated whilst ensuring that the original authors can evidence the reach and impact of their work in the process – something which researchers have been able to benefit from for decades.

For each item uploaded the NTR generates a citation and includes a unique, DOI to enable interested parties to return to the original source material of the work being used. It is important to recognise that work is unlikely to be cited with the same frequency as traditional research. This is because the work contained in the NTR is there to help influence thinking and shape practice, in many cases end users will not be authors or academics who are publishing their own material. This is one of the fundamental features which underpins the need for the NTR.

The NTR started out as a UK based resource, but very quickly it has proven that its reach and impact is truly global.

It has established supporters, contributors and users from around the world (currently 102 colleagues affiliated with 78 organisations and institutions across the globe) and continues to expand on a weekly basis. The NTR embraces inclusivity by providing no barriers to access content. Sharing and accessing practice is easy, there is no need to register and uploading/downloading literally takes just a few minutes. The NTR is free to use for anyone with access to the internet, and its use drives better teaching which in turn supports staff development to ultimately provide better opportunities and support for higher student attainment, achievement and outcomes.

Celebrating the diversity of teaching and learning practice, the repository facilitates colleagues to showcase their practice in a range of non-traditional research formats including Power Point and Poster Presentations, Teaching Resources, Data, Video/Audio Recordings.

## Acknowledging academic and intellectual property

The NTR provides colleagues with a global platform to shout about their brilliance. Authors retain all rights to their work and it can be linked to an ORCID ID. Colleagues can measure the impact of their practice via Altmetric Data which enables them to secure recognition for their practice. During the process of submitting colleagues can select the level of Creative Commons (CC) licencing they deem most appropriate to support availability for others to build upon and legally share their work.

Specifically, the NTR:

- + generates a citation so that others can acknowledge use of work
- + enables a link to the authors ORCID ID

- + supports the generation of a unique DOI for each item uploaded
- + facilitates instant sharing via social media
- + uses Altmetric data to evidence the impact of the work
- + allows users to set their own Creative Commons (CC) licence level
- + allows the creation of a Profile to help direct traffic back to institutional and/or personal websites and blog spaces.

## The benefits of sharing work

In addition to supporting others to develop their practice and positively impacting on the student experience across the sector, uploading scholarly teaching and learning work into the NTR has tangible personal and professional benefits. Colleague's report using the NTR to access innovative ideas that inform and improve their teaching practice and raise the profile of excellence by sharing their practice with others. Many have also used it to support their professional development; using the data as evidence of the impact of their work to help secure a new job or promotion, for performance review, internal progression or to support a Fellowship or National Teaching Fellowship application.....

 [Read more](#)

## Some useful links:

[Read the UNESCO WHEC report on NTR](#)

[Discover more about NTR](#)

[Share files via Figshare \(please select NTR\)](#)

# Connect Benefit Series

## Organisational Wellbeing

The [Organisational Wellbeing](#) area of focus explores the link between healthy and prosperous universities and the wellbeing of staff and students.

The project has already delivered a range of events and outputs, including an [introductory blog](#) from Advance HE senior adviser Barbara Bassa, a Tweetchat, and the [Organisational Wellbeing – Everyday Ways of Working series](#), comprising three recordings each considering practical ways in which we can create more wellbeing at work.

[Episode 1](#) explores how personal wellbeing is affected by our perceptions about work.

[Episode 2](#) focuses on ways to stimulate innovation at work to positively impact wellbeing across the workplace.

[Episode 3](#) explores mindful ways of working with others.

A reflective webinar was also held to complement the Everyday Ways of Working series, allowing participants to discuss and delve deeper into the approaches set out in the recordings.

## Student Success: Assessment and feedback

The [Assessment and feedback](#) phase of the [Student Success](#) series centres on our latest [Assessment and feedback literature review \(2016-2021\)](#).

At a webinar held in June, the review's authors [Professor Kathleen M. Quinlan](#) and [Dr Edd Pitt](#) spoke to their findings and took part in a Q&A session with AHE members.

[You can watch a recording of the webinar here](#)

Professor Quinlan and Dr Pitt have also recorded two [Assessment and feedback podcasts](#), each focusing on one side of the project and how it integrates with the other.

[You can access the Assessment podcast here](#)

[You can access the Feedback podcast here](#)



## Inclusive institutions: enabling and supporting culture change

The [Inclusive institutions project](#) addresses the barriers that limit access and belonging, and particularly attention to removing barriers to marginalised groups, can only be created and sustained through an inclusive institution with a culture that is well aligned to purpose, values and goals. Find out more [here](#).

At a virtual sandpit event covering a theme common to both our Inclusive Institutions and Organisational Wellbeing projects, we invited senior leaders to explore the question: *'Have we managed to create healthier and more compassionate institutions as a result of the pandemic and has that had a positive impact on an inclusive and enabling culture?'* Advance HE senior adviser Kim Ansell reflects on the main talking points and takeaway messages in her event write up [here](#).

To explore reflections on the sandpit event and the strategic approach to organisational wellbeing, Kim Ansell and Barbara Bassa from Advance HE are joined by Vinita Suryanarayanan, COO from the Royal Central School of Speech and Drama, and Paul Britton, Head of EDI and Colleague Wellbeing in a podcast.

[Listen here](#)

**AdvanceHE**




# Member benefits and opportunities


## Professional Standards Framework review

We announced earlier this year the [Professional Standards Framework for Teaching and Supporting Learning in HE \(PSF\) is under review](#). The strategic importance of the PSF is clear, but we know that the learning and teaching landscape has changed considerably since the last review in 2011. This sector-led review, facilitated by Advance HE, will ensure the framework continues to be relevant to higher education now and in the future.


A thorough review of the existing substantive evidence base gathered from multiple sources over the last seven years informed the first phase of the review's consultation. More than 20 sessions were held and in excess of 300 attendees contributed constructive and insightful comments to help inform the next iteration of the PSF.

Drawing on the evidence base and the phase one consultation, a draft revised PSF has now been produced and we would like your views on it as part of a wide sector consultation.

 The draft revised PSF can be found [here](#)

 Please comment on the draft PSF via an online survey which is now open, [here](#)

Please be aware that feedback to this phase of the consultation can only be received via the online survey.

 If you would like to refer back to the PSF 2011 you can [find it here](#)


The deadline for completion of the survey is **17 July 2022**.

## Collaborative Development Fund

Established to enable collaborations between our members to address challenges within the HE sector, the Collaborative Development Fund (CDF) is currently supporting five projects for the 2021-22 member benefits year:

- + **Inclusive institutions: enabling and supporting culture change** – led by Imperial College London, Kingston University and including Deakin University.
- + **Exploring a holistic approach to equality, diversity and inclusion** – led by Newcastle University
- + **The Future Student Experience Project** – led by the University of Brighton and including Deakin University.
- + **Utilising the Professional Standards Framework for teaching and supporting learning for strategic change** – led by the University of Hull with University of Limerick
- + **College-based HE Network: a collaborative space for developing HE culture and practice** – led by University Centre Leeds.

Outputs will become available from July.

 You can find more information and updates on all the CDF projects for 2021-11 [here](#)

## Developing inclusive institutions

Do you need support to help create an inclusive institution which has a safe and transformative culture and prioritises wellbeing? Increasing challenges brought by the Covid-19 pandemic, endeavors to meaningfully progress equality, diversity and inclusion (EDI), and the need to create and maintain environments that promote good mental health and wellbeing demands good leadership at every level, especially as expectations and scrutiny mount.

We can support your institution to:

- + understand what inclusion means and how it can be enacted at your institution
- + identify the behaviours and skills needed to lead inclusively
- + secure change in processes, structures, culture and people
- + understand and illuminate structural inequalities in order to dismantle current barriers to inclusion and reinforce and build on the enablers.

[Find out more](#)

# Learning and Teaching

## Principal Fellows: an under-utilised strategic resource

As we publish 'Exploring the impact of Principal Fellowships on individuals and institutions', one of the authors, Lucy Spowart, shares her reflections on the key themes and the questions the report throws up for the sector.

### Principal Fellowship – it's all about impact and reach

Our recent research '[Exploring the impact of Principal Fellowships on individuals and institutions](#)' has highlighted that there is much to celebrate in terms of the individual impact achievement that Principal Fellowship brings. However, significant work remains to encourage and support institutions to engage with Principal Fellows in meaningful, strategic ways and to seek some sector consistencies in how the award is recognised and valued, including in institutional promotions criteria. It should be noted that I am an 'insider' in this research project, a Principal Fellow (2018), and an active member of a regional Principal Fellowship Network. So, these are my reflections, positioned alongside some of the research findings.

### Enhanced visibility externally, but often invisible internally

Our survey respondents told us that going through the process of gaining Principal Fellowship boosted their confidence in relation to the strategic leadership of teaching and learning and nearly half of respondents felt it also enhanced their career prospects. However, for many, Principal Fellowship was perceived to be misunderstood and under-valued by respondents' senior leadership teams and did little to enhance internal credibility or opportunities for internal promotion.

I was all too aware when I commenced this project that some Principal Fellow voices are not heard. That has been my own experience too. That said, the extent of the frustration expressed and the apparent 'invisibility' surprised me.

Our survey of 304 respondents found that the second most popular motivation for applying for Principal Fellowship was to raise an individual's profile as a leader of teaching and learning *within* their own institution (78.6%). However, only 28% of respondents felt the award had, in fact, achieved this. Instead, the greater impacts were perceived to be *beyond* their institutions where an increase in credibility led to consultancy and research opportunities.

### Principal Fellows are an important strategic resource

It is my belief that Principal Fellows have much to offer institutions in a rapidly changing higher education environment. Principal Fellowships provide a route to recognition for applicants who can demonstrate a "*sustained record of effective strategic leadership in academic practice and academic development as a key contribution to high quality student learning*" (Advance HE, 2021). The research confirms that the application journey helped many to reflect deeply on their achievements and the importance of clearly articulating the impact of what they do. It forced them to take time to 'zoom in' on the 'evidence' and to package this in a convincing way. It shone a light on strategic achievements whilst also forcing some difficult questions to be answered, such as 'Am I being effective?', 'Am I being impactful?'. Unsurprisingly then, this, often challenging journey assisted many of our survey respondents to grow professionally.

## Harnessing the strategic potential via 'Educational Think Tanks'

So, are some institutions simply not seeing or not knowing what is on their doorstep? Or is it a case of not understanding the requirements of Principal Fellowship and therefore not recognising the institutional value and potential to engage Principal Fellows in strategic agendas around teaching and learning? There is an uncomfortable irony when respondents are tirelessly working to demonstrate strategic impact precisely because they desire to play a greater institutional role in the leadership of teaching and learning.

[Read more](#)

[Download 'Exploring the impact of Principal Fellowships on individuals and institutions'](#)

### Student from India to Principal Fellow...my journey

Having recently become a Principal Fellow, Dr Amudha Poobalan, senior lecturer in Public Health at the University of Aberdeen, reflects on her journey of "transitions" to becoming an educator.

[Read more](#)



# Leadership and Management

## I don't believe in coaching because...

Coaching is an individually focused and customised organisational learning approach to support those in leadership roles to develop their strengths and potential. However, busy leaders in higher education do not always consider coaching. Cindy Vallance, executive coach and Assistant Director, Knowledge, Innovation and Delivery at Advance HE unpacks a few of these reasons.

"I'm too busy to work with a coach." "Isn't coaching a little self-indulgent?" "I thought coaching was a remedial activity to help poor performers." These are all reasons that leaders share about why they don't engage in coaching.

Let's unpack these a little.

Is coaching a worthwhile priority for busy leaders?

The word priority didn't always mean what it does today. In his best-selling book, Greg McKeown explains "The word priority came into the English language in the 1400s. It was singular. It meant the very first or prior thing. It stayed singular for the next five hundred years. Only in the 1900s did we pluralize the term and start talking about priorities. Illogically, we reasoned that by changing the word we could bend reality. Somehow, we would now be able to have multiple "first" things. People and companies routinely try to do just that. One leader told me of this experience in a company that talked of "Pri-1, Pri-2, Pri-3, Pri-4, and Pri-5." This gave the impression of many things being the priority but actually meant nothing was." – [Essentialism](#) On numerous occasions, Advance HE senior leadership programme participants have commented "I can't remember the last time I took that amount of time to pause" after an exercise where they are asked to shut off their video for five minutes to reflect on a topic that has been discussed. The volume of meetings, emails, deadlines and decisions create a maelstrom of activity, and it can be difficult to stop,

even for a moment to reflect and to prioritise what is most important. Coaching provides the opportunity to take a different approach, to slow down, to be in the moment, and to consider what really matters.

Is coaching self-indulgent? When working with leaders, we appreciate the challenges they face. Leaders in higher education work in environments of high stakes, high visibility, and high expectations. They carry a strong sense of responsibility for their organisation and are accountable for important decisions with far reaching implications. They hold themselves to high standards and typically expect a great deal of themselves. They are often seen as the most senior expert in the room and they and others may appear to expect them to control their feelings and to hide their doubts and vulnerabilities in order to be effective and credible in their roles. Coaching provides a safe space to explore when it is appropriate to present a controlled image and when it is ultimately more effective to simply say "I don't have the answer here."

Is coaching a remedial development tool? Leaders who are already performing well are often asked to do even more. The coach's ability to work in the moment with the leader; to undertake deep listening; to ask curious open questions and to explore under the surface, support the leader to reflect on their challenges and opportunities, and supports them to consider creative solutions on how to address these. Additionally, today's complex challenges require a diverse array of responses and the ability to create thinking spaces with others that forefront inclusion while balancing the tensions of difference. Leaders who engage in coaching often quickly appreciate the relevance of integrating coaching skills in their day-to-day work and in their own approach to leadership. Engaging in coaching as a leader can be an effective pre-cursor to developing a coaching approach with direct reports and teams.

*Cindy is an experienced higher education leader and executive coach and organisational development and leadership practitioner who focuses on inclusion, transformational culture and system change. Her Métis identity along with the insights and experience that she has gained living, studying and working across a diverse array of contexts and countries provide her with a global mind-set that directly informs her coaching practice.*

### Coaching for Excellence

If you are interested in exploring coaching for yourself or your organisation, Advance HE offers a dedicated one-to-one executive coaching service with a pool of highly skilled and diverse coaches.

[Find out more here.](#)



# Equality, Diversity and Inclusion

## Do diverse boards guarantee diverse thinking?

Reflecting on Advance HE's Board Diversity and Inclusion Toolkit, and on recent work with a pan Wales group of Secretaries and Clerks, senior associate Marion Fanthorpe considers what more university boards can do to embrace all aspects of diversity and inclusion.

### Do diverse boards guarantee diverse thinking?

Of course the answer has got to be no, although it sure helps. Nomination and governance committees are quite rightly looking hard at their predominantly white and homogenous boards and are finding ways to diversify their membership, but without a broader focus on equality, diversity and inclusion on the board agenda, having a wider range of people with protected characteristics risks tokenism and marginalisation. The good news is that boards can devise a myriad of ways of hearing diverse voices and considering the urgent and pressing diversity and inclusion matters within their university.

### What can boards do to diversify their membership?

Fundamentally, the purpose of having a diverse board membership is to enable the board to understand and act on the needs and concerns of stakeholders to improve outcomes for all. Without becoming over mechanistic about it, each board needs its own sense of what a diverse board means in their context, informed by data on student, staff and local demographics. Often, student populations are more diverse than staff or local populations, so perhaps this could provide a more aspirational reference point for board composition?

Diversity is now featuring more centrally in Nominations and Governance Committees' succession planning.

To my mind, one of the main inhibitors is an over reliance on specifying the seniority and length of previous executive experience required, as this tends to draw in older, white people moving towards the end of their careers, and thereby perpetuating the cycle of getting more of the same. Younger people and people in mid-career can bring high levels of expertise and skill, and they will come if the board can offer more flexibility in their meeting times and working practices.

Another potential inhibitor is geography. In the pan Wales Board Diversity Project we discovered that many boards, understandably, were keen to have members from the region, to represent the local character (and language), local needs and partnerships. However, due to the lack of local ethnic diversity particularly, this was also inhibiting their ability to find more diverse pools of potential members. Looking further afield, at least for some appointments, opens up the possibility of finding different skills, experiences and perspectives. And manageable expectations of in-person attendance, and extended use of virtual and hybrid working will practically support this.

One of the great insights from the [Board Diversity and Inclusion Toolkit](#) has been the concept of equality, diversity and inclusion as a competency, and therefore one that everyone and every board can aspire to develop. Specifying this opens the door for bringing in people who have either (or both) relevant lived experience and specific experience of working with EDI policies and initiatives. It also relieves the inappropriate pressure put on people to speak for, or be experts in their protected characteristic.

### How can boards diversify their thinking?

A secondary purpose of having a diverse board is to promote diverse thinking whilst avoiding groupthink. More balanced boards will definitely help, but with the best will in the world not every protected characteristic can be literally

represented all of the time, nor should it. Boards must find more creative ways to ensure diverse voices are heard. Monitoring and analysing EDI data is standard, but can be supplemented with other ways of hearing and understanding others' experiences and perspectives. Great examples include a presentation from students on recent findings from a survey on BAME students, a deep dive on mental health and resilience issues for staff and students, an estates walk around with people with disabilities, a meeting with local Muslim leaders on supporting Muslim students, a presentation from early career researchers on research opportunities and gender bias.

As we know boards are subject to statutory requirements and an expectation to provide assurance on equality and diversity matters. These are often fulfilled through monitoring data and EDI initiatives presented in annual equality and diversity reports, but it can be a challenge to answer the 'so what?' questions, and to focus a board and its committees on critical, cross-cutting equality, diversity and inclusion issues across the institution. However boards can be more proactive in setting their own diversity and inclusion agenda, as it arises from their mission and strategic objectives, and their ambition to act on the needs of all stakeholders. The list of strategic issues that require an equality, diversity and inclusion lens is long - educational outcomes and awarding gaps, the needs of growing populations of international students, the inclusivity of new learning and teaching methodologies, student wellbeing and freedom from sexual harassment, equal pay and the gender pay gap and the diversity of executive teams and professorial ranks to name but a few. As one Welsh university committee realised even something as prosaic as a catering contract has significant EDI ramifications when you stop to think about it.



# International Spotlight

## Reflecting on Fellowship

Four academics from Abu Dhabi University with different disciplinary backgrounds and teaching experience share their thoughts on the benefits of Fellowship and the impact that it has had on their teaching.

[Abu Dhabi University](#), the largest private university in the United Arab Emirates, has been investing significantly in its teaching offer over recent years.

The University is “committed to providing an engaging learning environment, quality education and qualifications that are respected worldwide.” A key strand of the work to deliver on that promise has been investment in staff development in teaching and learning, supporting lecturers who deliver teaching to those who lead the University’s teaching strategies.

The University is an [International Access Member](#) of Advance HE, working together through a number of courses over the years to build capacity in learning and teaching. In working towards [Fellowship](#), underpinned by the [Professional Standards Framework](#), academics embrace a reflective approach in their teaching, committing to continuously improve and enhance what they do so that they are rewarded and motivated through Fellowship, and their students benefit from a great academic experience.



The University now has 28 Fellows; four of them share their thoughts on the benefits of Fellowship and the impact that it has had on their teaching here:

“ The opportunity to participate in a professional development program, which enabled me to become an Advance HE Fellow, was an excellent opportunity to enhance my teaching and learning competence, and demonstrate my commitment to delivering high-quality student learning. In addition to the fact that it makes me more marketable as an accredited higher education professional, it also distinguishes me as a professional who embraces lifelong learning.”

**Ms. Deenaz Kanji, Senior Instructor in Social Sciences, College of Arts and Sciences**

“ Fellowship emphasized further the importance of introducing my students to different learning environments, such as real-life financial analysis, simulation on a virtual trading platform, and Bloomberg Market Concepts, to bridge the theory-practice-gap and to design authentic assessments. It has inspired me to become more involved in continuing professional development activities and to incorporate more of my corporate governance and sustainability research findings into my courses in order to keep my students up-to-date on the latest trends, regulations, and future directions not only in the UAE but also on a global scale.”

**Dr. Nejla Ellili, Associate Professor of Finance, College of Business**

“ The Advance HE programme for experienced faculty at Abu Dhabi University was an excellent development opportunity to strengthen my teaching ability. My ultimate goal as a university educator is to engage students in a learning process which prepares them for success as constructive contributors to their

future world. I achieve this by providing high-quality teaching and a range of student experiences to connect their learning to the ‘real’ world. As a patent holder, I am also passionate about innovation and seek to instil in my teaching practice activities which require creativity and problem solving as the bedrock for innovation. The swift transition to online learning during the pandemic forced me to critically reflect on my practice and recognize the need to adapt to new technology-enabled learning techniques and environments.”

**Dr. Anas Altarabsheh, Associate Professor of Electrical Engineering, College of Engineering**

“ The application process is rigorous and makes you reflect on your leadership in terms of how you have aligned strategy with policy and implementation to enhance the quality and impact of teaching and learning institutionally. The Principal Fellowship focus on institutional improvement has allowed me to provide the necessary leadership to enhance Abu Dhabi University’s culture of student success enabled by faculty development.”

**Professor Philip Hamill, Associate Provost for Research and Academic Development, Abu Dhabi University**

[Read more](#)

**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.](#)



## International Spotlight continued

### Kingdom University, Bahrain celebrates ‘Advance HE Day’

Kingdom University (KU) in Bahrain hosted a celebration day last week, recognising the fantastic work undertaken in collaboration with Advance HE on their teaching and learning.

KU have been working with Advance HE since October 2013, when they signed an agreement to develop a culture of teaching and learning quality across the Bahraini HE sectors. As a result, there is now 611 Advance HE teaching Fellows recognised across Bahrain, including seven Principal Fellows, with 44 of these at KU.

Acting President of KU, Professor Nader al Bastaki, and Professor Saad Darwish, Head of Community Engagement and Continuing Education and Principal Fellow, spoke at the event remarking on the fantastic impact that the Fellowship scheme has had on the institution’s culture and quality of teaching and learning provision.

Professor Saad said:

“If someone is achieving a Fellowship, it is a sign that the recipient and the institution that gave the Fellowship deserve recognition for their achievements. The purpose of the Fellowship program is to recognize and celebrate the contributions made by educators at all stages of their careers, from Associate to Principal, for the work they accomplish in the classroom, leadership and the impact they have on their students.

Students play a crucial part in this, as their expectation that they are getting an education of high quality is what inspires teachers to go above and beyond what is expected of them.”

Fellowship recognises that an individual’s teaching practice is aligned with the Professional Standards Framework (PSF), an internationally recognised framework for teaching excellence. As custodians of the PSF, Advance HE is currently undergoing a review of the framework in partnership with the HE sectors around the world, in order to ensure it remains relevant and fit for purpose in the future. The revised PSF will be launched in January 2023.

In November 2022 Advance HE will be delivering a programme aimed at embedding enterprise and entrepreneurship in KU’s curriculum, giving students the skills needed to thrive in today’s economy. Developed in partnership with other sector bodies, the four-day programme incorporates the Advance HE Enterprise and Entrepreneurship Education Framework to focus on embedding enterprise education in the curriculum, building a culture of entrepreneurial activity, a key strategic priority outlined in the government’s Vision 2030.

Kristian Rumble, International Partnerships Manager at Advance HE said:

“The “That Kingdom University arranged a special occasion to mark the work that they have done alongside Advance HE is a fantastic acknowledgement of the impact of the work that we have done with them over the past nine years.

We are very proud of all of the staff at KU that have been recognised as Fellows and believe that the initial aim to develop a culture of high-quality teaching and learning has been firmly achieved. We can’t wait to get started on the upcoming enterprise education project at KU and look forward to seeing the continued impact of our work and to continuing to work with Professor Saad and the whole team at Kingdom on developing their world-class teaching culture.”



Find out more about working with Advance HE to enhance your institution’s teaching and learning [here](#).

# Governance

## New Board appointments to help steer Advance HE's work in Australasia

Advance HE is delighted to announce three new members appointed to the Australasian Strategic Advisory Board (ASAB).

ASAB is the body that provides strategic input to ensure Advance HE's operations and services meet the needs of members and partners across Australasia and features representatives from members and partners across the region.

### New Board members are:

- + Professor Tracey Bunda, Academic Director of the Aboriginal and Torres Strait Islander Studies Unit, University of Queensland
- + Professor Helen Huntly, Provost of Tertiary Education Division, Central Queensland University
- + Professor Susan Page, Director of Indigenous Learning and Teaching, Western Sydney University

Chair of the ASAB and Deputy Vice Chancellor Education and Equity at Murdoch University, Professor Kylie Readman, said:

“ I am delighted to welcome the three new members to ASAB. The wealth and diversity of experience that they each bring will be an asset to the board moving forwards.”



# new content + publications

## Learning to teach in wartime

Olga Yashenkova, Associate Professor in the Department of English Philology and Intercultural Communication at Taras Shevchenko National University of Kyiv, shares reflections of her experiences of teaching during the war in Ukraine, and the impact of Russia's attacks: on her, her friends, family, and students.



[Read more](#)

## Race Equality Review and the curriculum at the University of Reading

Dr Al Laville, Diversity and Inclusion Dean at the University of Reading, provides his reflections on the curriculum journey at Reading in the context of the Race Equality Review. He discusses the institutional work that has taken place since 2020 and what the next steps are.

[Read more](#)

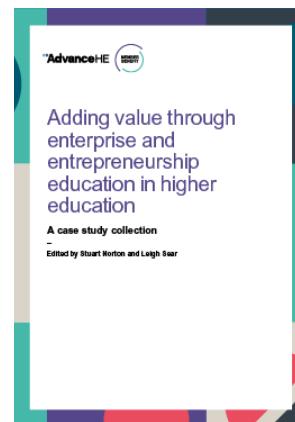
## Effective Governance

Advance HE associates David Langley and Mark Adderley discuss how executives and non-executives can contribute to the Board – and their ideas on what makes an effective Board.

[Read more](#)

## Adding value through enterprise and entrepreneurship education in HE

We've published a new case study collection on adding value through enterprise and entrepreneurship education in higher education. The editors, Stuart Norton and Leigh Sear, introduce the collection.



[Read more](#)

## Pushing metacognition: talking to international students about their learning

At the Surveys and Insights Symposium, Richard Cotterill outlined the creative methods he has used to overcome problems associated with talking to students about their learning. Richard explained his use of process interviews to help research participants articulate their thoughts.

[Read more](#)

## Cricket's nadir, dirty hands, hanging in

There are many people who regard engagement with non-academic communities and a range of sector-wide agendas as professionally or ideologically illegitimate. In this blog, Matthew Johnson, Professor of Politics at Northumbria University, draws on his own experience of hanging in in academia to suggest value for applying for Principal Fellowship.

[Read more](#)

## Hybrid learning and teaching: the role of Quality Assurance in ensuring accessible and equitable provision

Professor David Webster, Director SOAS Foundation College, presented his thoughts on the role of quality assurance at the recent Advance HE Curriculum Symposium 2022. In this blog, he reflects on his presentation in the light of constructive comments from participants.

[Read more](#)

## The future is what we make it

What is the future for higher education provision and how should the global higher education sector evolve to meet the growing demands for quality higher education and enhanced student experience? Dr Kay Hack (Principal Advisor for learning and Teaching, Advance HE) provides some provocations for the future student experience and invites you to envision your ideal student experience.

[Read more](#)

## End-Point Assessment: In discussion with Dr Leo Watkins

We spoke to Dr Leo Watkins, who completed the End-Point Assessment (EPA) for the Level 7 Academic Professional Apprenticeship with a distinction.



[Read more](#)

# Dates for the diary

## Conferences + Events

### Launch of Advance HE's Programme and Events Portfolio 2022-23

Last year Advance HE helped bring together more than 6,000 colleagues from our member institutions to learn, develop and share good practice as they engaged in over 150 programmes, events and conferences from our portfolio. As we launch our offer for 2022-23, we look forward to an exciting year with more opportunity for in-person engagement, coupled with the flexibility and accessibility of virtual programmes and events.

Advance HE members benefit from a 25% discount on booking prices across our portfolio plus there is an additional 10% early booking discount for bookings made before 30 September 2022 on selected programmes and events.

[Download your copy of our new Programmes and Events brochure for 2022-23](#)



### Teaching & Learning

#### NET2022 Conference 6 – 7 September 2022, Lancaster University

NET is the leading, international conference for networking in healthcare education and its networking opportunities have spawned both national and international collaborations in research and education developments. Day 2 of the conference will be fully hybrid allowing attendance both in-person and virtually for presenters and delegates to maximise accessibility.

[Find out more](#)

### EDI

#### EDI Colloquium: Decolonising Pedagogies 21 July 2022, 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](#)

# Dates for the diary

## Programmes + Events

Teaching & Learning

**Professional Development Course for External Examiners 12 July 2022, the studio, Leeds**  
**3 October 2022, online**  
**4 and 11 November 2022, remote**

This is the only training course for external examiners in the UK and has been developed in collaboration with a range of HE providers. Completion of this course is recognised by a digital badge award and inclusion on the External Examiners' Directory.

[Find out more](#)

**Fellowship**  
**Application Builder Next cohort starts 12 September 2022 – virtual**

Fellowship Application Builder is a course designed to provide support to develop your application for Fellowship by introducing participants to the requirements of Fellowship, examining the UK Professional Standards Framework and providing support and guidance to develop an application for Fellowship.

[Book your place](#)

**New to Teaching**  
**Next cohort starts 14 September 2022 – virtual**

New to Teaching is a course aimed specifically at those who are new to teaching in HE, new to delivering courses via online platforms, or have received no formal training in HE teaching.

The course focuses on four critical areas of practice for effectively engaging students, with the thread of online and digital learning running throughout the programme.

[Find out more](#)

Leadership & Management

**Research Leadership Development Programme**

The [Research Leadership Development Programme](#) addresses the challenge of contemporary research leadership by developing confident and authentic leaders who are equipped with the knowledge and skills required to promote effective research culture. We are currently recruiting the second cohort of the programme. Places must be booked by **Tuesday 19 July**.

**Top Management Programme for Higher Education – TMP HE 50**  
**Applications close 14 October 2022**  
**Programme start date: Friday 9 December 2022**

We are delighted to announce that applications are now open for our landmark 50th cohort of Top Management Programme for Higher Education (TMP HE) starting in December 2022. For more than 20 years TMP HE has been developing executive leadership capability, inspiring and supporting individuals to lead their institutions.

[Find out more](#)