

# in partnership

October 2021

## in this issue...

Keeping our members updated with the latest from Advance HE

# Welcome to the October 2021 *in partnership*

In this month's edition of In Partnership we focus on the Connect Benefit Series themes of 'Student Success' and 'Transitions, retention and progression'. We also highlight a number of member benefit publications, such as the 'Student Partnerships in Assessment' guide, and upcoming events and opportunities, including an invitation to tender for upcoming literature reviews on assessment and feedback and flexible learning. The front cover has also been redesigned to allow easy access to this month's content.

<b>Connect Benefit Series</b>	<b>2</b>	<b>International Spotlight</b>	<b>10</b>
We focus on the recent and upcoming outputs for our Connect Benefit Series projects of Student Success and Transitions, retention and progression.		We're delighted to announce the first Principal Fellowships have been awarded in Taiwan.	
<b>Member benefits and opportunities</b>	<b>3</b>	<b>New content and publications</b>	<b>11</b>
Find out how to tender for two upcoming literature reviews on priority areas.		Read the new guidance on disabled graduate employment from the Disabled Students' Commission and find out more about the new Advance HE Guide to the Framework for Enterprise and Entrepreneurship Education.	
<b>Learning and Teaching</b>	<b>4</b>	<b>Dates for your diary</b>	<b>12</b>
Find out more about the newly formed Fellowship and Accreditation Expert Advisory Group.		All the latest events, conferences and programmes.	
<b>Leadership and Management</b>	<b>5</b>		
Access a new Advance HE publication which brings together two important priority areas in higher education: leadership and sustainability, and discover our new Vice Chancellor Transition Programme.			
<b>Equality, Diversity and Inclusivity</b>	<b>7</b>		
How the Athena Swan Charter is changing the way we think, speak and act in relation to equality, diversity and inclusion.			
<b>Governance</b>	<b>9</b>		
We've updated our portfolio of Governance support for 2021-22.			



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.

# Connect Benefit Series



## Connect Benefit Series – Student Success

As part of our Connect Benefit Series for 2021-22, our Student Success longitudinal project runs from August to February, focusing on access, retention, attainment and progression, and embedding employability in higher education, with two literature reviews at the centre of the project. The Connect Benefit Series is open to all colleagues at [Advance HE member institutions](#).

The first literature review as part of this project ‘[Employability: A Review of the Literature 2016-2021](#)’, launched on 28 September, and delivers a major addition to the thematic area of employability. Providing a comprehensive narrative to the literature from 2016 to 2021, nine distinct and central themes are discussed. Ahead of the publication of this literature review, a series of [supporting podcasts](#) have been released.

On the 14 October, we will host a [webinar](#) where authors of the literature review from Oxford Brookes University will be speaking to their recent publication. The webinar will include a general overview of the research, a spotlight on those findings that the authors wish to highlight for discussion and/or provide their own perspective on. There will be an opportunity for audience members to ask questions of the authors based on the review, thematic areas and the broader findings.

## Connect Benefit Series – Transitions, retention and progression

The Connect Benefit Series project on [Transitions, retention and progression](#) focuses on the challenges and opportunities of different experiences and approaches to transitions, retention and progression in higher education. In his blog, Advance HE associate Ben Brabon outlines the project.

### Webinar –

As part of the Connect Benefit Series Transitions, retention and progression project, we hosted a webinar ‘[New transitions](#)’ on Wednesday 29 September.

 [Access the recording here](#)

Ahead of the webinar, a series of [podcasts](#) have been published to provide members with the opportunity to listen to insights from across the sector with different perspectives being provided on what we have learnt over the last year and what we need to develop going forward through 2021-22.

Our expert panel:

- + Hillary Gyebi-Ababio, Vice President for Higher Education, NUS
- + Luke Millard, Dean of Teaching and Learning, Abertay University
- + Michelle Morgan, Dean of Students, University of East London
- + Christine Rivers, Director of Learning and Teaching and Co-Director Centre for Management Education, University of Surrey
- + Alison Torn, Senior Teaching Fellow, Leeds Trinity University

## Connect Benefit Series Transitions, Progression and Retention Clinic – Monday 18 October – 09:00-10:30 BST.

We are also hosting an online clinic on Monday 18 October 09:00-10:30 BST which aims to support colleagues to develop more bespoke responses to their specific challenges within their institutional and discipline contexts.

The clinic will support small group discussion around key topic areas – such as how we bridge knowledge and experience gaps, and the ways in which we can provide targeted and scaffolded support to bridge skills differences. Using the expertise within the group to seek community-generated solutions, we will provide the opportunity for participants to raise questions and explore their challenges around student transitions, progression and retention in a supportive environment.

Clinic participants are encouraged to read Dr Michelle Morgan’s blog ‘[Supporting transitions in September 21-22 - what next?](#)’ which provides some food for thought and recommendations for further consideration. [Book your place here.](#)

# Member benefits and opportunities

## Invitation to Tender – Review of research literature and case studies

Advance HE is currently commissioning two literature reviews on priority areas. The reviews will focus on high quality research published by Advance HE and others across the UK as well as international literature including **empirical** evidence and developments drawing on research and evaluation and policy documents. The aim of these reviews is to identify and summarise the trends, issues and demonstrable impacts within these areas since 2015-16, paying particular attention to identifying what works (ie evidence-informed policy and practice) in each priority area.

The Tender is for a fixed sum of £5,000 inc VAT (Five thousand pounds). Currently we intend to commission two literature reviews, one for each of the topics listed below:

### Assessment and feedback

The review aims to identify recent literature (and case studies) in relation to assessment and feedback, aligned with the [Advance HE framework](#) in this area. This should highlight evidence-based policy or practice that has had a demonstrable impact on student outcomes including student performance, progression, engagement, satisfaction, skill acquisition and/or self-confidence. The review should help practitioners, policy makers and researchers to focus more effectively on relevant questions, issues or sources of evidence to inform their own research or practice. This review intends to show

sector developments and/or changes in these areas, bringing together and updating evidence since the [2017 review](#). Additional areas that can help shape and inform any further updates to Framework should be highlighted for inclusion/further consideration.

### Flexible learning

The literature review aims to identify specific impact and evidence in relation to Flexible Learning within Higher Education (HE). The review will focus on literature since 2016-2021, providing a concise period from which to draw from. As is typical of Advance HE reviews, the paper should highlight evidence-based policy and/or practice that have had a demonstrable impact on student outcomes including student performance, progression, engagement, satisfaction, skill acquisition and/or self-confidence. The inclusion of case studies is also seen as favourable. This approach intends to show sector developments and/or changes, bringing together and summarising the latest available evidence. Areas that align with the Advance HE framework should be identified, similarly additional areas that can help shape and inform any future update to the Framework should be highlighted for inclusion/ further consideration.

 [Download the Tender application](#)

## Assessment and Feedback in Business Collaborative Project

The deadline to join the [Assessment and Feedback in Business](#) collaborative project is **Friday 5 November 2021**. The project is designed to maximise the value of working alongside other institutions while benefiting from Advance HE's expertise in assessment and feedback. The project will provide an opportunity for leaders and educators in business schools and programmes to collaborate and drive forward innovation in a time of additional change.

There is a maximum of 12 institutional team places on the project. **The cost to join is £6,000 for Advance HE member institutions.** [Find out more about the project outline](#) and how it can support your institution to improve and innovate within assessment and feedback.

 [Find out more and download further information](#)



 AdvanceHE



# Learning and Teaching

## Advance HE appoints Fellowship and Accreditation Expert Advisory Group

Advance HE has formed a Fellowship and Accreditation Expert Advisory Group to provide expert advice and guidance to Advance HE staff, our Peer Review Quality (PRQ) Committee and ultimately the Advance HE Board on matters relating to Fellowship and accreditation services. Advance HE has appointed 14 members, including a Chair, to the Fellowship and Accreditation Expert Advisory Group made up of UK and international Advance HE member institutions with high level understanding of higher education in a wide variety of contexts.

[Find out more](#)



## A new guidebook for members – Student Partnerships in Assessment (SPiA)

The Student Partnerships in Assessment (SPiA) Connect Member Benefit Series was coordinated by Advance HE through the Spring-Summer of 2021, with input from a diverse community of contributors ranging from membership and advocacy organisations, student representatives, various levels of sector leaders, educators and students. This guidebook is informed both by this community’s contributions to a series of workshops, online forum discussions, opinion surveys, and by previous literature on the subjects of assessment and student partnership. By bringing them together, new possibilities and potentials emerge for engaging students and teachers in assessment partnerships.

[Read the guidebook](#)

[Find out more about Student Partnerships in Assessment](#)



## Celebration for 2021 NTF and CATE winners as nominations for 2022 awards open

The 2021 National Teaching Fellows and Collaborative Award For Teaching Excellence winners joined an online ceremony at the end of last week to celebrate their achievements. 2021 is the 21st year for the National Teaching Fellowship Scheme (NTFS) and it surpassed 1,000 awardees when the awards were announced in August. Nominations for 2022 NTFS and CATE are now open.

In her address congratulating the awardees, Advance HE Chief Executive, Alison Johns, said, “Despite the obvious challenges over the past year and more, we received a huge number of nominations straddling the breadth of learning and teaching from across the four home nations for both category of awards. So your award is testament to the strength of your work when considered amongst such a strong pool of sector-wide expertise.”

2021-22 nominations are now open!

[Read more about the awards ceremony and download nomination packs here](#)



# Leadership and Management

## ‘Twenty feet from stardom’

**Tracy Bell-Reeves, Advance HE’s Director Programmes and Events, discusses support for new Vice Chancellors (VCs) as they transition into role and introduces our new Vice Chancellor Transition Programme**

The role of Vice Chancellor has always been very challenging, but many would agree that the past 18 months have probably proved to be the most testing time of all for our university leaders.

For newly-appointed VCs the transition period from their current position into their new role – which rarely lasts less than six months – can be particularly tough. Not so long ago, a new VC would probably take up to a year getting a thorough understand their institution before making their mark. But the luxury of those days is gone. There is now an expectation an incoming leader will ‘hit the ground running’. This is what **Professor Sir Steve Smith**, former Vice-Chancellor of the University of Exeter and UK Government International Education Champion, said about his experience:

“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 Vice Chancellor Transition 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.”



We believe there is a compelling need to provide additional support for newly-appointed VCs. Our new [Vice Chancellor Transition Programme](#) aims to offer just that, helping university leaders become more effective, develop new skills and confidence, and enable them to lead their institutions well from the outset.

The unique programme complements support for new VCs from Universities UK; it combines self-directed learning alongside expert support, coaching and mentoring, all offered via a flexible hybrid model of delivery. The working life of a VC, especially in a new post, can be lonely; participants may therefore welcome the chance to join a supportive network with other new VCs.

The programme is open to VCs globally, with the opportunity to share ideas and experiences with international peers bringing fresh insights, better understanding of HE systems and leadership issues in other countries, and where international partnerships strategies can emerge.

Perhaps most of all, the programme presents an opportunity for development and engagement among a new cohort of VCs to reflect the contemporary values of HE, with a leadership style that promotes and sustains inclusion and collaboration, while still providing clear direction. Organisational culture has shifted in a way that requires inclusion on every front, from students to executive teams. Crucially, the relationship between senior leaders and their board of governors has been re-shaped by the pandemic, so ensuring good governance is now a top priority for any new VC.

In the most testing times, those in the highest positions who carry the greatest burden of responsibility need more support than ever, especially if they are new to the role. Our programme is a significant step towards meeting that need.

**Find out more about the programme and [register your interest.](#)**

## Sustainability for Everyone: Perspectives from Higher Education Leaders

**Co-editor Dr Patrick Baughan introduces our new publication which follows our Connect Benefit Series theme “Sustainability for Everyone: Here and Now”**

We are delighted to announce the publication of [Sustainability for Everyone: Perspectives from Higher Education Leaders](#), a brand new Advance HE work which brings together two important priority areas in higher education: leadership and sustainability. The publication was compiled and edited by Patrick Baughan, Doug Parkin and Giles Brown, but draws extensively on the contributions of several other expert voices, each with experience of leading sustainability and significant change in the sector: Professor Nazira Karodia, Professor Eunice Simmons, Meg Baker, Professor Jim Longhurst and Professor Simon Kemp. We are grateful to each of these colleagues for giving their perspectives on sustainability and leadership.

The publication has its origins in the Advance HE member benefit activities focused on sustainability in higher education that took place earlier in 2021. The overriding theme for these activities was *Sustainability for Everyone: Here and Now*. The theme and its constituent events were developed on the premise that sustainability is an area of great importance to higher education, of relevance to everyone in the sector. The pressing need is that everyone should have a voice and everyone should ‘play their part’. Specifically, the theme considered sustainability as ‘something for everyone’ in higher education where ‘everyone’ has three applications: inclusion, action, and urgency. This was also the starting point and approach that we expand on in the publication itself.

As part of this focus, we felt that it would be valuable to bring sustainability and higher education leadership together. After all, there is an increasing realisation and urgency for ‘society at large’ to engage more with

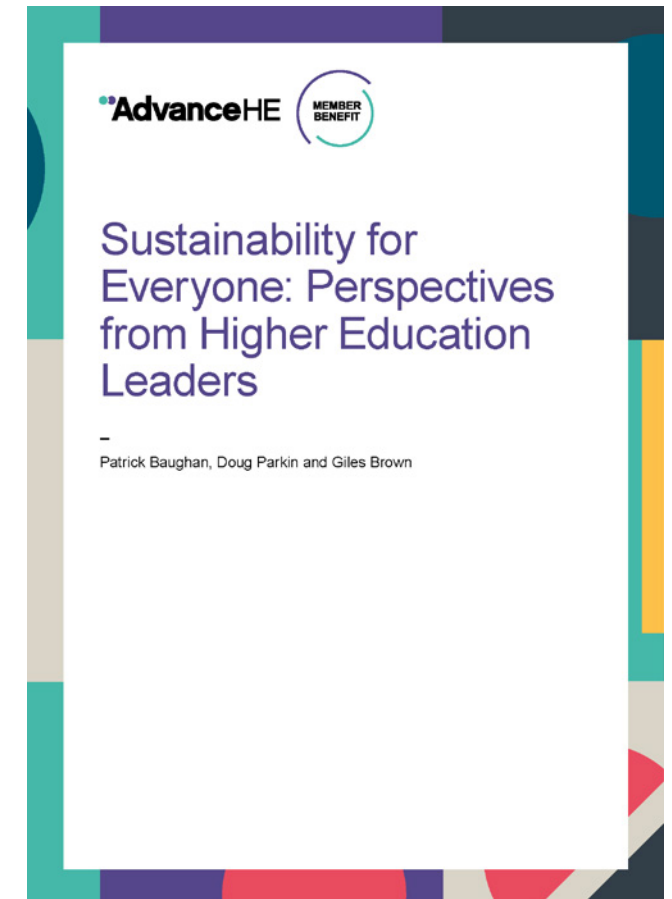
sustainability and a growing understanding of the potentially devastating costs if we do not. And as part of our contribution to ongoing discussions about sustainability in the sector, and with the intention of both inspiring others and providing useful guidance, we wanted to draw on the perspectives of colleagues who have already tried to address some of these issues at their own institutions.

The main section of the publication comprises an ‘annotated transcript’ of a live webinar we hosted at Advance HE entitled *Leading Sustainability in Higher Education: Leading for a Lost Cause?* During the webinar, the five contributors mentioned above discussed leadership issues in relation to sustainability. The transcript of that webinar, published here for the first time, features additional discussion and reflection. It is preceded with an introductory section by Patrick Baughan, who led the member benefit activities on sustainability, and followed with a broader discussion piece by Doug Parkin, Principal Adviser for Leadership and Management, who, in light of the points and ideas expressed at the webinar, provides a more ‘close-up’ examination of key leadership principles and practices as applied to sustainability in the sector. This piece also looks at four levers for strategic engagement.

We are delighted to offer this new publication to Advance HE members, hope that you enjoy it, and, most importantly, hope that it inspires some positive, pro-sustainability change amongst staff and students within your organisations.

*Dr Patrick Baughan, Senior Adviser for Learning and Teaching, Advance HE.*

**Read [Sustainability for Everyone: Perspectives from Higher Education Leaders](#).**



# Equality, Diversity and Inclusivity

## Culture change with Athena Swan

**Pavel Ovseiko, member of the Advance HE Athena Swan Governance Committee, argues that Athena Swan may not have entered the Oxford English Dictionary yet, but it is already a household name, changing the way we think, speak and act in relation to equality, diversity and inclusion.**

In the classic reference on *Organisational Culture and Leadership*, [Schein](#) considers culture in an evolutionary perspective as a product of social learning. [Schein](#) defines culture as:

“ a pattern of shared assumptions learned by a group as it solves its problems of external adaptation and internal integration, which has worked well enough to be considered valid and, therefore, to be taught to new members as a correct way to perceive, think, and feel in relation to those problems.”

In another key reference on *Diagnosing and Changing Organisational Culture*, [Cameron and Quinn](#) argue that organisational culture represents “how things are around here” and is reflected by

“ what is valued, the dominant leadership styles, the language and symbols, the procedures and routings, and the definitions of success that make an organisation unique.”

In our academic, professional, technical, or operational roles, we experience organisational culture in daily interactions with our colleagues and associates. When we identify with the ways in which things work in our organisation, we feel included and inspired to achieve our professional objectives. For example, when we identify with the dominant leadership styles in our organisation, we interact with our colleagues and superiors more effectively and aspire to assume more responsibility ourselves.

However, when we do not identify with how things work in our organisation, we feel left out, frustrated, and often burned out. For example, if we value collaborative working, but success in our organisation is predominantly defined in terms of individual achievements, we feel excluded, find ourselves unable to get to the next level in our careers, and even consider leaving our organisations or professional roles for better opportunities elsewhere.

Given that organisational culture is based on evolutionary social learning, groups who have been historically under-represented in organisations may feel that their contributions are not valued and that they are disadvantaged in their career advancement. This is particularly true in higher education and research organisations. For example, although my organisation, the [University of Oxford](#), has evidence of teaching as early as 1096, women were first granted full membership to the university only in 1920.

As many universities and research institutes commit to ensuring equality and inclusion for all their members regardless of their gender, race, and other protected characteristics, it is important to assess organisational culture from the equality and inclusion point of view. This can be done using a variety of methods, including interviews, focus groups, and surveys. In the context of large higher education organisations, surveys are used more commonly than other methods because staff culture surveys allow taking into account views and experiences of a large number of faculty and staff.

Culture surveys are usually constructed to measure several dimensions of organisational culture that are relevant to improving staff experiences and organisational performance. For example, my colleagues and I [surveyed](#) nearly 5,000 faculty and staff in medical and social sciences at the University of Oxford to understand how to accelerate women’s advancement and leadership while creating a more supportive and inclusive university culture for all faculty and staff.

We found that women’s experiences of the university’s culture were less positive than those of men on 6 out of 12 dimensions of culture for those in medical science departments and 10 out of 12 dimensions of culture for those in social science departments. Importantly, when we conducted our study, all medical science departments had joined the Athena Swan Charter and implemented action plans to attain Silver awards, but no social sciences departments had done so. Therefore, a more positive culture in medical sciences is likely to have been associated with the implementation of Athena Swan action plans.

[Read more](#)

Find out more about the transformed UK Athena Swan Charter and download an information pack tailored to your application



## Equality, Diversity and Inclusion continued

### HE must respond creatively to the current interest in inclusion to make lasting change

**As we invite the sector to submit proposals for the 2022 Equality, Diversity and Inclusion (EDI) Conference, Advance HE's Senior Adviser, EDI, Clare Pavitt shares her thoughts on why partnerships and collaboration are key to making progress towards social justice.**

#### Genuine inclusion

Increased diversity of students and, albeit at a slower pace, staff is a reality for many higher education institutions. While an increased representation of hitherto marginalised groups certainly does not mean that we have addressed inequality – as differential experiences between those groups and the majority continue to demonstrate – the growth in numbers does mean that the conversation is shifting.

Under-representation continues to be an issue that requires attention in certain areas and at senior levels, but increasingly institutions are focusing on the quality of the experience for their students and staff. What does genuine inclusion look like? How big is the gap between that ambition and where institutions are currently? And, crucially, what can they do to close it?

#### Challenging institutions

Events over the past two years across the world have provided stark evidence of the exclusion and disadvantage experienced by marginalised communities, both in HE and in society as a whole. Covid-19 has reinforced these inequalities. The energy of activist movements such as Black Lives Matter and #MeToo in response to racial and sexual violence has drawn widespread attention to lived experiences of racism and sexism. Issues of fairness and social justice are influencing the choices that we make as

service users and consumers, reflected in the increasing interest in EDI in the private sector. In our own sector, students and staff are challenging institutions to demonstrate a commitment to addressing inequality that goes beyond good intentions and is evident, active and accountable.

In the 30+ years that I have been working in the field of equality, diversity and inclusion, I cannot remember a time when the topic has been so visibly on the agenda. This attention presents an invaluable opportunity for us to make inclusion a reality, rather than a good intention.

#### Urgency and innovation

In my position as Principal Adviser, EDI, I am privileged to see the energy and creativity with which some institutions are addressing this challenge. Common themes that unite this work include:

- + **An interrogation of inclusion – a shift from welcoming people into existing structures and culture to creating new structures and culture together**
- + **A centring of the voices and lived experiences of marginalised groups**
- + **An understanding that EDI literacy and skills are essential requirements for leaders which must be developed, supported, valued and evaluated**
- + **A commitment to collaboration, co-creation and partnerships that challenge traditional ways of working**
- + **Learning from diverse scholarship, challenging the predominance of majority voices, seeking out counter-narratives**
- + **An intersectional approach that challenges silos, recognises multiplicities of disadvantage and navigates complexity.**

Amongst these institutions there is a recognition that we need to be urgent and innovative in our responses to the disadvantage and exclusion that marginalised people within the HE community continue to experience. There is a willingness to try out new ideas, to bring people into the conversation who have traditionally been kept out and sometimes hand the conversation over to those groups, along with the power and resources to make change happen. Activist energy has galvanised activity – many institutions have made public commitments to action and are acutely aware of the responsibility that brings. There is a hunger to learn about the new approaches others are taking, what is successful and learning from what hasn't gone well.

#### EDI Conference 2022 Call for Proposals

We are now inviting proposals for the 2022 EDI Conference from individuals or teams from across an institution or multiple institutions as well as from students, student unions or other student bodies/groups.

[Find out more here.](#)





# Governance

## Our updated portfolio of support for 2021-22

### Alison Johns, Chief Executive, Advance HE introduces our updated Governance portfolio for 2021-22.

I am delighted to introduce Advance HE's portfolio of governance development services for 2021-22. We are a member-led, sector-owned charity that works with institutions and higher education across the world to improve higher education for staff, students and society. We are experts in higher education with a particular focus on effective governance, enhancing teaching and learning, leadership development and tackling inequalities through our equality, diversity and inclusion work. Our strategic goals to enhance confidence and trust in HE, address systemic inequalities and advance education to meet the evolving needs of students and society, support the work of our members and the HE sector. Governance has never been more important for the higher education sector. Our institutions are under more scrutiny, navigating a choppy policy environment and changing regulatory demands. The past year has been one of turbulence but also one of great opportunity for boards to test their resilience plans, discover new modes of communication, escalate digital transformation and innovate at pace. As well as the uncertainty caused by the pandemic, a larger spotlight has rightly been shone on equality, diversity and inclusion with the seismic events of the last year and a half. In our new strategy, launched in May, we set out a commitment to evolve higher education governance.

We will:

- + provide a foundation for a step change in board diversity and the inclusive culture needed to maximise its impact
- + develop and support agile models of governance that meet the needs of higher education in the 21st Century, including realising the potential of approaches such as environmental, social and governance (ESG) principles
- + use our connectivity around the world to convene and share insights and innovation for effective governance. Our portfolio of support aims to drive forward these commitments. Our governance experts, from a wide range of backgrounds, stand ready to help and look forward to working with you".



Our new Evolving governance brochure for 2021-22 describes how we can support boards and governors as they face the diverse challenges that higher education institutions are facing.

[Download the brochure for 2021-22](#)



# International Spotlight

## First Principal Fellowships awarded in Taiwan

Two teaching staff members at National Yang Ming Chiao Tung University have become the first Principal Fellows recognised in Taiwan. Senior Provost, Ta-Sung Lee, and former Vice President for Academic Affairs, Professor Henry Horng-Shing Lu, recently achieved the recognition following a collaboration between NYCU and Advance HE. They are two of 78 Fellows currently recognised across all categories in Taiwan.

Since 2018, Advance HE has been working with NYCU on delivering a Certificate in Learning and Teaching in Higher Education Programme (CLTHE) to enhance the teaching and knowledge and practice of teaching staff, Ph.D. students, and post-doctoral researchers alike. NYCU has subsequently set up their Centre of the Higher Education of Accreditation for Teaching (HEAT) to further support senior staff to apply for Senior and Principal Fellowships through workshops, mentoring applications and feedback.

Senior VP Lee and Professor Lu both attended a Principal Fellowship application workshop facilitated by Advance HE Associate and Director of the Academy of Learning and Teaching at Queensland University of Technology (QUT), Professor Abby Cathcart, and applied for the Principal Fellowships following this.

Ian Hall, Head of Membership (International) at Advance HE said: “We are delighted that the commitment to high quality teaching and learning shown by NYCU has resulted in the first Principal Fellows being recognised at the institution and in Taiwan. In our experience, the presence of Principal Fellows in the teaching faculty of an institution provides an inspiration to colleagues and helps them develop their own teaching practice further. I congratulate Professors Lee and



Lu on their achievements, which recognises them as part of a group of just over 1,000 strategic leaders of learning and teaching across the globe.”

Fellowships are awarded to applicants who demonstrate their teaching practice conforms to the UK Professional Standards Framework. They can be awarded through direct application to Advance HE or via an accredited programme, which give institutions the ability to confer Fellowships to their staff directly. Principal Fellowship is awarded to those who have a strategic impact on learning and teaching at an institutional, national or international level.

Advance HE recently awarded the 10,000th Fellowship outside the UK and there are now almost 150,000 Fellows recognised worldwide. The growth of the scheme has been a marker of the commitment to high quality teaching by Advance HE and institutions around the world.

Find out more about applying for Fellowship here. If you are interested in introducing Fellowship across your institution find out more about our Fellowship services for institutions.

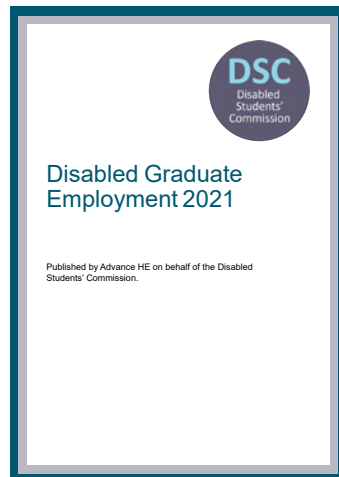
**Find out more about applying for Fellowship here.**  
If you are interested in introducing Fellowship across your institution **find out more about our Fellowship services for institutions.**

# new content + publications

## New guidance on disabled graduate employment from the Disabled Students' Commission

Disabled Graduate Employment 2021 published by Advance HE on behalf of the DSC.

[Read now](#)



## DSC guidance on disabled apprenticeships at LSBU helping to provide the best possible experience

Fiona Morey from London South Bank University Group demonstrates the impact of the guidance from the Disabled Students' Commission on disabled apprenticeship students, and how it has been used in a University setting.

[Read now](#)

## First Athena SWAN Ireland Silver award

21 awards conferred including the first-ever Silver for the Department of Physics at the University of Limerick and an institutional Bronze renewal for NUI Galway.

[Read now](#)

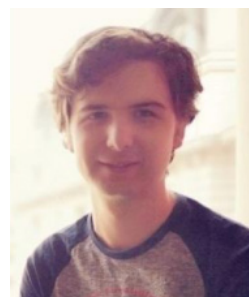


## EDI is the agenda

“By framing EDI work as simply part of the everyday it shifts the perspectives of leaders and project owners away from a dry list of tasks and towards a list of enablers and outcomes.”

Sebastian Bromelow, EDI Partner at Kingston University, argues that equality, diversity and inclusion is for everyone, not just those who need it.

[Read now](#)



## NTF 2021: Bluebells and branches – rewilding city-wide work

2021 National Teaching Fellow Chantelle Houghton, Senior Lecturer in Early Years and Primary Education and Co-founder of the Outdoor Learning Centre at Cardiff Metropolitan University reflects on her meandering paths in an ancient Welsh woodland and city-wide journeys in community campus approaches towards becoming an NTF.

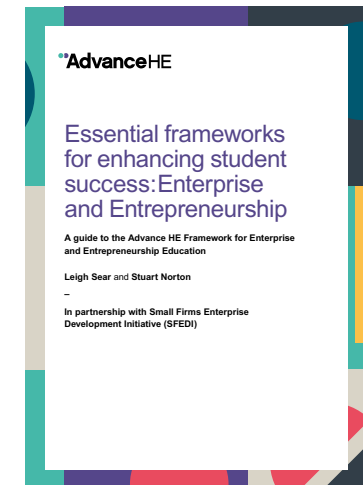
[Read now](#)



## The '3Es' – Enterprise, Entrepreneurship, Employability

As part of our six-month Connect Member Benefit series 'Student Success', Leigh Sear and Stuart Norton introduce the Advance HE Guide to the Framework for Enterprise and Entrepreneurship Education.

[Read now](#)



# Dates for the diary

## Conferences + Events

### Teaching & Learning

#### **Teaching and Learning Conference 2022: Teaching in the spotlight: Where next for enhancing student success? Call deadline: midnight, 30 November 2021**

The call for papers for this conference is now open. The overarching theme across all three days of the conference will be Enhancing student success through student engagement and it will address the following sub themes:

- Enhancing student success during transition stages
- Enhancing student success through flexible modes of delivery
- Enhancing student success in an inclusive institution
- Enhancing student success through education for sustainable development
- Enhancing student success through enterprise and employability
- Enhancing student success through continued development and recognition of the HE workforce

[Find out more](#)

### Teaching & Learning

#### **Assessment and Feedback Symposium 2021**

**Date: 4-5 November 2021**

This symposium will focus on the important and intersecting issues of equality, diversity and partnership. It will provide an opportunity to discuss ideas and strategies for putting the student 'at the heart' of assessment and feedback processes.

[Find out more by viewing our new symposium programme](#)

### EDI

#### **Race Equality Charter members networking event**

The upcoming REC members networking event on Tuesday 9 November 10:00 – 13:00 is an opportunity to share the future direction of the Race Equality Charter as we embark on its enhancement in light of the [independent reviews](#) published earlier this year. The networking event will be an opportunity to re-consider the REC Principles and to present the REC Strategy to members for reflections and discussions.

Please note you will need to log-in to the [Advance HE portal](#) to book onto this event and be a REC member institution.

# Dates for the diary

## Conferences + Events continued

Teaching & Learning

### Inclusive Learning, Teaching and Assessment Workshop Series

Our new suite of virtual Inclusive Learning, Teaching and Assessment workshops are interactive workshops designed to complement each other as a pathway, or to be taken as standalone modules. Each module focuses on key sites of change and challenge.

#### Multi-booking discount

Institutions looking to book multiple workshops in the series will receive a **10% discount** when booking all five workshops before 12pm, 6 October. This offer can be used in conjunction with our 10% Early Bird offer.

[Find out more](#)

### SDF Festival of Learning

This year's SDF Festival of Learning and Development will focus on four key themes:

- + Becoming agile, flexible and empowered individuals and organisations
- + Moving towards self-directed individuals and self-service learning and development
- + Letting go of familiar mindsets and befriending flattening organisations
- + The new, the unknown and the reimagined

These themes will be explored through active learning approaches in the formats of workshops, symposium, presentations, and learning playground activities.

Keynote presentations include:

**Barbara Bassa**

**Navigating the New and the Unknown through transformational Power of Presencing**

**Cindy Vallance**

**Two Ears to Listen, One Mouth to Speak: Keynote Listener Highlights**

[Find out more](#)

Teaching & Learning

# Dates for the diary

## Programmes

Leadership & Management

### Aurora – leadership development initiative for women

Aurora is a leadership ignition journey, inspiring women to achieve their career goals in higher education through a combination of individual and group learning, mentoring and networking.

Since its launch in 2013, Aurora has become a community of more than 8,300 women representing nearly 200 different institutions. Once part of the community, participants continue to enjoy the support and inspiration of fellow Aurorans throughout their leadership journeys and beyond.

[Find out more](#)

### Top Management Programme for Higher Education

#### Applications for the 48th cohort of our Top Management Programme for Higher Education (TMP HE) close on 26 November 2021

For executive team members and those in roles with significant cross-institution responsibility at a strategic level, TMP HE provides an immersive and far reaching experience which is designed to help develop confident, forward thinking and effective leaders with the agility and innovation to respond to change and opportunities.

The programme will take place between January and December 2022 those interested in applying for the programme can download an application pack with more information.

[Find out more](#)

### Leading Virtual and Disconnected Teams – Starts 4 November 2021

Working virtually presents unique challenges to leadership. This programme is designed to help you develop a flexible and collaborative approach to ensure your team always works together even when they're working apart.

[Find out more](#)

### Enhancing Programme Leadership

#### Starts 14 October 2021

Our Enhancing Programme Leadership programme is designed to build the confidence, influence and skills of anyone new to a leadership role. Learn to effect positive change in your department or team.

[Find out more](#)

### Research Team Leadership

#### Starts 14 October 2021

This programme is designed to help you keep your research team prepared, empowered, effective and connected. In this video, programme director David Faraday describes the format, outcomes and benefits of an interactive course that's designed to be "provocative, engaging and fun".

[Find out more](#)

### Turning challenging conversations into transformative ones

Starting 19 November 2021, our new Transformative Conversations Programme is for leaders from both academic and professional backgrounds who wish to have better conversations that build strong, positive relationships and improve organisational performance.

Built around three half-day workshops with time for asynchronous working and reflection, the programme is designed to support participants in developing their emotional intelligence, self-awareness and empathy, and to build the confidence to handle sensitive conversations within their teams and institution.

With an enhanced understanding of context, self and others, leaders will develop the ability to turn challenging discussions into transformative ones.

[Find out more](#)

Leadership & Management