

# in partnership

June 2022

## in this issue...

Keeping our  
members updated  
with the latest from  
Advance HE

# Welcome to the June 2022 *in partnership*

Welcome to this month's In Partnership. In this edition we highlight key statistics of how our members have engaged with our services over the past membership year, announce new grants available for international members, provide an update on the progress of the Professional Standards Framework, and highlight upcoming 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.

# Member engagement 1 April 2021 – 31 March 2022

Our [member engagement infographic](#) provides a visual overview of how colleagues at our [member institutions](#) have engaged with our member benefits between 1 April 2021 - 31 March 2022, including the awarding of over **15,000** new fellows, Athena Swan and Race Equality Charter participants totalling over **240** institutions, and the awarding of **69** Teaching Excellence awards. Additionally 4,700 member colleagues registered for our live member-only events, and over **10,000** accessed **135** new publications and resources in our [Knowledge Hub](#).

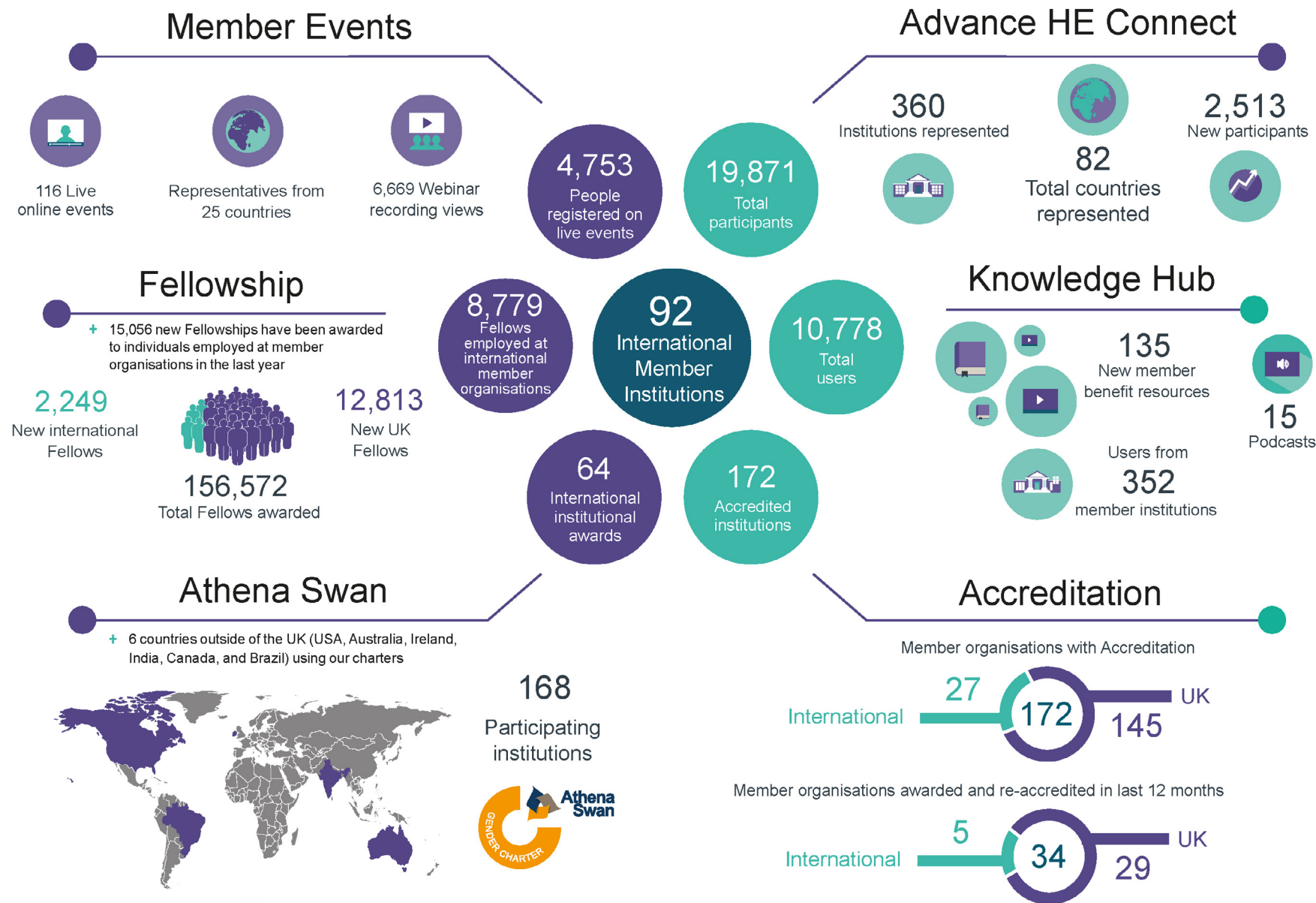
## Member engagement

1 April 2021 – 31 March 2022

The data in this report demonstrates the engagement with, and uptake of, member benefits by our members during the period of 1 April 2021 - 31 March 2022.

[Find out more about the benefits of membership](#)

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# Connect Benefit Series

## Connect Benefit Series – Organisational Wellbeing

The latest project in the [Connect Benefit Series – Organisational Wellbeing](#) – runs from May to July and explores the link between healthy and prosperous universities and the wellbeing of staff and students.

This area of focus comprises a range of events and outputs, including blogs, podcasts, a Tweetchat, and the 'Everyday Ways of Working' series of recordings – plus an online workshop – offering practical approaches to enhancing wellbeing at work.

In her [introductory blog](#), Advance HE's senior adviser [Barbara Bassa](#) explains how the project aims to embed wellbeing as a cornerstone of organisational thinking.

An Organisational Wellbeing Tweetchat took place on 25 May to provide colleagues an opportunity to discuss the importance of wellbeing in higher education.

The [Organisational Wellbeing – Everyday Ways of Working series](#) comprises 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.

### Reflective workshop

To complement the Everyday Ways of Working series, an online workshop will take place on **Monday 4 July (11.00 BST)** to allow participants to discuss and delve deeper into the approaches set out in the recordings, whilst sharing good practice and examining further ways of working that can enhance wellbeing. [Book your place here](#).

## Connect Benefit Series – Student Success: Assessment and Feedback

The next area of focus in the [Student Success](#) series centres on the literature review '[Impacts of Higher Education Assessment and Feedback Policy and Practice on Students: A Review of the Literature 2016-2021](#)', conducted by [Professor Kathleen M Quinlan](#) and [Dr Edd Pitt](#) of the University of Kent.

In this [introductory blog](#), Professor Quinlan and Dr Pitt reveal the process behind their research.

The review provides an insight into the literature, recognising that assessment and feedback practices are amongst the most powerful levers educators have for improving student learning. The authors advocate a broad conception of assessment and feedback to centre student learning and prompt a rethinking of traditional views of assessment and feedback, providing several recommendations for practitioners, policy makers and researchers.

A series of Assessment and feedback podcasts will be published in June to complement the review, and can be accessed via [the Assessment and feedback page](#). Listen to the first episode [here](#).

We will be conducting an Assessment and Feedback summit on separate dates to discuss and reflect on the literature review and its place in the overall [Student Success Framework Series](#). All colleagues at Advance HE member institutions can attend this summit free of charge.

 [Book here for Monday 20 June](#)

 [Book here for Wednesday 29 June](#)

## Connect Benefit Series – Inclusive institutions: enabling and supporting culture change

This project addresses the barriers that limit access and belonging, with particular attention to removing barriers to marginalised groups. This can only be created and sustained through an inclusive institution with a culture that is well aligned to purpose, values and goals. The project aims to:

- + Stimulate new thinking for governing bodies and senior executive
- + Consider wellbeing through the lens enabling culture
- + Explore inclusive culture and creating the right conditions for academic staff to be innovative and deliver flexible teaching and learning
- + Identify 'what works' examples via case studies and reflections from a range of institutions.

 [Find out more here](#)





# Member benefits and opportunities

## Staff Surveys

A range of staff survey providers have exited the market in recent years. Institutions can and do run their own “pulse surveys” but this does not provide benchmarking. Advance HE has been approached by a number of our members asking if this is something we could develop in collaboration with our membership.

We would like to explore the level of interest among institutions in collaboratively developing a staff experience/ engagement survey, to understand levels of satisfaction within an institution and provide benchmarking across the sector and key groups within it.

The survey would be co-created, using the model of our established Collaborative Projects, initially with a group of 10-12 interested institutions, developing a set of benchmark questions, potentially tapping into the question areas that institutions have used before.

Results would be confidential, building the benchmark as we go along, and as the benchmark develops we could offer more and more comparisons to different types of institutions.

**If your institution is interested in having a conversation with Advance HE about this, please contact your Head of Membership or email [Memberships@advance-he.ac.uk](mailto:Memberships@advance-he.ac.uk).**



# Global impact grants

Advance HE has launched Global Impact Grants for Advance HE international member institutions to share success stories about higher education projects with demonstrable impact on their staff or students.

Small grants of up to £1,000 will be awarded to 10 successful applicants to provide short case studies of recent practice that enhance learning, teaching, leadership or equality in higher education.

Ian Hall, Head of Membership International, said,

“We welcome applications from all staff at our international member institutions across academic, research, managerial and professional services areas.

This is an excellent funding opportunity to share approaches with the global higher education community that have a demonstrable impact on learning, teaching, leadership or equality and showcase the expertise of our international members.”

## Eligibility

All staff from Advance HE international member institutions can apply for this grant (including academic, research, professional services and managerial staff). More than one application can be submitted from a member institution, though grants will be selected to demonstrate a range of examples of practice, thematically and globally.

Grants should be applied for on the basis of completed work showing demonstrable impact on staff or students. Advance HE members based in the UK can also apply if the case study applies to students or staff based outside of the UK (e.g. delivered at an overseas campus).



## Application and selection criteria

Applications for this grant must be submitted via an online form which is available [here](#).

To apply, applicants need to provide a brief overview of the case study they intend to provide (max. 250 words) that describes:

- + What work was conducted and when
- + Why the approach was taken
- + What impact the work had on students and/or staff. This can be quantitative impact (e.g. a 20% improvement in student retention; a 15% improvement in course satisfaction) or qualitative (e.g. provision of some sample comments from the target group).

**Applications must be made by 09:00 BST 27 June 2022** – successful applicants will be notified in early July. Please note that for successful applicants, the deadline for submission of case studies to Advance HE is **29 July 2022**.



[Find out more about Global Impact Grants here](#)





# Learning and Teaching

## Progressing the PSF Review

*The Project Team conducting the review of the UK Professional Standards Framework (PSF) provides an update on progress. The sector-wide consultation on a draft revised PSF [is now live](#).*

The review of the [UK Professional Standards Framework \(PSF, 2011\)](#) is being carried out by a small [Project Team](#) of colleagues from across the sector, led by Dr Julie Baldry Currens. This work is overseen by the sector-led [PSF Review Steering Group](#), chaired by Professor Helen O'Sullivan. Respecting both the global nature of higher education and the range of contexts in which the PSF is now recognised, the Steering Group and the project group have proportional international representation.

Work undertaken thus far has included analysis of a wide range of existing evidence and data sets and initial consultation feedback. These have informed the draft revised PSF which is now live for sector-wide consultation.

### Analysis of all existing data sets

A clear message emerged from the qualitative thematic analysis of the evidence gathered from various sources since 2015 – that there is no sector appetite for dismantling the current structure of the framework. Evidence suggests that the framework's unique capacity, its 'elasticity' to support the diversity of higher education teaching and learning, should be maintained.

The evidence also points to aspects that would benefit from revisions to enhance the Framework in both national and international settings and ensure it remains fit for the future. Examples of emergent themes include a need to:

- + address repetition and overlap
- + enhance clarity of language, terminology and presentation
- + introduce areas of practice such as education for

sustainable development and collaboration

- + clarify the relationship between Descriptors and Dimensions.

The existing evidence base also clearly identified a small number of more challenging, conceptual issues that required further exploration. These topics formed the basis of the initial key stakeholder consultation sessions.

### Initial key stakeholder consultations

More than 300 national and international stakeholders took part across 24 consultation sessions.

Participants were asked to consider how the revised framework might most effectively represent these five challenging issues:

#### 1. Digital

Digital approaches have become both ubiquitous and widely embedded into most aspects of our practice in design and delivery of learning, teaching and assessment. Consideration was given to whether digital practice should be appropriately captured in one or more Dimensions and how best to maintain the wide diversity of digital approaches.

Key emerging views include:

- + use of appropriate terminology, eg digital / learning technologies / resources
- + emphasis on appropriate use of technology, rather than the use of appropriate technology
- + significance of context, from disciplinary considerations through to issues of access to resources for both staff and students
- + retention of a reworded K4 vs embedding technology in practice.

#### 2. Inclusion

At its broadest, inclusion is a critical aspect of our practice in HE. It is currently represented as a Professional Value in V1 and V2, though feedback indicates there is some confusion and overlap. Consideration was given to whether the framework should be more specific about what is meant by inclusive practice; whether it is necessary to distinguish between knowledge and values when describing inclusive practice and whether inclusion should remain as a single Dimension in Professional Values.

Key emerging views include:

- + strong, consistent views for inclusion to be seen as central to all practice
- + differing views on how to effectively emphasise the criticality of inclusion across the framework.



A draft revised framework is now live for online sector-wide consultation. [Take part and share your views](#)

Places are still available to attend online sessions from the project team about the draft PSF. Book now:

- + [Wednesday 22 June, 06:15 to 07:15 \(BST\)](#)
- + [Wednesday 22 June, 07:30 to 08:30 \(BST\)](#)
- + [Thursday 23 June, 06:15 to 07:15 \(BST\)](#)
- + [Thursday 23 June, 07:30 to 08:30 \(BST\)](#)

# International Spotlight

## East European University becomes an Advance HE member

East European University (EEU) has become an Advance HE member – the first Georgia-based university to do so.

EEU's Rector, Dr Kakhaber Lazarashvili, said, "We are delighted to have become an Advance HE member and proud to be the first in Georgia. In our short history, EEU has been able to build trust locally and internationally as a quality-oriented, modern corporate-style institution and we have made rapid and significant progress in all areas of educational activities.

“Advance HE membership will help us build on this, offering invaluable opportunities for teaching and learning development, supporting staff to flourish academically, promoting networking and sharing European and international experiences.”

Ian Hall, Advance HE Head of Membership (International), said, "We're very much looking forward to working with colleagues from EEU. In particular, we will be exploring enhancing teaching through Fellowship and rewarding and recognising teaching excellence through the lens of the Professional Standards Framework. More than this though, the University has joined a global community dedicated to sharing good practice so that staff and students thrive and get the best experience from higher education wherever it's delivered."

EEU has three faculties: Law and Social Sciences, Business and Engineering, and Healthcare Sciences, with more than 3000 students, including international students from 14 countries worldwide and 20 educational programmes for undergraduates, Masters and PhDs. It is "one of the outstanding non-state universities in Georgia that strives to ensure the implementation of international educational standards in teaching and research and to build a notable educational centre in the region."

## Investing in the future

The Advance HE has co-delivered a short teaching programme with the HEAT (teaching excellence team) at National Yang Ming Chiao Tung University (NYCU) for members of its PhD community.

The '*Foundations in Learning and Teaching Programme for Ph.D. Students*' is part of a wide-ranging portfolio of work that Advance HE has conducted with the University, investing in teaching capacity, as well as promoting, recognising and rewarding teaching excellence.

The programme was designed to support PhDs setting out on their teaching careers. As well as exploring areas such as 'Incorporating Learning Theories into Course Design' and 'Student-centred teaching and active learning', the programme included sessions led by the HEAT team on the Professional Standards Framework, introducing the delegates to the opportunity of applying for Associate Fellowship.

In feedback from the PhDs about the programme, 90% of delegates 'strongly agreed' and 10% 'agreed' that "my knowledge and skills have increased as a result of the training"; and that they "will apply the knowledge and skills gained at my institution". Wen-Li Chang, one of the PhDs, said, "The entire professional team literally introduced a strong sense of community among all participants in the workshop, as having been desired in educational settings. The necessary self-reflection that could have been scary was made clearly understandable and possible to practice – or even to form a habit of doing so."

NYCU has been an Advance HE member since 2018 and has already run four Certificate in Learning and Teaching in Higher Education (CLTHE) programmes with another anticipated in the near future. These programmes, among other teaching experiences, have offered significant numbers of staff at the University robust evidence to support

Fellowship applications. The University now has 83 Fellows, including two Principal Fellows, 19 Senior Fellows, 56 Fellows and six Associate Fellows.

Regine Lin, NYCU Programme Leader, said, "Our delivery team of NYCU faculty were delighted to be working with Advance HE to support this talented group of PhDs as they embark on their teaching careers and develop professional knowledge and skills informed by higher education theories and best practices.

"More significantly is that two former PhDs participants having been awarded Fellowship returned to share their experience and journey to the Fellowship. This exemplifies our colleagues' active engagement in their continuing professional development, positive perception of their role as an educator, commitment to effective teaching, supporting student learning, and most importantly, their willingness to contribute back to their teacher communities through teaching mentorship and leadership."

Ian Hall, Advance HE Head of Membership (International), said, "The feedback from this programme has been very encouraging. The programme is an example of the sustained effort the University is making to enhance teaching and it's clear that this is having a positive impact on the student experience, the reward and recognition of staff, and the University's reputation for teaching excellence."

NYCU was formed in 2021 as a result of the merger of National Chiao Tung University and National Yang Ming University. The University has more than 20,000 students, with 19 colleges and 74 university/college-level research centres.

Find out more about our [accreditation services](#); and [explore our work](#) to enhance the quality and status of teaching for individuals around the globe.

# Governance

## Learning from Students' Union governance

Advance HE's Governance Development Manager Dan Tinkler hosted a one-off special podcast focusing on the lessons that can be learned from Students' Union governance.

Dan was joined by Nick Smith, an Advance HE associate with over 15 years' experience in Students' Union governance whilst currently being a secretary to five Students' Union boards, and by Victoria Aurora Bennett-Salvador, the current President and Chair of the Trustee Board at Birmingham City University Students' Union. Together they explore what makes Students' Union governance so unique, how to engage student governors based on what works in students' unions, achieving a positive board culture, supporting a diverse governing body and embedding inclusivity practices, and other lessons that higher education institutions, universities, colleges, and small and specialist institutions can learn from the world of Students' Union governance.

One aspect pointed out by both Nick and Victoria in the podcast was the required turnover in staff and students on the board. Victoria said that this makes Students' Unions unique "in the best way...because students are voting those people in that it keeps the board so relevant to the output of what they need to be doing. She said part of the best bit about SU governance and the most unique part is "the representation of students... a lot of our students who are coming in will range in ages and that also lends itself to SU governance in that the people involved will never necessarily have the same outlook on the way that the board should handle themselves. What that allows for is really good, diverse conversation."



[Listen to the podcast here](#)



### Understanding and assuring academic outcomes and the student experience

The next virtual event in our [Governor Development Programme](#) (GDP) on 29 June, [Understanding and assuring academic outcomes and the student experience](#), will feature a panel session asking – How do we hear the student voice in our governance? [Find out more](#)



# new content + publications

## Teaching mathematics in a time of war



Dr Anastasia Yakovenko is a lecturer in mathematics from Bogdan Khmelnytsky Melitopol State Pedagogical University, Ukraine, which has been

in the Russian occupied territories since the first days of the war. This blog is compiled from her reflections about her experiences of teaching during the war and the emotional impact on her, her friends and family, and students.

[Read more](#)

## Group coaching: the answer to coping with increasing student welfare and wellbeing issues?



Dr Claudia Bordogna, senior lecturer in Postgraduate and Executive Education Personalisation at Nottingham Business School, Nottingham Trent University, shares her thoughts on ways to develop student support initiatives, in the higher education sector.

[Read more](#)

## Personal pathways to Fellowship

Lorena Ajuria, a senior ELICOS teacher and mentor at the Centre for English Language in the University of South Australia (CELUSA), shares her reflections on her personal journey to achieving Fellowship.

[Read more](#)

## Engaging students: achieving meaningful, active participation

Our Student Engagement Conference 2022 explored how to achieve meaningful and active participation and create engaged students.

[Read more](#)

## The positive impact of Senior Fellowship at Majan University

Three academics from Majan University College, Muscat, Sultanate of Oman, talk about how the process of constructing Senior Fellowship applications positively impacted their professional practice



[Read more](#)

## Improving wellbeing in HE and 'giving hope'

Advance HE's Mental Wellbeing in HE conference looked at the future of staff and student wellbeing in the sector, with a wide variety of speakers and topics, as well as a reminder of who the work is for.

[Read more](#)

## Reflections on the Assessment and Feedback Literature Review (2016-2021)

Authors of a new literature review, Impacts of Higher Education Assessment and Feedback Policy and Practice on Students: A Review of the Literature 2016-2021, Kathleen M. Quinlan and Edd Pitt give us a glimpse inside their process.

[Read more](#)

## External Examining – a missing dimension in diversifying higher education?

Tim Stephens, an educational developer (Curriculum) at University of the Arts London, shares his experience.

[Read more](#)

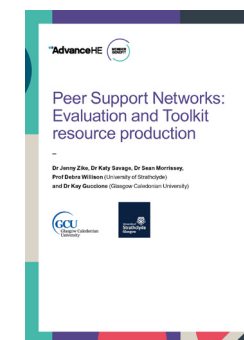
## Pushing metacognition: talking to international students about their learning

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](#)

## Peer networks: fostering a sense of belonging

Katy Savage from the University of Strathclyde shares the findings of her research for the Peer Network Toolkit and how the toolkit can help others in implementing successful networks in their own institutions.



[Read more](#)

# Dates for the diary

## Conferences + Events

EDI

**New Equality, Diversity and Inclusion Workshops.**  
**Challenging privilege, navigating intersectionality. 17 June and 1 July, Virtual**

This virtual EDI awareness workshop is designed to provide participants with the skills, knowledge and confidence to adopt an intersectional approach to understanding and dealing effectively with a range of equality and diversity issues in the workplace.

[Find out more](#)

**Allyship and the anti-racist campus. 27 June and 12 July, Virtual**

What is an anti-racist campus and how do we get there? Is 'allyship' part of the problem – or an integral part of the solution? In seeking to respond to these questions, this session uses allyship as a starting point to action; and proposes that for lasting change to take place in race equity, stakeholders must move beyond a general understanding of allyship to understanding this within the context of race.

[Find out more](#)

Teaching &amp; Learning

**Principal Fellow Record of Educational Impact Support Sessions**

These one-to-one sessions are designed to provide support for colleagues who are starting the process of completing their Principal Fellow direct application (Descriptor 4 of the UKPSF), and who need more guidance on the Record of Educational Impact (REI) element. The sessions can be booked at your convenience. Find out and register your interest.

[Find out more](#)

**Teaching and Learning Conference 2022: Teaching in the spotlight: Where next for enhancing student success? 5-7 July 2022, Northumbria University**

We're pleased to announce that Jeff Grabill, Deputy Vice Chancellor for Student Education, University of Leeds and Molly Purcell, Student Experience Manager (Voice), University of Northampton will be our keynote speakers for days 2 and 3 of the conference. Alongside these keynote speeches will be panel sessions and workshops covering topics such as "Inclusive education: Whose success matters? How does inclusive education look and feel? How is it experienced? What is success and whose success matters?"

[Find out more](#)

# Dates for the diary

## Programmes

### Teaching & Learning

#### **Professional Development Course for External Examiners. 12 July 2022, the studio, Leeds**

A blended course comprising online preparatory work and a one-day, in-person workshop which has been developed as part of the Degree Standards project on external examining. Whether you're a new or experienced examiner, course participants will gain an understanding of the role of the external examiner, consolidate their understanding of the nature of academic standards and develop their ability in using evidence-informed approaches to contribute to impartial, transparent judgements on enhancing student learning.

[Find out more](#)

### Learning & Management

#### **One-to-One Executive Coaching**

Advance HE offers a dedicated one-to-one experience coaching service with a pool of highly skilled and diverse coaches with experience within and beyond the higher education sector.

Coaching provides a confidential thinking space, an opportunity to create a personal and professional vision and a route to achieving it.

Through a variety of approaches and techniques, our coaches will facilitate you in finding your own solutions to problems and challenges related to your role in your institution rather than simply providing answers.

[Find out more](#)