

# in partnership

January 2022

## in this issue...

Keeping our  
members updated  
with the latest from  
Advance HE

# Welcome to the January 2022 *in partnership*

Welcome to this month's In Partnership. In this edition we review some of the highlights from 2021. Looking ahead to 2022, we highlight our work to develop a global survey for leadership, we celebrate 80 fellows and a culture of mentoring at Australian Catholic University, as well as showcase upcoming member events and benefits.

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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.

# 2021: Advance HE year in review

Although 2021 was another year of disruption in higher education, we delivered a wide range of valuable support and resources working with, and in support of, our members and others in the sector. As we move into 2022, here are just some of the highlights of our work in 2021.

## January

We published [Enhancing the disabled student experience](#).

Resources were developed as part of the [Tackling Racism on Campus](#) project funded by the Scottish Funding Council.

## February

Our Governance team reported on its review of the [Senior Staff Remuneration Code](#) on behalf of the Committee of University Chairs (CUC).

Forming part of our [2020-21 member benefits](#) was an initiative on [tackling structural race inequality in HE](#).

## March

We launched [new guidance on Education for Sustainable Development in higher education, with QAA](#).

We launched our Global Member Benefit, [Student Partnerships in Assessment](#).

## April

We ran an invitation-only roundtable event on meeting the challenge: supporting senior leaders in conversation, change and accountability [in addressing race](#).

## May

We launched our [new strategy to 2024](#).

We were commissioned by Wellcome to [improve board diversity in research](#).

## June

We launched the [transformed UK Athena Swan Charter](#). We published the [Student Academic Experience Survey 2021](#) with HEPI.

The [first Advance HE Associate Fellows](#) were recognised in Pakistan.

## July

We established the [Race Equality Charter Governance Committee](#).

We published [Hybrid Higher](#), a leadership intelligence report.

Our flagship Teaching and Learning Conference 2021 in July focused on [embedding race equality](#), [student engagement](#) and [inclusive assessment and feedback approaches](#) attracting more than 400 delegates.

## August

We began the consultation for a [new global leadership survey and framework](#).

We announced 55 new [National Teaching Fellows](#) and fourteen teams were awarded the [Collaborative Award for Teaching Excellence \(CATE\)](#) in 2021.

As part of our [Connect Benefit Series for 2021-22](#), we moved to six-monthly and three-monthly themes.

## September

Professor Osama Khan Pro-Vice-Chancellor, Education and Professor in Practice at the University of Surrey, shared what it was like to [co-create bespoke e-learning modules on race equality with Advance HE](#) and what impact the programme has made on staff and students.

## October

We reached a [150,000 milestone of teaching and learning fellows](#) around the world.

We published our staff and student [Equality in higher education: statistical reports 2021](#) and [Ethnicity awarding gaps in UK HE in 2019-20](#).

We collaborated with the Inter-American Organization for Higher Education (OUI-IOHE) and a number of other organisations in Mexico to publish [Managerial Competencies as a key factor for the success of HEIs](#). The [Anti-Racist Curriculum](#) project culminated.

## November

We launched a [Board Diversity and Inclusion Toolkit](#). We published our [Postgraduate Research Experience Survey 2021](#); [UK Engagement Survey 2021](#) and [Postgraduate Taught Experience Survey 2021](#).

The 2021-22 [Advance HE Collaborative Development Fund: New Challenges, New Solutions](#) call opened with funding available of between £2,500 and £50,000.

Walailak University in Thailand celebrated [90% of its academic staff achieving Fellowship](#), and shared how the recognition has changed its teaching culture.

We published the [CATE Collection: Together in Collaborative Educational Leadership](#).

## December

Working in partnership with GuildHE and Universities UK we launched a project about [promoting free speech and good campus relations in HE](#).

We welcomed our [400th member institution](#).

We published a collaborative project report [Assessment and Feedback in Law: Case Studies from the Sector](#).

# Connect Benefit Series

## Connect Benefit Series 2021-22

A suite of projects designed to co-create and share innovative solutions to contemporary challenges.

The Connect Benefit Series is free and exclusive to all colleagues at Advance HE member institutions and provides a collaborative space for our members from across the globe to work with us and each other in understanding and addressing their key challenges. Providing opportunities to experiment with solutions, innovate and create, share best practice and engage with a range of practical, real-world applied solutions such as toolkits, podcasts and publications, the projects bring our diverse membership together through live virtual events.

The 2021-22 member benefit year began a projects on [Connect Benefit Series - Transitions, retention and progression](#); focusing on the challenges and opportunities of different experiences and approaches to transitions, retention and progression in higher education. All outputs from this project can be accessed [here](#).

[Leading change through teams and networks](#) explores the opportunities for and challenges in developing change agency as a core skill for collaborative working within and between teams, groups and networks. More information on this project can be found [here](#).

Over the second half of the membership year, the Connect Benefit Series will continue to focus on [Student success](#), with projects on Inclusive institutions: enabling and supporting culture change, and Organisational wellbeing.



[Find out more about the Connect Benefit Series](#)

## Connect Benefit Series – Student success

Our [Student success](#) Connect Benefit Series project is a longitudinal project which has focussed on access, retention, attainment and progression, and embedding employability in higher education. The project aims to:

- + Share and promote an evidence-based approach to access, retention, attainment and progression, and employability
- + Consider the primary lessons and changes in direction from 2016 – 2021
- + Identify core areas for Advance HE to focus upon and further enhance alignment to the core areas of student success as recognised by the [framework series](#)
- + Engage with pragmatic, practical examples and activity to enhance student success
- + Provide thought leadership to develop effective approaches to enabling student success.

Outputs from this theme include two literature reviews, podcasts and webinar recordings, and can be found [here](#). In the new year, a third area of focus – Flexible learning – will be explored.





# Learning and Teaching

## Community and reform as a theme in curriculum design – adding dimension to the online world

*The Applied Music team at the University of the Highlands and Islands won a Collaborative Award for Teaching Excellence (CATE) in 2021. The team are based remotely around Scotland, offering practical music degrees taught using blended learning.*

Introduced in 2012, the BA (Hons) Applied Music at UHI was pioneering in the UK and ‘cutting edge’ in its use of blended learning. The delivery structure already had some inbuilt Covid resistance, having established ways of collaborating online, including the design of a ‘virtual’ residency. Three remaining residencies in the academic year bring the entire degree cohort together face-to-face but lockdown coincided with the end of year residency which usually takes place in Stornoway. In 2020, the Stornoway residency was moved online, collaborating with Xponorth to deliver online conference events with experts from across key music industry partners including [Scottish Music Industry Association](#) and [Scoredraw Music](#). Much was learned from this transition: that it can work, but that students do miss the opportunity of live collaboration, and face-to-face residency experience, especially honours performances.

With the delivery of music curriculum fully online for most of the 2020/21 academic year, it was crucial to focus on the development of our existing in-course online community of practice.

It made sense therefore to select ‘Community’ as the theme for our first semester of 2020/21- building and enhancing community, nurturing community, identifying values and tools in relation to collaboration, expressing identity, extending networks, outreach and interdisciplinary collaboration.

A serendipitous approach from [Community Land Scotland](#) (CLS) to commission a piece of music to celebrate its 10th anniversary provided the focus for the development of activity and content for the four-day induction residency, bringing together students scattered across Scotland, Ireland, England and Germany.

CLS described the story of land ownership in Scotland, from times of disempowerment and population loss to modern land reform, enabling communities to take back control through community land buyouts allowing them to grow their population and address local problems. This narrative seemed to resonate with the rationale for the development of the BA in Applied Music and one of the central purposes of UHI – to provide educational accessibility so often in the past denied to those outside Scotland’s central belt.

Our objective on the online Applied Music residency, was to develop inclusive music which is accessible, performable, shared by all people with a voice, all genres and all instruments mirroring the accessibility of the Applied Music degree itself. It was also an opportunity to link in with the UHI Creative Writing degree students, inviting a literary response which music students can incorporate into their own work. ‘[Making of Community Land Scotland Commission – ‘Land of Our Kin’](#) celebrates and reflects these themes, ideas and achievements.

With this approach to curriculum design, delivery, interdisciplinary and collaborative working, we seek to develop skills, new applications and routes of enquiry which will provide more sustainable futures and employment for our graduates in the music and creative economies.

**In this video, Anna-Wendy Stevenson, senior lecturer and programme leader at UHI speaks to lecturer Miriam Iorwerth, about the teams’ collaborative approach, curriculum design and applying for and winning a CATE.**



Nominations for the 2022 Collaborative Award for Teaching Excellence (CATE) are now [open](#), Advance HE members are invited to a series of free webinars offering insights and guidance through the CATE application process facilitated by CATE-Net Lead, Professor Mark O’Hara and Advance HE Fellowship and Awards Adviser, Dr Holly Earl.

## Teaching and Learning continued

### Celebrating 80 fellows and a culture of mentoring at Australian Catholic University

*ACU is celebrating a milestone of achieving 80 fellowships across the institution. Dr Vanessa Fredericks, program lead, speaks to a few experienced mentors and their mentees, who share their learnings from the process.*

Advance HE recently reached the milestone of awarding over 150,000 Fellowships worldwide. The Australian Catholic University (ACU) is celebrating its own milestone of having 80 successful fellowships across the faculties and university.

ACU is a national public university which has seven Australian campuses and also maintains a campus in Rome.

Since the ACU's Learning and Teaching Centre started the ACU Fellowship pilot program at the end of 2019, Advance HE has awarded 71 Fellowships across ACU: 1 x Associate Fellow, 23 x Fellows, 41 x Senior Fellows, and 6 Principal Fellows. In total, ACU now has 80 Fellows across the institution, which includes 8 Principal Fellows. You can view a full list of ACU's Advance HE Fellows on the LTC website.

ACU's Learning and Teaching Centre (LTC) provides support through a structured bi-annual Fellowship Program consisting of online workshops and individual mentoring. Each of these applicants is paired with a mentor from our existing cohort of Fellows, who then go on to become mentors to the next group of potential Fellows following their own success. We believe it is this culture of mentoring at ACU which has been key to the program's success.

#### Why apply for fellowship?

We could not have achieved these numbers without the support and generosity of our dedicated mentors. A few of our experienced mentors and new Fellows, some of who have since become mentors themselves, shared their learnings from the application process.

#### Fellow Dr Kerry Ttofari Eecen

Dr Kerry Ttofari Eecen (FHEA), Lecturer in Speech Pathology, was among the first cohort of Fellows at ACU and has been a mentor in two subsequent rounds. "I was able to reflect on my own teaching practices and consider areas of strength and areas of future growth. I found this experience valuable and wanted to encourage my peers to go through the same process for their professional growth. Becoming a Fellow is highly regarded and can be used as evidence for future career advancement."

#### Fellow Sharon Crosbie

Sharon Crosbie (FHEA), Senior Lecturer in Speech Pathology, was mentored by Dr Kerry Ttofari Eecen and recently awarded a Fellowship. "I learnt a new framework for thinking about approaches to student learning including ways to evaluate the effectiveness of my teaching and promote participation."

#### Senior Fellow Dr Melissa Cain

Dr Melissa Cain (SFHEA), Lecturer in the School of Education, was recently awarded a Senior Fellowship and is now guiding a mentee. "The process of preparing a Fellowship application is a wonderful way to purposefully document my growth as a teacher, researcher, and leader."

#### The benefits of mentoring

Dr John Mahoney (SFHEA), Senior Lecturer in the School of Behavioural and Health Sciences (pictured below), achieved recognition at the beginning of 2020 and is mentoring for the third time. "I've found the experience powerfully important. As a project lead of the INSPIREd teaching project at ACU, INSPIRE has taught me a lot about what we could do, but my three mentees have taught me about how we could do it... I feel like I've learnt more from them than they have from me," John said of his approach to mentoring.

John's mentee Dr Beth McLeod (FHEA), Lecturer in Exercise Science (pictured below), shared how much she valued this mentorship process. "(Mentoring is) a unique opportunity to work with and be guided by a more experienced colleague with a friendly, helpful and approachable demeanour," said Beth.

On reflecting on what she has learned from the process of mentoring, Dr Kerry Ttofari Eecen (FHEA) said, "I have been able to develop my ability to provide constructive feedback to colleagues which can differ from the type of feedback given to students. This is a fundamental aspect of leadership, a current area of development for me."

Dr Melissa Cain, reflects on becoming a new mentor: "A key benefit has been getting to know my mentor and mentees' achievements, and learning new ways of working from them. I am looking forward to my next Fellowship application and have started collecting evidence".

Fellowship demonstrates a personal and institutional commitment to professionalism in learning and teaching in higher education. Across four categories, from Associate to Principal, Fellowship provides individuals with recognition of their practice, impact and leadership of teaching and learning. [Find out more](#)

# Leadership and Management

## Perspectives on leadership in global higher education – reflections from the roundtables

*Rich and revealing insights into a turbulent and changing HE environment will inform dissemination and engagement events in February 2022.*

Over the past two months, as part of our [scoping study for the Advance HE Global Leadership Survey](#), we have run 11 two-hour online roundtables on the nature and purpose(s) of leadership in contemporary HE. More than 100 individuals have contributed, representing the views of early career academics, established academics and professors, professional service directors and managers, senior executives, staff and organisational development practitioners, various representative associations, and HE support and funding bodies. While many contributors have been UK-based we have purposely engaged members of an international HE community and captured perspectives from multiple country settings including Australia, Bahamas, Bahrain, Egypt, Greece, Hong Kong, India, Jamaica, New Zealand, Saudi Arabia, Switzerland, Ukraine and the United Arab Emirates.

Together these conversations have provided rich and revealing insights into a turbulent and changing HE environment. It has been humbling to hear the scale of the challenges faced by HE staff at all levels and colleagues across the HE community, and equally inspiring to witness their commitment to the social value and societal benefit of higher education. The roundtables have been emotional, cathartic and energizing - a moment for reflection within ever more crowded diaries, and an opportunity to listen and to be heard by peers with compassion and empathy.

Unsurprisingly the COVID-19 pandemic has provided a backdrop to much of the conversation and has amplified many long-standing concerns. Issues of funding, workload,

diversity and inclusion, sustainability, government policy, marketisation and the growth of hybrid and digital working are key priorities and concerns impacting global HE. Such concerns, however, are not easily resolved and their complex interdependencies highlight the difficulties of successfully navigating this shifting and uncertain terrain.

Within each roundtable we spent time exploring how values and purpose shape leadership in HE and, whilst participants articulated a strong set of ethical principles, they acknowledged that these are not always recognised and rewarded within an increasingly competitive and target-driven sector. Many of the discussions evoked a sense of existential crisis and the need for a much stronger sector-wide debate about the purpose and contribution of HE in a changing world. Torn between the demands and expectations of a range of powerful stakeholders there was a sense that some institutions, and their leaders, may potentially be losing sight of what really matters.

We concluded each roundtable by collating thoughts on the skills, competencies and behaviours required of HE leaders now and into the future. Common themes that emerged included courage, compassion, authenticity, agility, resilience, communication, decisiveness and the ability to build and sustain trust. Whilst many of the points referred to leaders in formal positions there was recognition of the need to develop and nurture collective or shared leadership at all levels.

As we work through the transcripts we are reminded of the pressing need for critical discussion about HE leadership during a time of global challenges and look forward to sharing emerging findings at the [dissemination and engagement events](#) in February 2022.

**Authors:** Richard Bolden, Richard Watermeyer, Doug Parkin and Katy Outhart.

## Dissemination and engagement events

All colleagues from higher education institutions worldwide and related organisations are welcome to attend and participate (subject to numbers and capacity), in a series of dissemination and engagement events in February.

In order to accommodate as many colleagues as possible, the same event will take place at the following dates and times:

Tuesday 8 February 2022, 07:00 - 08:30 GMT – [book here](#)

Wednesday 9 February 2022, 13:00 -14:30 GMT – [book here](#)

Thursday 17 February 2022, 09:00 - 10:30 GMT – [book here](#)

Thursday 17 February 2022, 15:30 - 17:00 GMT – [book here](#)

## New Transforming leadership for the new world consultancy and enhancement brochure

We have launched our new Transforming leadership for the new world consultancy and enhancement brochure. We understand that no two institutions are the same and that is why we use a partnership approach to our consultancy and enhancement service to identify your challenges and develop interventions tailored to your goals. Our new brochure sets out our support for institutions for 2021-22 and outlines the ways in which we work to support leadership and transform HE for the future. [Find out more and request a copy here.](#)



# Equality, Diversity and Inclusion

## ‘Say my name’

*Dr Jane Bryan, a Reader in the Warwick Law School and Lead of the University of Warwick Community Values Education Programme (CVEP), highlights the importance of names in building inclusive institutions.*

Our names are key to our identity yet are rarely respected in the same way as other elements of our identity. University cultures normalise some international students adopting ‘English’ names to ease interactions and jokes and comments about names, for example, are all too often dismissed as harmless with no acknowledgement of the damage they can cause to an individual’s sense of identity or belonging, or that they can amount to instances of microaggression or harassment, as in the case of cricketer Azeem Rafiq’s misnaming as ‘Steve’ at Yorkshire County Cricket Club.

In a diverse learning community, we will all encounter names with which we are unfamiliar but there is little honest dialogue about how to navigate this uncertainty and limited understanding of the impact on individuals of having a university experience with a name that is routinely mispronounced, or adapted or changed to ease interactions with others.

Research conducted by University of Warwick explored the importance of names through surveys and interviews with staff and students. Our research showed widespread desire to remember and correctly pronounce the names of others but most struggled to know how to do that in a way that was respectful. For those with names that others commonly find unfamiliar, having their names shortened or changed for them, routinely mispronounced, or avoided all together, is part of their everyday experience, often leading to a sense of ‘othering’ or invisibility. For many, this apparent lack of care for their name is taken as symptomatic of a wider lack of care for them.

Technology that can help individuals, such as audio name badges, is rarely embedded institutionally which places the emphasis on staff and students to manage using names they find unfamiliar as best they can. The lack of guidance in this area, however, leaves unaddressed the harm caused by some of our behaviours around names, and keeps in place barriers to open dialogue.

If we are to take seriously our ambitions to be inclusive institutions, indeed inclusive communities, where staff and students are welcomed for who they are without being expected to adjust to be accepted, it seems pressing to consider how we can support individuals to respect the names of others, and to find ways to ensure anxiety around pronunciation of names does not create barriers to interactions, engagement and

learning. In this way, we can create a culture where students and staff feel supported to use the name they (genuinely) prefer and, in a place of learning, we can embrace the opportunity to learn the names of others and what they mean for them as a way of celebrating difference and raising true intercultural awareness.

A lack of sensitivity to the importance of names to a person and their sense of identity can mean that acts that amount to microaggressions are often unacknowledged and unaddressed. The responsibility to accommodate others is often placed on those with ‘unfamiliar’ names. For some international students there is an expectation placed upon them that they will adopt an ‘English’ name during their time at university, but this can cause divisions between those students who follow this practice and those that retain their ethnic name. Many people in our research who changed their names to ease interactions, reported that they would prefer to use their given name and that they often experienced conflict within themselves and within their peers that they have forsaken or become disconnected from a part of themselves and their heritage.

One promotion of the ‘Say My Name’ project survey amongst Warwick University staff and students led to over 800 responses, which points to how important this issue is for many. We co-developed recommendations with staff and students with ‘unfamiliar’ names on how to manage uncertainty over names in a respectful way, to help foster equitable, culturally responsive interactions both within universities and beyond, that build a sense of belonging and connectivity. These guidelines are not strictures to shame those that get it wrong – there are many reasons our pronunciation of names may be imperfect – but to raise awareness of the importance of respecting and celebrating names in efforts to build inclusive, welcoming learning spaces, and to encourage us all to learn more about the person behind the name.



[Read more](#)

Join us at our Equality, Diversity and Inclusion Conference 2022: Inclusive Institutions in Action, 16-17 March 2022. [Find out more](#)

# International spotlight

## Sunway University accredited by Advance HE to directly award Fellowships to staff

Sunway University in Malaysia has had a staff development programme accredited by Advance HE. Their Postgraduate Certificate in Higher Education Practice (PCHE) has been developed to align with the Professional Standards Framework, as well as Malaysian Qualifications Agency requirements.

The programme's accredited status means that participants of the programme can demonstrate they have met Descriptor 2 of the framework. Meeting Descriptor 2 of the PSF means academic staff can be recognised as Advance HE Fellows, an internationally recognised mark of high quality teaching and learning.

Annyza Tumar, Head of Academic Enhancement, said that as a not-for-profit institution that is dedicated to providing quality education to its students, Sunway University's offering of the PGCHE programme is testimony of its commitment. She said:

“We know that academic staff need quality professional development which provide them with sustained opportunities – where they can reflect on their practice, engage with colleagues and relevant pedagogic resources, problematise and resolve teaching concerns.

In addition to the postgraduate certificate attainment, we also wanted the programme to result in an internationally recognised professional certification that is related to teaching and supporting students' learning. We are very pleased to have reached this significant milestone.”

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

“Sunway's commitment to developing their teaching and learning faculty is something that we at Advance HE wholeheartedly support. The PCHE programme is a fantastic marker of that commitment and we look forward to continuing to work with Sunway in the future.”

Advance HE have been working with Sunway since 2018 and they became accredited in 2020, however circumstances surrounding the global pandemic meant the programme will begin delivery in 2021. Sunway now has 36 fellows across all Fellowship categories, including seven Senior Fellows. Malaysia has the ninth highest number of fellows outside the UK, with 278 across all categories.



### Find out more about working with Advance HE to support teaching and learning at your institution.

Drawing on our connections around the world we support individuals, institutions and country systems to provide flexible, high quality, digitally-enabled student experiences that prepare learners for success as constructive contributors to the future world.

Complete [this form](#) and we will send you an information pack including our teaching and learning consultancy and enhancement services brochure and further information and case studies of our work.

[Find out more](#)



# New content + publications

## Taking the time to pause and reflect

Dr Kate Strudwick, Dean of Lincoln Academy of Learning and Teaching (LALT), shares her reflections on preparing and planning for meeting challenges within teaching and learning and student experiences.



## From undergraduate student to NTF; a journey of inspiration and mentorship

Dr Glenn Hurst, Associate Professor of chemistry education at the University of York, was awarded a 2021 National Teaching Fellowship (NTF) at the age of 31. Glenn shared his journey and approach.



## Associate Fellowship: applying and reflecting during challenging times

In the first blog for our Associate Fellow Month celebration, Emily Vincent, a PhD researcher in English at the University of Birmingham, shares how applying for fellowship recognition during tough times (whatever they may be) can help you think creatively about your application experiences.



## What next for our universities? The Lessons from COP26

Following COP26, we have to ask ourselves what the outcomes mean for our universities, not just in the UK but globally. Professor David A Kirby shares how he believes universities should respond if they are to address the sustainability challenge in general and the crisis of climate change in particular.



## Thai institution looks to embed Professional Standards Framework principles in teaching and learning provision

Advance HE working with institution to deliver workshops on Fellowship and the adoption of the Professional Standards Framework.



## Legacy of degree standards professional development for external examiners secured

Advance HE has been granted a three-year licence by the funders (OfS, HEFCW & DfENI) to continue to deliver the professional development of external examiners developed by the Degree Standards project.



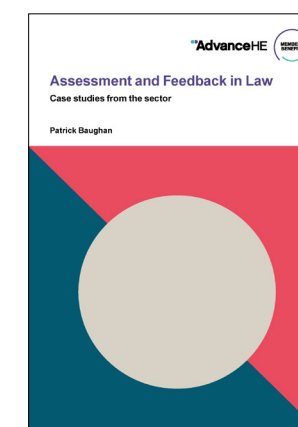
## Finding creativity and taming the online activity beast

Senior Digital Learning Designer and #creativeHE network co-lead, Rachelle O'Brien, Durham University, shares her thoughts on finding creativity in learning and teaching and developing creative online learning activities.



## Assessment and Feedback in Law: Case Studies from the Sector

Advance HE has published a series of case studies on assessment in law written by colleagues working at law schools, or in the field of law, within UK higher education institutions.



# Dates for the diary

## Conferences + Events

### Teaching & Learning

#### Senior Fellow Writing Retreats

Next start date: 20 January and 30 March 2022

Held over one day, the retreat offers an opportunity to transform your notes and thoughts into an application that matches Advance HE's criteria for Senior Fellowship, affording you the time and space to progress your application whilst providing expert analysis and feedback in the process.

[Find out more](#)

#### Principal Fellow Record of Education Impact Support Session (PFREI)

Next start date: By appointment

These support sessions are aimed at colleagues who are in the process of completing their direct Principal Fellow application (Descriptor 4 of the UKPSF) and who need more guidance on the Record of Educational Impact (REI) element.

[Find out more](#)

#### Employability Symposium 2022: Sustainable and Innovative Approaches to Employability – Call for papers closes 4 February 2022

We are looking for submissions of an abstract for either a 20-minute presentation or for a 40-minute workshop for Advance HE's fifth employability symposium, with a focus on one or more of the following themes: sustainable development, inclusivity and equitable opportunities, interdisciplinary approaches, global citizenship, and co-design and partnership with students.

[Find out more](#)

#### Student Retention and Success Symposium 2022

Date: 9 February 2022 Location: Virtual

This symposium will aim to provide an open and supportive environment within which to share and discuss contemporary practice and initiatives in student retention and success and provide evidence-informed examples and ideas for university staff and students to address the challenges of attrition, retention and student success in higher education.

[Find out more](#)

#### Principal Fellow Writing Retreats

Next start date: 10 March 2022

These online events are designed for anyone who is a strategic leader in learning and teaching with institutional responsibilities looking to attain Principal Fellowship (PFHEA).

[Find out more](#)

#### Fellowship Application Builder

Next start date: 1 March 2022

This is a self-directed, six-week online course designed to enable individuals to use their experience of their teaching and supporting learning practice in higher education to develop a direct application for Fellowship (Descriptor 2 of the UKPSF).

[Find out more](#)

### Teaching & Learning

# Dates for the diary

## Conferences + Events

EDI

### **Race Equality Colloquium 2022: The intersection between neurodiversity and race – Call for papers closes 14 February 2022**

Date: 4 May 2022 Location: Virtual

We are looking for workshop and presentation proposals from individuals or teams across an institution or multiple institutions under one of five broad research areas, including the extent to which systemic racism poses barriers to access, participation and success in HE for neurodiverse students from Black, Asian or other minority-racialised backgrounds.

[Find out more](#)

Teaching & Learning

### **NET2022 Conference – Call for papers closes 25 February 2022**

NET provides a unique opportunity for delegates to engage with the latest worldwide research evidence, developments and thinking with educators, practitioners and students.

Whether an experienced conference presenter or taking that first step towards speaking in front of an audience, we would like to hear about your research projects and new initiatives in healthcare education.

[Find out more](#)

Teaching & Learning

### **Surveys and Insights Symposium 2022: Innovative Insight – Call for papers closes 22 February 2022**

Next start date: 1 March 2022

This symposium will provide the opportunity to showcase innovative approaches and techniques in surveys and insight, which have in turn generated innovative actions and solutions.

We welcome papers from practitioners, academics, market research professionals, student experience specialists, policymakers and anybody with an interest in how innovative approaches to surveys, measurement tools, qualitative research and other complementary research techniques are being employed to make a difference to the quality of provision in higher education.

[Find out more](#)

EDI

### **Equality, Diversity and Inclusion Conference 2022: Inclusive Institutions in Action – 16-17 March 2022, Radisson Blu Manchester Airport**

This conference offers an opportunity to think deeply and creatively about what it means to be an inclusive institution, to explore models of inclusion that challenge traditional concepts of leadership and agency, and to share innovative practice around collaboration, co-ownership, allyship and solidarity.

[Find out more](#)



# Dates for the diary Programmes

## Leadership & Management

### Professional Development Course for External Examiners

For aspiring, new or experienced examiners to understand the role of the external examiner, understand the nature of academic standards and use evidence-informed approaches to contribute to impartial judgements on the enhancement of student learning. [Find out more](#)

### Enhance your leadership in 2022 – upcoming development programmes

For those new to leading or looking to enhance their leadership practice in HE, we offer a range of programmes [developing leadership](#) and providing support at every level.

### Transition to Leadership – starts 24 February 2022

Transition to Leadership will explore your personal leadership, your team leadership and your change leadership style.

In this [video](#), co-facilitator, Jean Chandler reflects on how the Transition to Leadership programme works and the benefits delegates see from participation.

### Preparing for Strategic Senior Leadership – starts 1 March 2022

Preparing for Strategic Senior Leadership aims to develop the personal resilience, emotional intelligence and creativity needed by those operating at a strategic level in higher education. [Find out more](#)

### New to Teaching

#### Next start date: 1 March 2022

New to Teaching is designed to nurture and develop contemporary professional learning, with a particular focus on the basics of effective teaching practice, incorporating the latest innovations in online pedagogies and digital delivery within fully virtual or hybrid teaching spaces. [Find out more](#)

### Virtual Teaching

#### Next start date: 9 March 2022

Virtual Teaching is aimed specifically at those who have experience teaching in higher education but are new to delivering courses via online platforms. The programme has been designed with a particular focus on online pedagogies and digital delivery within fully virtual or hybrid teaching spaces. [Find out more](#)

### Leading Virtual and Disconnected Teams

#### Next start date: 2 March 2022 Location: Virtual

The impact of the Covid-19 pandemic has added to the complexity of leadership. This programme has been designed in response to these challenging times and developed to support those leading large teams or departments in providing connected leadership in a disconnected world. [Find out more](#)

### Updated Governance Professionals in HE programme – starts 23 March 2022

Our updated Governance Professionals in HE programme is specifically designed for clerks, secretaries and those in governance-related support roles. Participants on the programme will also benefit from free attendance at the ever-popular [Clerks and Secretaries Network](#) event which will take place on 11 May 2022. [Find out more](#)

### Senior Women's Leadership Development programme – starts 6 April 2022

Our Senior Women's Leadership Development programme is designed specifically for women in senior positions in HE to extend their role, profile and impact. [Find out more](#)

### Strategic Leadership Programme

Next start date: 28 April 2022

(Application deadline: 6 April 2022)

The Strategic Leadership Programme will appeal to those with a portfolio which reaches across the institution and who want to exercise their strategic vision to make a meaningful impact in shaping the future direction of the higher education sector through influence and engagement.

[Find out more](#)

## Leadership & Management