

in partnership

April 2022

in this issue...

Keeping our
members updated
with the latest from
Advance HE

Welcome to the April 2022 *in partnership*

Welcome to this month's In Partnership. In this edition we highlight a recent report on the benefits and priorities of a future tertiary education system, share a series of thought pieces reflecting on International Women's Day 2022, and highlight upcoming member benefits and events.

In light of recent events, we have also [released a statement](#) expressing our total support for the universities, staff, students and people of Ukraine in these difficult and deeply troubling times.

Connect Benefit Series 2

Find out more about the Student Success and Inclusive institutions themes.

Insights: driving evidence informed change 3

We are specialists in higher education research. Learn more about our services in this area.

Learning and Teaching 4

Ester Ruskuc, Director of Strategy and Policy from the University of St Andrews, shares her views on considering the benefits and priorities of a future system for tertiary education.

Leadership and Management 5

Addressing gender bias through Aurora in technical services at Manchester Metropolitan University.

Equality, Diversity and Inclusion 6

Rachel Nowicki, Disability Support Advisor at the Dyson Institute of Engineering and Technology, reflects on how a proactive approach to inclusivity can benefit everyone.

International Spotlight 7

Assistant Editor of Innovative Teaching and Learning journal, Deen Ding He, shares his thoughts on the development of humanity's teaching and learning activities, and exchange of innovative practices.

New content and publications 8

We highlight a new podcast on flexible learning and showcase a series of contributions reflecting on International Women's Day 2022.

Dates for your diary 9

All the latest events, conferences and programmes.



As always we welcome your feedback. Please contact your Head of Membership or email 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 longitudinal project focusing on [Student Success](#) we recently published ‘[Flexible Learning: a literature review 2016-2021](#)’, conducted by Professor Mark Loon of Northumbria University.

Professor Loon’s review identifies flexible learning trends, issues and impacts between 2016 and 2021, with particular focus on establishing ‘what works’ in the design, development and implementation of flexible learning. A number of webinars and summits have provided colleagues to explore the findings of the review and to discuss how to create an optimal environment to enable innovation, collaboration and diversity.

 Recordings of the webinars can be found [here](#).


Additionally we have launched a [series of three podcasts](#) to complement the review and further examine the key issues discussed at these events.

The literature review and associated outputs conclude the third part of the [Connect Benefit Series – Student Success](#) project. We began the project focussing on [employability](#) with activity centring around [Employability: a review of the literature 2016-2021](#). This literature review aims to identify specific impact and evidence in relation to embedding employability within higher education since the most recent Advance HE literature review from 2016T. The review focuses on peer-reviewed journal articles on employability within higher education which present and/or discuss evidence of ‘what works’.

 Associated case study compendium, podcasts and webinar recordings can be found [here](#).

The project concentrated on access, retention, attainment and progression with a [literature review](#) updating a previous Advance HE review by [Oliver Webb Lynne Wyness and Debby Cotton](#) in 2017 by expanding the type of literature reviewed with the “standards of evidence” required by the English HE regulator, the Office for Students.

Conducted by a research team from Sheffield Hallam University this literature review aims to highlight evidence-based policy or practice that has had a demonstrable impact on student outcomes, including impact on progression, engagement, satisfaction, skill acquisition and/or self-confidence and student degree classification.

 Access resources to support the literature review [here](#).

The next area of focus for this project will be assessment and feedback, including a literature review, webinars, summits and podcasts.

 You can register your interest [here](#)



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

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

 AdvanceHE

MEMBER
BENEFIT

Insights: Driving evidence-informed change

We are specialists in higher education research.

Our expert team can provide, qualitative, quantitative or mixed-methods offers, underpinned by sector-wide datasets from our student surveys and our sector-leading higher education statistical reports. We offer multi-pronged evaluation and a specialism in equality, diversity and inclusion (EDI). Whether you're a sector agency, institute, university or another organisation with a higher education offer we will work with you to help higher education be the best that it can be.

How we support institutions:

Our team

The team is made up of experienced mixed-method researchers and experts in implementing surveys and other techniques for data collection. [Find out more](#)

Developing an inclusive and supportive research culture

Research culture encompasses the behaviours, values, expectations, attitudes and norms of our research communities. Currently, many researchers feel that there is a focus on quantity of outputs rather

than real quality, which leads in turn to intense pressure. This can have an adverse effect on staff wellbeing and quality of research. Further issues such as: access and participation of underrepresented groups; bullying and harassment; research leadership; and, supporting the careers of researchers, continue to be present in the research community and require sector-wide transformation.

Advance HE supports institutions and individuals to develop their research culture. We offer audits, professional development of staff, bespoke consultancy and our equality charters, including Athena Swan, to tackle the challenges research faces.

Advance HE's approach to supporting the research community

Advance HE takes a holistic approach to support institutions to enhance and develop research culture. We can provide a structured plan to:

- + Identify strengths and areas of challenge
- + Develop strategies and plans to tackle challenges
- + Undertake interventions
- + Assess the impact of the work completed.

[Find out more](#)



Learning and Teaching

Tertiary Sector Evolution – envisioning the future and how we get there

As we publish 'Tertiary Sector Evolution – envisioning the future and how we get there' a report intended to reflect the insights, views and opinions expressed at an event it convened in 2022, event participant, Ester Ruskuc, Director of Strategy and Policy from the University of St Andrews, shares her views on considering the benefits and priorities of a future system.

When I entered my first job after university, there was no internet and women could expect to retire at 55. Today, for my work at any one time I use at least two intelligent devices, several systems, operate with large volumes of data. I also expect to retire at 67 if all goes well. During the past 30 years, I have had to learn and adapt, including mastering another language, and I expect my development to continue. The truth is, this is not remarkable; in fact, it is the norm for everyone who wants to remain economically active, whether self-employed or employed.

We have had a lot of change in the tertiary sector over many years across the globe, including funding models and structures, but the fundamentals have remained the same. It is not an unreasonable assumption that we should own our outcomes and careers and that we should have the confidence required to seek the experiences, knowledge, and skills we need throughout our adult lives.

Does our education system equip and support us for this journey in a way that we can be active and productive contributors, innovators, creators over the period of our working lives?

At the workshop, we heard about examples of complex individual journeys through the tertiary system which resulted in successful employment and valuable experiences with successful outcomes. Some of these

lasted a couple of years longer than 'the norm' and allowed for a refocus in discipline and changes in education providers. It is impossible to say whether it would have been possible for the individuals concerned to resolve the issues they faced faster or recognise their strengths and interests earlier; however, their confidence, determination, and clarity on purposeful employment were palpable. For the individuals concerned these were positive outcomes from which they will be able to draw in the future as well. While we can speak of 'the norm', the average time and average individual may need to complete their tertiary education, individuals do not all take the same length of time to learn, to understand their own potential, and become confident. What does 'the norm' mean and does it matter in any case, when considered over a work life that can be expected to last in excess of 45 years?

In Scotland, the data from November 2021 suggest that c22% of people aged between 16 – 64 were economically inactive, (c. 755,000 people, SDS Labour Market Insights November 2021), of which only a quarter were studying. How much of this is a direct consequence of the pandemic is not yet clear, but the pandemic has increased inequalities and changed the nature and skills requirements of work, with further accelerated change and innovation expected. Any investments into recovery will need to be mindful of the need for fairness and inclusion. For example, not everyone will be able to take time out to retrain or learn. So, how should a tertiary system be positioned to support people in this situation?

We also know that there are skills shortages, and some employers are struggling to fill vacancies. For example, the pandemic accelerated digital development in every sense. Businesses and organisations had to pivot and realign what they do/offer and how they go about their work and education was no exception. As a result, new skills are required and new ways of working are expected now, but

realistically, such changes will not be less frequent or less consequential in the future, although we hope that they will not be happening on the back of events such as a pandemic. Our ambitions in relation to environmental sustainability will be the next challenge reflected in skills, knowledge, and experience too. Therefore, for educators to anticipate what will be required for the future to grow, to challenge and to develop is critical. A successful tertiary system must ensure that its collective institutional missions focus on the knowledge and skills required today as well as in the future.

There are different ways to reflect on an education system which responds to the above challenges and priorities, but at the heart of it all are individuals, young as well as not so young, who need to be equipped and enabled to traverse through it freely and reliably over a lifetime so they can be productive, positive, and contributing to society.

At the Advance HE event, we (representatives from the four nations) developed our understanding of the opportunities and challenges. This included different models of funding, regulation, structure, and policy, but also recognised that there is much that we can learn from each other; and surely that must be the starting point for the sort of challenging discussion that a tertiary education for the future requires.

When ambitions are set high in this way, there is so much to achieve and enable! And so we should not be thinking about how to do less, or even more of the same, but how to ensure that we can be more inclusive, more flexible and more impactful for longer.

Read the report: [Tertiary Sector Evolution – envisioning the future and how we get there](#)



[Register your interest](#) in the Tertiary Sector Evolution project

Leadership and Management

Addressing gender bias through Aurora in technical services at Manchester Metropolitan University

[Aurora](#) is the Advance HE programme designed to empower women to seek leadership roles in higher education and achieve leadership success.

Advance HE has always worked closely with Aurora Champions often bringing the community together to understand the opportunities and challenges in advocating for gender diversity in leadership, to hear champions (and other professionals associated with Aurora) feedback on the programme and to provide a networking opportunity for champions to share best practice.

One such Aurora champion is Natalie Kennerley, Technical Services Development Manager at Manchester Metropolitan University. Natalie is part of the Technical Services leadership team, working with Dr Kate Dixon, Director of Technical Services.

Dr Dixon said she had always been acutely aware of the imbalance between men and women in leadership roles in higher education, particularly in technical roles.

She referenced research by the [University of Nottingham in 2019](#) and a report supported by the [Technician Commitment](#) which revealed that there was an imbalance across the board, with 58% of technicians being male, with just 11% of technicians in physics and engineering being female, and a decline in the number of female technicians from the age of 30.

The majority of technicians with managerial positions were male, even in subject disciplines where the majority of staff were female.

She said: “Historically, some of the opportunities for leadership development were not available for technicians, which is apparent from these figures. I am pleased that the tide has begun to turn and that there is now a better balance.”

Dr Dixon had also experienced a lack of confidence in female technicians to put themselves forward for leadership roles and she believed this was where Aurora could play a key part. “We needed to help them to believe they could be brilliant leaders,” she said.

One of her key objectives was to establish a pipeline of women who would be confident to apply for leadership roles. She said: “I have found that women technicians tend to focus on the elements of the role they are not comfortable with, even if that is only 10% of the whole job description, and we needed to find ways to address that mindset.”

With that aim in mind, Dr Dixon has, with the full support of Manchester Metropolitan University, been working with technicians across the disciplines to build on their leadership potential through the Aurora programme.

The delegates are at different stages in their programmes but offer a wealth of anecdotal evidence on the value of Aurora. All are agreed that it has boosted their confidence and made them think differently about their roles.

Christa Harding

One of those at the start of her journey is Christa Harding, Technical Officer in Sport and Physiology. She said: “Even after just a couple of sessions, I feel my ambition and confidence will improve massively by the end of the programme. I have learnt so much about myself already and what I can do going forward to improve myself personally.”

Carol Hardbottle

Carol Hardbottle, a Technical Team Leader for the Science and Engineering Resource Centre at the University, described her struggle with “imposter syndrome” and how it had coloured her approach before becoming part of an Aurora cohort. “It has given me belief in myself. When I started the programme I had only just become a team leader. It has helped me grow within my role and to become a competent leader.”

Clare Dean

Clare Dean, now a Technical Officer for Environmental and Physiology, was still an Assistant Technical Officer when she took part in Aurora. She said: “I had spent a lot of time in education and then moved on to entry-level jobs. Aurora was my first opportunity to think about leadership and it planted the seed. It made me think about how my actions affect other people and I learned how to conduct myself in a more senior role.”

Lucy Lloyd-Ruck

Lucy Lloyd-Ruck is Kate Dixon’s PA and Office Coordinator to Technical Services, Lucy has benefitted in terms of expanding her networks in higher education, learning how to influence others and consider different leadership styles. She said: “Aurora came at a really good time because I was leading a sustainability programme within Technical Services and it gave me the ability to act more strategically and create a wider impact.”



[Read more here](#)

Aurora: Your Future in HE. Face-to-face events taking place in 2022 will be of interest to Aurorans who are engaging with the main programme virtually on the 21/22 cohort, and are open to those who have previously engaged virtually but have not yet had a chance to meet face-to-face (from 19/20 and 20/21 cohorts). [Find out more](#)

Equality, Diversity and Inclusion

A proactive approach to neurodiversity in higher education

Start with the student

The Dyson Institute of Engineering and Technology is a new higher education provider – the first in England to be granted the right to award its own degrees through the New Degree Awarding Powers route. The wonderful thing about setting up a new institution is that you have an unparalleled opportunity to think about what you stand for, what matters and how to design things the right way.

In our case, we started by thinking about our values. Given our intention, at least in the short term, only to offer one programme and to take in a relatively small number of students (approximately 150 across four year groups), we decided that being student centric was essential. Building our institution around our students and their needs. Understanding how to provide a bespoke experience for the individual.

This core value has guided our approach to student experience and support, including our proactive approach to neurodiversity.

Advance HE has responsibility for providing secretariat support, as well as overseeing the management, coordination and dissemination of research and other DSC outcomes.

Everyone is different

Every single one of us has both talents and things that we struggle with; we are all neurodiverse, to a greater or lesser extent. For example, I'm very detail orientated and thorough, but I struggle to engage with written tasks and am prone to procrastination.

For some people, [the variation between those strengths and weaknesses is more pronounced, which can be disabling](#), manifesting in neurodivergent conditions like Autism, Dyslexia, Dyscalculia and ADHD. Genius Within refer to individuals with these conditions as 'neurominorities'.

The transition to higher education is a pivotal time for neurominorities, many of whom have developed sophisticated coping strategies that have masked their conditions and eluded diagnosis. For some, these strategies can crumble in the face of increased independence, the removal of existent scaffolding and a new routine. For others, their coping strategies will continue to be effective, but the playing field won't be level and their true potential won't be unlocked.

A proactive approach from day one

When we welcomed our first intake of Dyson Institute students in September 2021, we offered every one of them the opportunity to undertake a neurodiversity screening, run by an external specialist. The objective of this screening is to identify neurodiversity in the domains of the brain that affect thinking and learning. The output of the screening is an in-depth learning profile highlighting neurodivergent traits.

In some cases this profile simply provides the student with an insight into how they learn best. In others it can highlight a potential neurodivergent condition, providing a basis for further investigation and potential diagnosis. Importantly, having an individualised learning profile can affirm needs that individuals have felt but were unsure of how to verbalise, helping them to speak up and ask for changes that will benefit them.

While this screening was optional, every single one of our students chose to take up the offer, enabling us to create a picture of neurodivergent traits across our

community of learners. Almost a third of our students have been diagnosed with a neurodivergent condition. I hope this speaks to a culture of acceptance and normalised conversations.

From awareness to support

Alongside standard measures like assistive software, ensuring availability of lecture notes in advance and providing lecture transcription, we've ensured that all our academic and student support staff have undertaken neurodiversity training. As well as explaining neurodiversity, this training explained the screening process and how to best utilise the profiles generated.

With the student's permission, their neurodiversity profiles are shared with their Academic Tutor, who then discusses with them their potential areas of strength, of development and how to individualise their approach to learning. Our Student Support Advisors (we have one per academic year group, which each consist of about 40 students) are able to provide tailored support for challenges that can be particularly acute in neurodivergent individuals, such as organisation and stress management. Anyone who has a neurodiverse trait also receives access to online learning modules to help them understand their trait and learn strategies to manage or channel it.

I've personally met with our academics to talk about best practice in inclusive teaching, and shared materials and resources. Understanding the bigger picture of neurodiverse traits that are common within our student community has enabled our lecturers to adjust their teaching style, improve the accessibility of their materials and think about the learning resources they recommend.



[Read more here](#)

International Spotlight

No cliché... Something innovative from global teaching practices

Assistant Editor of Innovative Teaching and Learning journal, Deen Ding He, shares his thoughts on the development of humanity's teaching and learning activities, and exchange of innovative practices.

We used to be more philosophy oriented, but clearly technology is a big boost. We now hear about flipped classrooms, online remote classes, and smart education. No matter how "smart" it is, an effective pedagogical model always revolves around the teachers, the students, and a conducive environment.

Much complicated as human societies are, pedagogical models vary. You can find a long list of big names of educators in history: Aristotle, Confucius, John Amos Comenius, Herbert Spencer, John Dewey, Sarvepalli Radhakrishnan, etc. Those eminent educators, and numerous dedicated teachers in the world, uphold their own education philosophy, trying to create perfect lecture setup and exercise.

It makes us so proud how a sophisticated teacher can influence many students. But when you look out and see the world, no teachers dare to say they have done perfect teaching for their students. We are also aware that many students from different backgrounds are still looking for the right education model.

Here's something you might have never heard of, [an international journal exactly on this topic](#). As its title suggests, scholars share their insights into [Innovative Teaching and Learning](#) through empirical and review studies as well as practices.

The editors are delighted to present this [Innovative Teaching and Learning](#) (ITL) journal, which was founded by Beijing Normal University-Hong Kong Baptist University United

International College (UIC) in 2019 and published semi-annually by Global Science Press in Hong Kong SAR.

Take its latest issue (Volume 3, Number 2) as an example. The articles address a diverse range of significant topics in higher education from the perspective of interdisciplinary approaches ranging from the foundations of liberal arts education and its practices at a Hong Kong university, the necessity of an East-West educational and cultural exchange, to the role of online learning during Covid-19 in global higher education.

From a less general angle other topics also focus on action research in linguistics, teaching-learning methodology related to accounting education, as well as the field of translation studies and English acquisition.

The authors come from diverse backgrounds and disciplines across the United States, Australia, the Chinese mainland and Hong Kong SAR. Their affiliated institutions include Temple University, Kennesaw State University, the University of New South Wales, Hong Kong Baptist University and Lingnan University.

The journal employs double-blind peer review. The average review time is around three months due to rigorous assessment. External reviewers take up 64% (9 out of 14) of the total number in addition to those from UIC.

Their institutions cover elite universities and centres, as well as higher education-oriented governmental organisations including Duke University, Fordham University, Temple University, Loyola University Chicago, University of West Florida and more.

Professor Zhi Chen, an internationally acclaimed scholar, researcher in Chinese Studies, and Provost of UIC, serves as the Editor-in-Chief of ITL. Dr Yi-Lung Kuo, an Associate

Professor and Director of the Centre for Teaching and Learning at UIC, is the Managing Editor. Advisory Editorial Board members include Professor Jianhua Lin (Peking University), Dr Xin Lu (China's Ministry of Education), and Professor Tao Tang (President of UIC).

"A quality education is powered by excellence in teaching and learning," writes Professor Tao Tang. ITL welcomes academics and scholars from all over the world to submit their research papers to future issues of the journal.



[Submit your manuscripts here](#)

Before concluding this blogpost, I would like to introduce the college a little bit as it's fewer than two decades old. [UIC](#) is the first modern liberal arts college in the Chinese mainland and is the first full-scale cooperation in higher education between the Chinese mainland and Hong Kong. It is situated in the beautiful coastal city of Zhuhai in the Guangdong-Hong Kong-Macau Greater Bay Area. Since its first enrolment in 2005, UIC has grown into an international institution with innovative educational approaches.

We try our best to promote the innovation of pedagogical practices and active exchange on scholarship in teaching and learning. Your suggestions and advice regarding this journal would be invaluable to us.

Book your place at Advance HE's Teaching and Learning Conference 2022: Teaching in the spotlight: Where next for enhancing student success? 5-7 July at Northumbria University in Newcastle, UK. [Find out more.](#)

new content + publications

Disabled Students' Commission welcomes John Blake

New Director for Fair Access and Participation at OfS joins the DSC.

[Read more](#)

New podcast: Flexible by Design

A new podcast episode exploring flexible models of learning.



[Listen here](#)

Senior Fellow Terry Ng is UCL's 2000th Arena fellow

More than 2000 teaching and learning support staff have now achieved nationally, and increasingly internationally, recognised fellowships from Advance HE through accreditation at University College London (UCL).

[Read more](#)

Breaking the bias

Dr Victoria Showunmi, Associate Professor and Chair of the Athena Swan at University College London Institute of Education, shares her thoughts on breaking the bias for International Women's Day 2022 through an intersectional lens.



[Read more](#)

Fourteen versions to success

Professor Vanessa Kind, Head of the School of Education at the University of Leeds, draws inspiration from the podcast '13 Minutes to the Moon' for this blogpost to describe how she achieved her Principal Fellowship in her previous post at Durham University.

[Read more](#)

Inclusive Institutions – a variation on keynote listening

Following the annual Advance HE EDI Conference – Inclusive Institutions in Action, Cindy Vallance, Assistant Director of Knowledge, Innovation and Delivery, shares highlights from the conference.

[Read more](#)

Achieving gender parity in leadership

As we celebrate the International Women's Day 2022, Dr Jummy Okoya explores some of the biases that are making it impossible for many organisations to achieve gender parity in leadership and explains what organisations can do to #BreakTheBias.



[Read more](#)

Aurora – the continued journey

Deputy Head of the School of Mechanical, Aerospace and Automotive Engineering at Coventry University, and 2019 Aurora graduate, Caroline Lambert, shares her own perceptions and challenges regarding gender bias for International Women's Day 2022.

[Read more](#)

Aurorans inspired to break the bias on International Women's Day

The current cohort of Aurora celebrated International Women's Day 2022 via a bespoke virtual event designed to highlight how we can all #BreakTheBias with Dr Shirley Malcom.

[Read more](#)

Men: how will you commit to break the bias this International Women's Day?

For our International Women's Day 2022 blog collection, #BreakTheBias, Rob Bell, Athena Swan Coordinator at Imperial College London, shares his thoughts of working on gender equality as a man.

[Read more](#)

Leadership only goes as far as allyship

Marking International Women's Day 2022, Wonkhe editor Debbie McVitty examines her own complicated relationship to feminism and the related debates that are shaping higher education.



[Read more](#)

International Women's Day 2022: the London story

Dr Diana Beech, Chief Executive Officer of London Higher, the representative body for the UK's largest regional higher education powerhouse in London, celebrates and shares the success of women in leadership roles across HEIs in London.

[Read more](#)

Dates for the diary

Conferences + Events

Teaching & Learning

Employability Symposium 2022: Sustainable and Innovative Approaches to Employability – 26 April, The Studio, Birmingham

Facilitated by Stuart Norton, Senior Adviser (Learning and Teaching), Advance HE this symposium will share and discuss contemporary practice and initiatives in employability by way of oral presentations, workshops, poster sessions and lightning talks. View programme

[Find out more](#)

EDI

Race Equality Colloquia – 4 May, virtual

By way of keynote speakers and oral presentations, this event will provide a safe space to discuss progress, challenges and next steps that higher education institutions must take to address racial inequality in the sector.

[Find out more](#)

Teaching & Learning

Surveys and Insights Symposium 2022: Innovative Insight – 28 April, The Studio, Manchester

Jim Dickinson, Associate Editor at Wonkhe is our keynote speaker at this symposium which will showcase innovative approaches and techniques in Surveys and Insight which have generated innovative actions and solutions.

[Find out more](#)

Principal Fellow Writing Retreat – 11 May, virtual

The virtual Principal Fellow Writing Retreat is an invaluable opportunity to have the time and space to progress your application to become a Principal Fellow, receiving expert analysis and feedback in the process.

[Find out more](#)

Teaching & Learning

Principal Fellow Record of Educational Impact Support Session (PFREI) – Dates tailored to suit participants

This support session is aimed at colleagues who are starting the process of completing their Principal Fellow direct application (Descriptor 4 of the UKPSF) including highly experienced academics, able to provide evidence of a sustained and effective record of impact at a strategic level in relation to teaching and learning.

[Find out more](#)

Student Engagement Conference 2022: Meaningful, Active Participation – 12 May, virtual

This one-day virtual conference will focus on good practice in engaging students, the student voice and student participation in the governance and decision-making processes within HE. All paying delegates are invited to bring along a student free of charge.

[Find out more](#)

EDI

Mental Wellbeing in HE Conference 2022: Reading the Tea Leaves – Preparing for the Future of Mental Wellbeing in Higher Education – 17 May, Birmingham

Delivered in collaboration with the Mental Wellbeing in HE Expert Group, this one-day conference will address issues of mental wellbeing across all aspects of higher education.

[Find out more](#)

Dates for the diary Programmes

Leadership & Management

Enhancing Programme Leadership

28 April, virtual

This programme is designed for programme leaders, directors of learning and teaching, departmental learning and teaching coordinators and experienced staff with new teaching and learning leading responsibilities.

[Find out more](#)

Teaching & Learning

Professional Development Course for External Examiners

Multiple dates (remote, online or blended delivery)

Join the only course designed for external examiners developed as part of the Degree Standards Project on external examining. The next course dates are 26 April for blended delivery taking place in Manchester or 6 May for remote delivery. [Find out more](#)