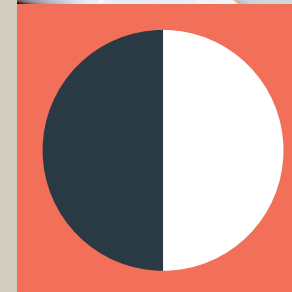
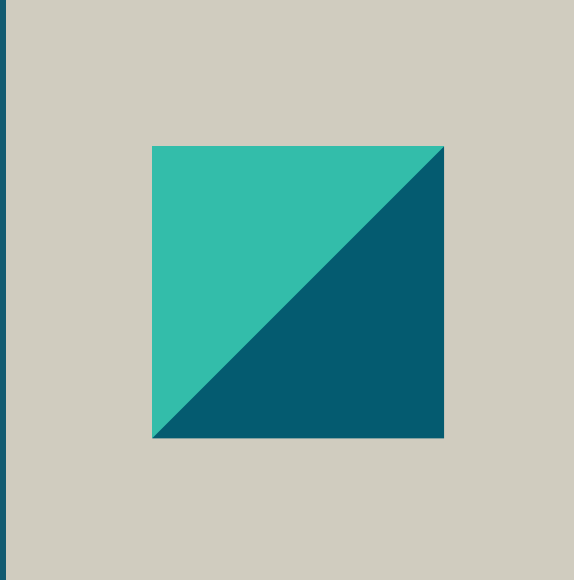
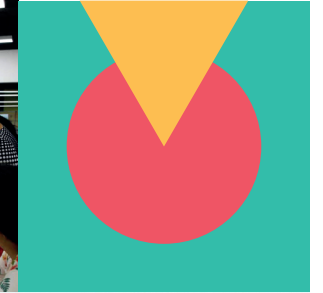
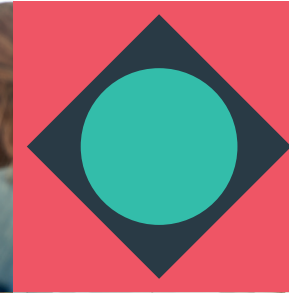


Helping higher
education be the
best it can be:
Our work



Working with you

We champion, enable and inspire individuals, institutions and the HE sector to help deliver world-leading outcomes. Our vision is that the world-class reputation and standing of HE is enhanced and recognised for transforming lives, enriching society and developing the economy for the better. We work to:

- + **transform HE leadership and governance for the new world** (page 3)
- + **enhance teaching and learning for student success** (page 9)
- + **drive organisational cultural change to support equality, diversity, inclusion and wellbeing** (page 15).

We do this by supporting institutions and other stakeholders to evolve their strategic practice in the context of changing and challenging operating environments and through a set of interrelated core services across our strategic functions, including:

- + developing and delivering strategic programmes and targeted interventions
- + generating knowledge and insights
- + recognising and accrediting the achievements of individuals and institutions
- + catalysing learning from positive change in HE
- + improving the student and staff experience
- + supporting institutions to be globally competitive
- + delivering a co-ordinated series of capability and capacity building events and programmes
- + providing membership, facilitating extensive networks and communities of practice.

Our approach

Using our four-step process, we will work with you to understand your needs and identify areas for interventions to support you in achieving your goals. The four stages that define our approach to developing and delivering strategic programmes and targeted interventions are set out below.



“There is now a culture of teaching at Walailak University. Before this work, staff did not talk about teaching, whereas now you can hear them discussing their teaching in everyday conversations. Student learning is at the heart of all our work.”

Associate Professor Dr. Surin Maisrikrod, Vice President for Global Engagement and Faculty Development, Walailak University



Contact us for more information: solutions@advance-he.ac.uk

How can we help you transform HE leadership and governance for the new world?

Confident, capable leaders adapt, grow and diversify their talents, their teams and their institutions to respond to future challenges. We:

- + support governments to build and implement system-wide reforms and development
- + help grow and enhance institutional leadership capacity
- + develop academic leaders to support teaching and research
- + help steer change management programmes to success
- + review governance and academic governance effectiveness.

“

The programme has been excellent. The focus on influencing and leading change will really help me in how I approach day-to-day challenges and obstacles as well as how to approach more complex ones in the University.”

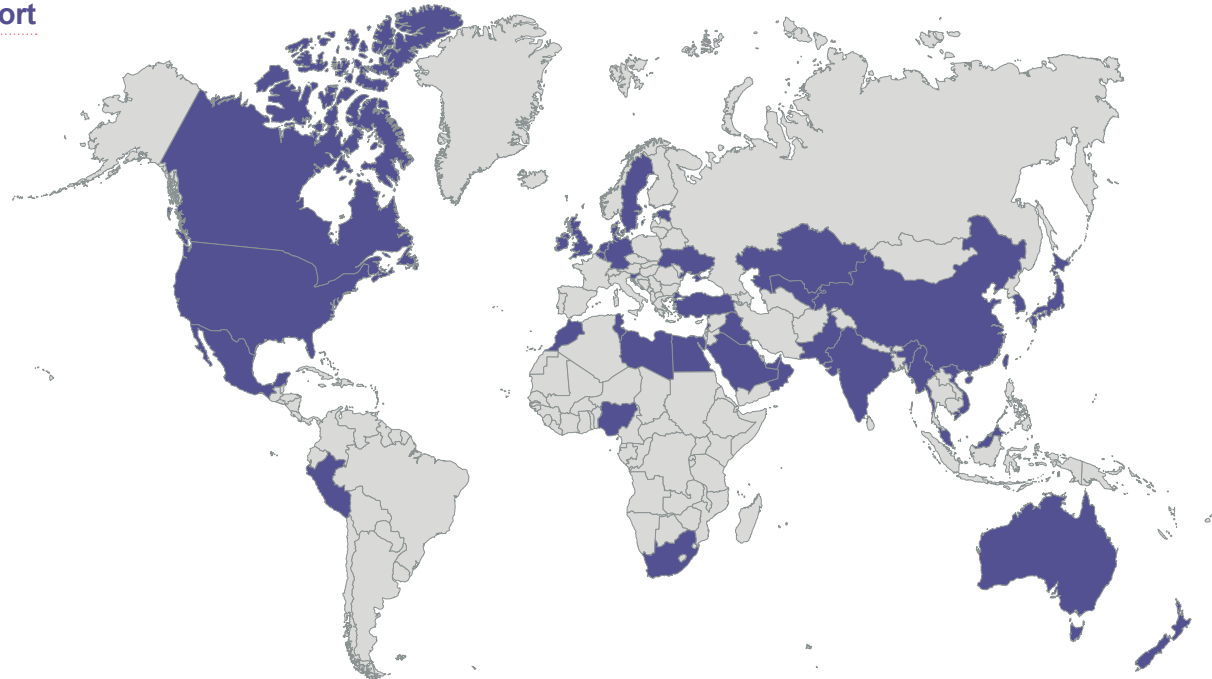
Dr. Amer Mohammed Al-Saeedi,
Royal University for Women

 www.advance-he.ac.uk/leadership-support

We work globally

This map indicates where we have worked on **leadership, management and governance** projects.

Further details can be found in this section of the document.



Building and implementing system-wide reform and strategic development

For countries planning major reforms to their HE sector, Advance HE can support strategy development and assist with implementation and embedding systemic change at regional or national levels even in uncertain times. Our expertise in HE governance, leadership and management development, teaching and learning for student success and equality, diversity and inclusion means we can advise comprehensively on sector development.

Examples of our work

Pakistan

Supporting the Pak-UK Education Gateway, we have contributed to the strategic development of the new National Academy of Higher Education (NAHE) through a series of roundtable workshops and advice sessions as well as national audits of HE teaching quality, leadership development and governance for the Higher Education Commission.

[You can read more here.](#)

Uzbekistan

Advance HE hosted a series of online Information, Advice and Guidance sessions for the Ministry of Higher and Secondary Specialised Education in Uzbekistan to explore issues of leadership, governance and management, and support the national reform process.

[You can read more here.](#)

Kazakhstan

Working closely with the Ministry of Education and Science and Nazarbayev University Graduate School of Education, we delivered a series of programmes to assist sector reform. These enabled HE leaders to develop their research and entrepreneurial learning activities in line with the objectives of the State Programme of Industrial and Innovative Development as more academic freedom was granted to universities by the Ministry.

“

The government of the Republic of Uzbekistan is conducting wide-ranging reform in the country and education is a top priority. The themes of leadership, graduate outcomes and gender parity are of particular importance in their strategy and clearly Advance HE is particularly well-placed in these areas to help with the Minister's and sector's work.”

**Rachel Ireland, British Council
Country Director,
Uzbekistan**



Helping grow and enhance institutional leadership capacity

Strong leadership at all levels plays a key part in ensuring the continuation of that success, alongside effective management practice and efficient use of resources. Our wealth of experience, the quality of our delivery and distinctiveness is threaded through our portfolio of services in developing new and existing leaders. Using diverse and immersive experiential learning techniques, our portfolio provides participants with the opportunity to develop their leadership capabilities.

Examples of our work

Mexico

Working with the Inter-American Organization for Higher Education (IOHE), the Government of Quebec (Canada) and the Mexican National Association of Universities and Higher Education Institutions (ANUIES), we have undertaken joint research exploring HE leadership capabilities in Mexico. Advance HE developed a bespoke online survey tool (in Spanish) delivered via the JISC Surveys platform to support the research.

[You can read more here.](#)

India

To support the UK-India Education and Research Initiative (UKIERI), we designed a residential programme to build the leadership capacity of approximately 250 senior level staff across the sector to enable participants to bring about systemic changes. Due to Covid-19, this programme rapidly pivoted to online delivery and incorporated mentoring from senior staff at UK institutions.

[You can read more here.](#)

Nigeria

We designed a workshop on 'Developing a Sustainable Funding Model' for senior HE leaders from across the sector to enhance their financial knowledge (and confidence) to enable their institutions to achieve strategic ambitions; improve understanding of the financial factors and risks in strategic decision making and consolidate basic understanding of key financial concepts.



With an astute international partner like Advance HE, we plan to impart top-notch leadership and management skills to vice-chancellors, mid-senior level functionaries and academic administrators across HEIs in India. We are hopeful that this partnership will catalyse a more substantial transformation through which more and more HEIs will find their names on the top in global university ranking in the future."

**Dr. D.P. Singh, Chairman,
University Grants
Commission, India**



Developing academic leaders to support teaching and research

Delivering high quality teaching, learning and research is at the heart of HE. In order to achieve this, confident and capable leadership is required. We believe that good leadership can be demonstrated at any level, is values-driven and not hierarchical in nature, so as well as focusing on current leaders we also focus on nurturing future leaders. Using development programmes such as our Academic Leadership Programme we work with HE systems and institutions to develop those leading academic staff.

Examples of our work

Bahrain

We designed and delivered an intensive Academic Leadership Programme in collaboration with the University of Bahrain to support heads of departments and academic sections: the next generation of academic leaders. Due to its success, the programme was repeated with eight institutions across Bahrain participating.

Slovenia

The University of Ljubljana engaged Advance HE to design and deliver a CPD programme aimed at supporting academic staff to acquire and develop leadership attributes in order to deliver on its key strategic priority of leadership development and capacity building.

[You can read more here.](#)

Kazakhstan

A five-day Doctoral Supervision Workshop was delivered to approximately 25 staff from the School of Science and Technology, and School of Engineering at Nazarbayev University. At the end of the workshop, participants had developed a thorough understanding of the underpinning requirements of effective doctoral research.

“

The Academic Leadership Programme was very useful because after the workshop I am able to perceive problems more easily and also to react to them better, maybe more lastingly. I am grateful to the organizers for a new network of like-minded companions with similar challenges.”

Assistant Professor, Dr. Franc Dimc,
Vice-Dean for Academic Affairs,
University of Ljubljana



Steering change management programmes to success

Making organisational change can be complicated and is often met with resistance from many directions. Advance HE works with whole country sectors and institutions to provide them with a platform for successful change management. We can work with you on strategy development and transforming your culture to make meaningful and sustainable differences at your organisation.

Examples of our work

Ukraine

Working closely with the Institute of Higher Education (part of the National Academy of Educational Sciences) and the British Council we designed a multi-faceted Leadership Development Programme for 40 universities delivered over a three-year period to support the national initiative to enhance leadership capacity and support reform. Institutional change projects were undertaken in collaboration with UK institutions.

You can read more here.

Egypt

We delivered a leadership development programme for the Higher Education Regulatory Funding Authority (HERFA) to support and accelerate the pace of change needed as the Egyptian HE sector navigated its way through the reform agenda.

Republic of Ireland

Advance HE completed a review of an Irish university's international strategy and made recommendations for improvement to the strategy and operational model as a result in order to help the university achieve its goals in relation to internationalisation.



“

Over the last 3 years the Ukraine Higher Education Leadership Development programme has provided capacity building for 40 Ukrainian universities to foster a new leadership culture in national higher education. The feedback we have heard from participants on the knowledge and skills is impressive.”

**Simon Williams,
British Council**

Reviewing and supporting governance effectiveness

An accepted trait of good governance practice in any sector is to periodically review the effectiveness of that governance in an organisation. This helps provide confidence both internally and externally that governance arrangements are fit for purpose and help deliver the organisation's intended outcomes. Our reviews provide an external perspective through our Framework for Identifying and Supporting Governing Body Effectiveness Reviews in HE. We are adept at adapting our reviews to suit your needs while maintaining the use of a robust process which triangulates the evidence collated e.g. through paper-based review and self-assessment survey, interviews or focus groups, and observation of meetings, as far as possible.

Examples of our work

Pakistan

On behalf of the Higher Education Commission and with support from the British Council, we undertook an audit to review the effectiveness of governance to inform the development of effective governance policy, practice, and processes in support of a high performing HE sector.

[You can read more here.](#)

Gibraltar

The Gibraltar Regulatory Authority (GRA) commissioned us to provide advice on a regulatory framework for the new University of Gibraltar so that the GRA could ensure institutional autonomy, academic freedom and quality.

“

We are delighted to have Advance HE from the UK providing advice, guidance and support to Higher Education Commission of Pakistan in reshaping of better governance mechanisms. With the help of Advance HE, over 200 universities will be part of a better leadership and governance system benefitting around 2 million students in coming times.”

Nishat Riaz MBE,
Director Education British
Council Pakistan



How can we help you enhance teaching and learning for student and institutional success?

One of our core focuses is the improvement of teaching and learning in HE. Our capabilities in this area are built on over 17 years' experience working with institutions across the globe. We:

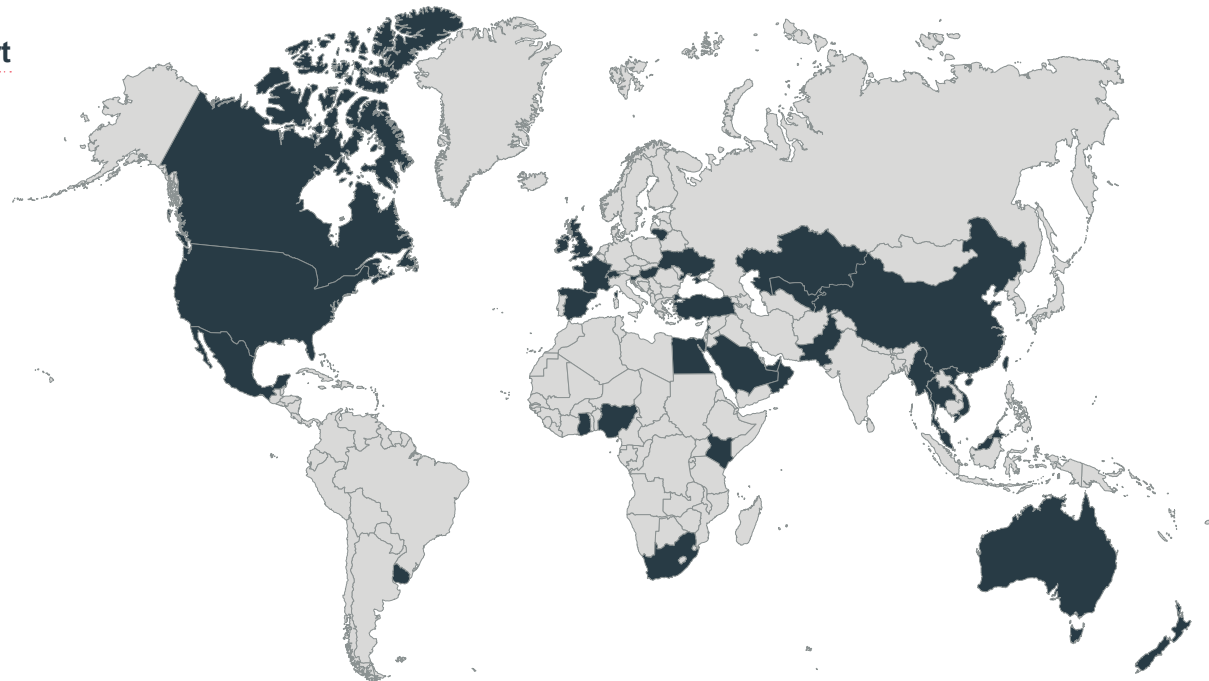
- + support educational institutions and governments to review, develop and reform teaching and learning strategies and policies
- + provide teacher training and sustainable development programmes adaptable to digital, hybrid and face-to-face learning environments
- + accredit professional development programmes
- + drive quality by providing professional recognition to individuals engaged in teaching and supporting learning
- + help you enhance curricula, student success and employability.

 www.advance-he.ac.uk/teaching-support

We work globally

This map indicates where we have worked on **teaching and learning** projects.

Further details can be found in this section of the document.



“

We have seen teaching professionals from across disciplines come together to reflect, share practice, and develop into teaching and learning ambassadors with real potential impact on the University.”

**Dr. Philline Deraney, PhD, SFHEA
Program Co-Organizer for the Deanship
of Academic Development,
Imam Abdulrahman Bin Faisal
University**



Reviewing, developing and reforming teaching and learning strategies and policy

Institutions, large and small, are today having to be strategically responsive to a multitude of external and internal factors, some of which can be forecast whilst others are hard, if not impossible, to predict. Taking an evidence based approach of 'what works' combined with our deep sectoral knowledge and experience, we work in partnership with you to bring about impactful and lasting change with your teaching and learning strategies and policy.

Examples of our work

Ukraine

Working in partnership the British Council in Ukraine, we delivered an online Teaching Excellence Programme using synchronous and asynchronous methods supported by our VLE to foster virtual communities and the sharing of best practice.

You can read more here.

Worldwide

We are providing technical assistance on HE Teaching Quality to the UK government's Skills for Prosperity programme in Nigeria, Egypt, Kenya, Indonesia, Mexico, Brazil, Malaysia and Philippines.

Georgia

To support the Ministry of Education Science, Culture and Sport with its post-Covid-19 HE strategy development, we conducted a baseline study of the provision of e-teaching and learning in HE.

“

We are delighted with the online teaching programme that Advance HE developed for us. When our face-to-face programme was delayed because of Covid-19, we were really pleased that Advance HE would work with us to support participants with their immediate challenge of teaching online.”

**Lyudmila Tatsenko,
Head of Education,
British Council Ukraine**



Teacher training and sustainable development programmes adaptable to digital, hybrid and face-to-face environments

The quality of teaching in HE has never been more important. Advance HE offers a range of programmes aimed at equipping staff with the skills and confidence to make a positive impact on the student experience. Programmes can be contextually-adapted, integrate 'train the trainer' methodologies and be delivered online or via a blended model.

Examples of our work

Vietnam

In response to the Covid-19 digital shift, and supported by the World Bank and Vietnamese-German University, we delivered a digital Teaching Skills Masterclass for teaching staff from multiple institutions across the country who could then cascade their new skills, knowledge and tools in their own institutions.

You can read more here.

United Arab Emirates

We delivered a specialism-orientated Certificate in Learning and Teaching in HE to staff at Sharjah Performing Arts Academy (SPAA). Upon completion, staff were further supported in applying for Fellowship. SPAA are now working towards a sustainable model of teaching and learning professional development and are on the pathway to developing their own accredited programme.

You can read more here.

Thailand

Walailak University wanted a comprehensive programme on theory and practice to deliver to teaching staff and develop in-house trainers. The Certificate in Learning and Teaching in HE comprises of three four-day modules complimented by online tools and resources. It covers topics such as curriculum design and assessment, interactive learning, technology enhanced learning and internationalising the curriculum. The programme is aligned to the Professional Standards Framework and completion facilitates Fellowship application. To date, we have now delivered the programme to three cohorts.

You can read more here.



The program was enjoyable and informative. The amount of hands-on activities made me as a participant able to practice what it means to be at the centre of the learning process."

**Professor Amani K. Hamdan Alghamdi,
SFHEA, Vice-Dean for Academic
Development, Deanship of Academic
Development, Imam Abdulrahman
Bin Faisal University**

Impact at Walailak University

Since the start of our collaboration they have seen:

- + a 30% increase in student retention
- + 93% of teaching staff being rated at 4/5 or better by their students
- + 62% of Walailak University teaching staff have achieved Fellowship (94 Fellows, 31 Senior Fellows).

Their ambition is for 100% of teaching staff to become Fellows.

Accrediting professional development programmes to provide professional recognition

Advance HE supports institutions globally to have their in-house teaching staff development programmes accredited to meet the Professional Standards Framework for Teaching and Supporting Learning in HE requirements and allow the automatic award of Fellowship to successful participants. We provide support to institutions to guide them through the accreditation process. We also provide online standardisation exercises, to support those assessing and mentoring Fellows as well as conducting external moderation.

Examples of accreditation

Australia

Deakin University has achieved Advance HE accreditation for its DeakinHE Reflective Practice Pathway and the Graduate Certificate of Higher Education (Learning and Teaching) programmes, meaning that participants who successfully complete will now achieve Fellowship. Over 65 staff have now been recognised at Fellows.

You can find out more here.

Pakistan and East Africa

The Aga Khan University's CPD scheme, TEACH, delivered across their six campuses in different countries was accredited in 2018. Over 5% of teaching faculty have since been recognised as Fellows.

You can read more here.

Taiwan

The Centre of Higher Education Accreditation for Teaching at National Yang Ming Chiao Tung University (NYCU formerly NCTU) is a pioneering initiative in Taiwan's HE system to enhance teaching excellence and has been established with guidance from Advance HE. Early adopters and mentors who can support the Centre in building capacity and work towards its own Advance HE accredited staff development programme have been identified via completion of the Certificate of Learning in Teaching in HE and supported to obtain Fellowship.

You can read more here.

28 institutions in 12 countries outside of the UK have Advance HE accredited programmes.

“

We are delighted to have had both of these staff development programmes accredited. Deakin University has a long-standing commitment to premium teaching and learning and the student experience as demonstrated by our leading performance in the Australian Student Experience Survey.”

**Professor Liz Johnson,
Deputy Vice-Chancellor Education,
Deakin University**

Driving quality by providing professional recognition to individuals engaged in teaching and supporting learning

Fellowship demonstrates a personal and institutional commitment to professionalism in learning and teaching in HE. Across four categories, from Associate to Principal, Fellowship provides individuals with recognition of their practice, impact and leadership of teaching and learning. We support staff at institutions to understand the Fellowship process and draft their application.

Examples of our work

Singapore

The SUTD-AHE Educational Fellowship Programme is an initiative with Singapore University of Technology and Design (SUTD) designed to build leadership capability in teaching. The programme provides opportunities for nominated faculty members to undergo mentorship to prepare their Fellowship submission.

You can read more here.

New Zealand

Massey University ran a programme to support teaching staff, some of whom are also alumni, to be recognised as Associate Fellows.

Some of the staff who took the course gave us their thoughts.

Oman

Majan University College has been supporting its staff to achieve Fellowship since 2017. Advance HE has provided guidance via webinar-based workshops and written feedback on draft applications.

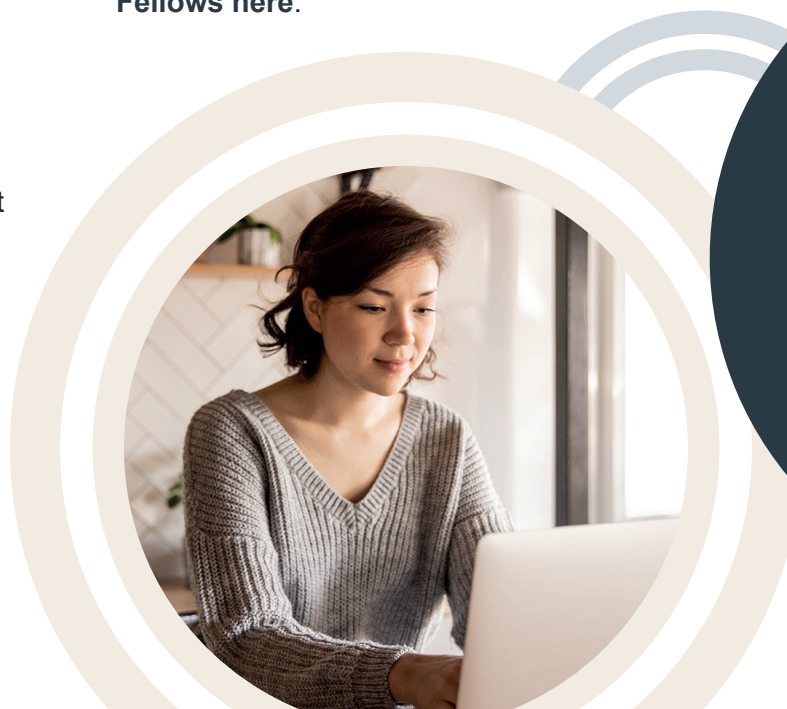
You can read the stories of three Fellows here.

**There are over
140,000 Fellows in
99 countries.**

“

It's really important to ensure that we continuously develop and enhance teaching. Fellowship is a great way to embed that dynamic approach because it requires staff to constantly reflect on their teaching and to keep looking for ways to develop it.”

**Jacqui George, Head of Production,
Technical Skills and Academic
Development, Sharjah
Performing Arts Academy**



Enhancing curricula, student success and employability

It is paramount that institutions develop the structures, procedures and approaches to place the student at the centre of all activity. Using our research-informed Essential Frameworks for Student Success and our vast experience in teaching and learning, we support governments and institutions at whole organisation, faculty and programme level to review, develop and embed curricula, student success and employability.

Examples of our work

Curricula review

Saudi Arabia

We conducted a curriculum review at Taif University over a three-month period to ensure their curriculum aligned with new government standards. As a result, staff were trained in the latest curriculum design principles and skills in order to develop programmes that meet the needs of students, quality assurance bodies and international standards.

Student Success

Mexico

We contributed a training webinar for HE leaders taking part in the Institute for University Management and Leadership (IGLU), a programme developed by the Inter-American Organization for Higher Education. The Advance HE Student Success Framework was introduced as an effective tool to audit and develop performance in order to support student success.

Employability

Ghana, Kenya, Nigeria and South Africa

A series of workshops were designed and delivered with the support of the British Council and in collaboration with the Association of Graduate Careers Advisory Services (AGCAS) to enable participants to embed employability into the curriculum and careers services in HE institutions.


United Arab Emirates

Abu Dhabi University commissioned Advance HE to undertake an employability audit to identify practical steps to embed employability within the curriculum, whilst also developing co-curricular and extra-curricular activity.

You can read more here.

Discover our Frameworks Series

Our solutions are underpinned by our Student Success Framework Series which provide a reference point for reviewing and enhancing policy and practice, covering key priority areas that impact upon the quality of learning and teaching excellence.

 www.advance-he.ac.uk/frameworks

“

Working with Advance HE, means that we can take an institution-wide approach to realising our ambitions in teaching, whilst at the same time building capacity and rewarding the efforts of our individual staff through HEA Fellowship.”

**Dr Eidah Al Malki,
Dean of University Development,
Taif University**

 www.advance-he.ac.uk/teaching-support

How can we drive organisational culture change to support equality, diversity, inclusion and wellbeing?

Creating a culture and environment of dignity, respect and wellbeing is at the heart of our values as an organisation and provides the framework for the work that we do with our members and clients.

Our equality, diversity and inclusion (EDI) services are built on a legacy of expertise in EDI. Having worked with numerous HE institutions, we understand the range of challenges. We:

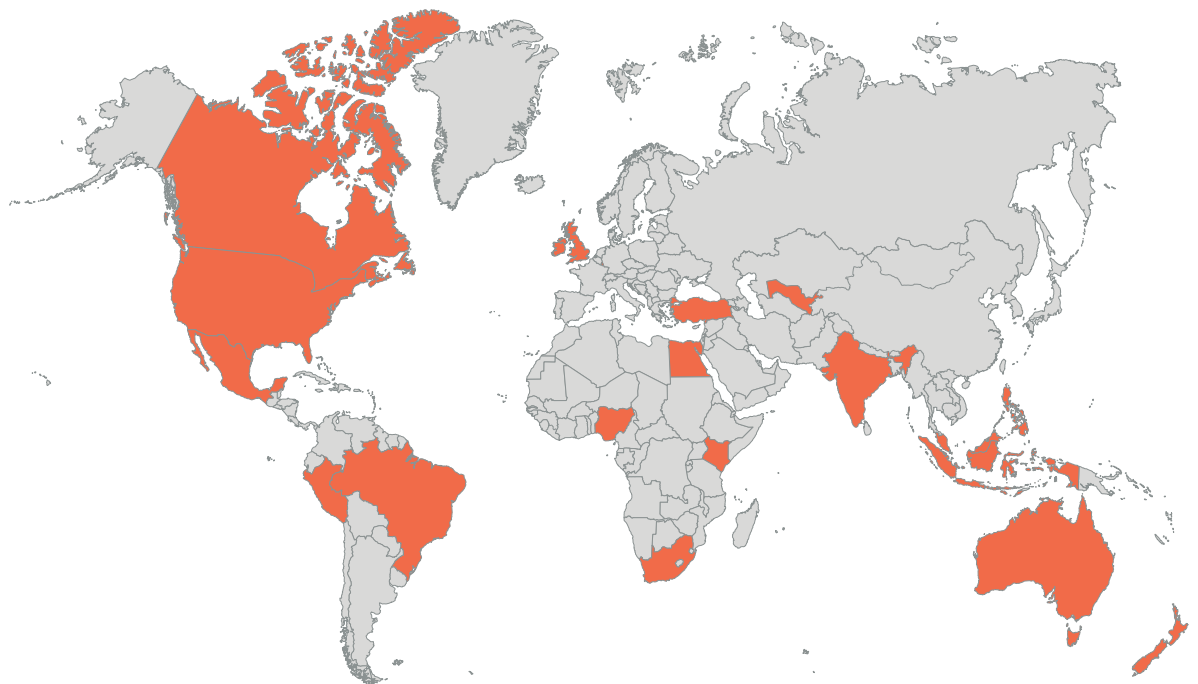
- + promote the advancement of women HE leaders
- + support the recruitment, retention and wellbeing of a diverse student and staff community
- + understand and benchmark staff and student perspectives
- + recognise progress and achievement in gender and race equality.

 www.advance-he.ac.uk/edi-support

We work globally

This map indicates where we have worked on **EDI** projects.

Further details can be found in this section of the document.



“

The Athena SWAN framework offers institutions an opportunity to show progress and to demonstrate leadership. I am delighted to see the success rate this year and hope we can build on this as we move forward.”

Simon Harris TD,
Minister for Further and
Higher Education, Research,
Innovation and Science
in Ireland



Promoting the advancement of women HE leaders

We are champions of gender equality across the globe. We have delivered a number of development programmes aimed at advancing women into leadership roles within institutions. Many of these initiatives are modelled on the Aurora programme, our leadership development initiative for women which has a highly-successful track record in the UK and Ireland.

Examples of our work

Uzbekistan

In Uzbekistan, Advance HE's CEO, Alison Johns and colleagues delivered 'She Leads' – an intensive Leadership Skills for Women in Science and Education Programme for the Ministry of Higher and Secondary Specialized Education targeting the advancement of women in HE.

Peru

After being commissioned by the British Council in Peru and in partnership with the National Council of Science, Technology and Technological Innovation of Peru (CONCYTEC) and the Committee Pro-Women in STI (Peru), we developed an intensive, online 'Introduction to Mentoring in HE' programme supporting a wider initiative to reduce social and economic inequalities for women.

[You can read more here.](#)

South Africa

Working in partnership with Universities South Africa we developed a series of contextualised 'She Leads' workshops for women HE leaders which stood separate from but also contributed to the organisation's own Women in Leadership (WiL) initiative.

Bahrain

Advance HE recently delivered a remote 'She Leads' programme to female academics at the University of Bahrain which saw female leaders from across the Kingdom join together to take part in this innovative and forward thinking development initiatives.

[You can read more here.](#)

Aurora has welcomed over 7,000 women from nearly 200 institutions since 2013.



I have been impressed by this group of women who have taken up the fight of moving forward the women in science agenda from behind, and in front of, the scenes whose effort has allowed us to carry out this first step in the mentoring programme in Peru."

Adriana Delgado,
Education and Society Manager
British Council Peru

Supporting the recruitment, retention and wellbeing of a diverse student and staff community

Higher education is being challenged to become accessible, inclusive and representative of the society we live in. The voices calling for change are many and strong, the opportunities, energy and urgency likewise. We support institutions to rise to this challenge and create places of learning and employment that welcome diversity, nurture talent, focus on wellbeing and create sustainable change.

Examples of our work

Worldwide

We are providing technical assistance on Gender, Equality and Social Inclusion to the UK government's Skills for Prosperity programme in Nigeria, Egypt, Kenya, Indonesia, Mexico, Brazil, Malaysia and Philippines.

Australia, New Zealand and Peru

The Embedding Mental Wellbeing in the Curriculum International Collaborative Project welcomed eight institutions across three countries. The project was grounded in sharing excellent practice, developing innovative approaches and assessing the impact of change. The institutions involved benefitted from focused support on key issues, a safe space to share challenges, building networks of support and implementing meaningful change. They gained an insight into the approaches being taken in similar institutions facing similar challenges.



Advance HE's 'Embedding Mental Wellbeing in the Curriculum' collaborative project has shown the importance of a holistic approach to student wellbeing through programmes and institutions"

Fabienne Vailes and Imogen Moore
University of Bristol



Understanding and benchmarking staff and student perspectives

Advance HE owns and manages a range of surveys that provide local, national and international benchmarking comparators. These cover student experience and engagement and benchmarking institutions in terms of thematic priorities such as employability or equality, diversity and inclusion (EDI).

Examples of our work

European country

Advance HE's research team was commissioned to undertake an audit of gender equality at a major European university to gain a greater understanding of related issues in the faculty and across the institution. To address this need, Advance HE designed a bespoke research project that consisted of: (i) a staff survey to gauge the perceptions and experiences of staff on equality and diversity related issues, as well as gather staff equality monitoring information; (ii) benchmarking against other comparable faculties and institutions in the sector; and (iii) completing Advance HE's recruitment and promotion self-audit tool to assess its current EDI practices, in relation to recruitment and promotion initiatives across the institution. The final report synthesised results across all three strands of data to create a comprehensive overview of EDI policies and practice, and recommendations for future work.

Mexico

We have recently developed a bespoke online survey tool (in Spanish) using the JISC Surveys platform to support research being undertaken by the Inter-American Organization for Higher Education (IOHE) and the Quebec Government exploring HE leadership capabilities in Mexico.

[You can read more here.](#)

Our Surveys

- + [Postgraduate Research Experience Survey](#)
- + [Postgraduate Taught Experience Survey](#)
- + [Equality Audits](#)
- + [Student Success Framework Audits](#)



We found the PRES a great way to ensure we had a tried and tested set of questions that were able to be used to benchmark our institution. It also provided us with the flexibility to add some institution specific questions to better understand our cohort of Higher Degree by Research candidates."

Kate Swanson,
Senior Development Manager
The University of Queensland

Recognising progress and achievement in gender equality

The Athena SWAN Charter is a framework which is used across the globe to support and transform gender equality within HE and research. Established in 2005 to recognise commitment to advancing the careers of women in science, technology, engineering, maths and medicine (STEMM), the Charter now addresses gender equality in all disciplines. As well as being embedded in the UK and Ireland, the Charter has been adopted in other countries and developed with Advance HE's expertise.



Examples around the world

Ireland

Since Athena SWAN was launched in Ireland in 2015, 56 awards have been achieved.

[Find out more here.](#)

Australia

SAGE is a partnership between the Australian Academy of Science and the Australian Academy of Technology and Engineering which is piloting Advance HE's Athena SWAN Charter and accreditation.

[Find out more here.](#)

USA

SEA (STEM Equity Achievement) Change is an agreement with the American Association for the Advancement of Science (AAAS) to adapt the Athena SWAN and Race Equality charters processes, frameworks and materials.

[Find out more here.](#)

Canada

The 'Dimensions' Charter based on the Athena SWAN framework and developed with our support has been launched by the Government of Canada through a partnership with the Natural Sciences and Engineering Research Council of Canada and the Social Sciences and Humanities Research Council of Canada.

[Find out more here.](#)

India

A pilot 'Gender Advancement for Transforming Institutions' initiative based on Athena SWAN is currently underway and involves UK institutions sharing their experiences of the Charter process with their Indian counterparts. This is being led by the Indian Department of Science & Technology with support from the British Council and Advance HE.

[Find out more here.](#)

45 members took part in the SAGE Athena SWAN pilot in Australia.



Through SAGE, Australia has leveraged Athena SWAN to help participating organisations lay solid foundations for transformational rather than incremental change”

Evaluating the introduction of Athena SWAN into Australia, SAGE Pilot Report

Recognising progress and achievement in race equality

Advance HE's Race Equality Charter (REC) provides a framework through which institutions work to identify and self-reflect on institutional and cultural barriers standing in the way of Black, Asian and Minority Ethnic (BAME) staff and students. Member institutions develop initiatives and solutions for action, and can apply for a Bronze or Silver REC award, depending on their level of progress.



The Charter Principles

The Race Equality Charter is underpinned by five fundamental guiding principles.

Racial inequalities and racism are significant issues within higher education. Racial inequalities and racism are not necessarily overt, isolated incidents. Racism is an everyday facet of society and racial inequalities manifest themselves in everyday situations, processes and behaviours. Higher education cannot reach its full potential unless it can benefit from the talents of the whole population and until individuals from all ethnic backgrounds can benefit equally from the opportunities it affords.

In developing solutions to racial inequalities, it is important that they are aimed at achieving long-term institutional culture change, avoiding a deficit model where solutions are aimed at changing the individual.

People from different ethnic backgrounds have different experiences of and outcomes from/within higher education, and that complexity needs to be considered in analysing data and developing actions.

All individuals have multiple identities, and the intersection of those different identities should be considered wherever possible.

There are currently 75 REC members in the UK holding 17 awards between them.



“I'm delighted that the action colleagues have taken to improve the representation, progression and success of BAME students and staff at our institution has been recognised with the Race Equality Charter Bronze award. I would like to thank all staff and students who engaged with the process.”

**Professor Charles Egbu,
Vice-Chancellor of Leeds
Trinity University**

advance-he.ac.uk

f   @AdvanceHE

 **AdvanceHE**

Advance HE enables excellence in higher education, helping it be the best it can be.

Advance HE supports institutions in the areas of excellence in education, transformational leadership, equality and inclusion and effective governance. This is delivered through membership benefits (including accreditation of teaching, equality charters, research, knowledge and resources), programmes and events, Fellowships, awards, consultancy and enhancement services and student surveys.

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