



**in
partnership**

Keeping our
members updated
with the latest from
Advance HE

September 2021

Welcome to the September 2021 *in partnership*

In this month's edition of In Partnership we introduce the **Connect Benefit Series** for 2021-22, including the first longitudinal six-month project on **Student Success** and a three-month long project on **Transitions, retention and progression**. We also feature the upcoming consultation to develop a global leadership survey and framework, **Advance HE's new EDI Advice Service**, and upcoming member benefits and events.

As always we welcome your feedback. Please contact your Head of Membership or email Membership@advance-he.ac.uk with any ideas or content you would like featured.



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AdvanceHE



Welcome to the 2021-22 Membership Year

The 2021-22 Advance HE membership year began on 1 August – welcome to all of our members. Membership this year will continue to provide the best of the sector’s innovation, timely resources and insights, via a range of member benefits, in addition to bringing the sector together through networks and communities, to facilitate shared learning.

In large part, this will be brought to life through our Connect Benefit Series of thematic projects, designed to bring members together to work with us in co-creating and sharing innovative solutions to contemporary challenges.

The Connect Benefit Series for 2021-22 comprises four, three-month projects and two, six-month longitudinal projects, underpinned by the lateral themes of sustainability in HE, hybrid operating models – leadership and engagement and structural inequality, intersectionality and identities. We’ve launched the year with projects covering the themes of Transitions, retention and progression and Student Success.

A new addition to the member benefits package for 2021-22 in our Equality, Diversity and Inclusion (EDI) Advice Service, providing EDI support and guidance to our members.

This membership year will see the benefits brought about by the transformed Athena Swan Charter, underpinned by an enhanced service to actively support member institutions engaging in it. Concurrently, plans to develop the Race Equality Charter are well underway, and we will begin work to enhance Teaching and Learning Accreditation to ensure these markers of quality evolve in line with member and sector needs. We are offering a full portfolio of development programmes, as well as a diversity of choice through our calendar of inspiring conferences and events – members will continue to enjoy discounts for these, as is the case with our bespoke consultancy services and Fellowship fees.

Additionally, all outputs for the 2020-21 member benefits year will remain available to colleagues at member institutions; these include the Connect Benefit Series, and our Tackling structural race inequality in higher education and Student Partnerships in Assessment projects.

Member benefits are open to all colleagues at Advance HE member institutions*; you do not need to hold Advance HE Fellowship in order to access the benefits of membership. Check to see if your institution is a member here. View the full 2021-22 member benefits package here.

**Please note that access to individual member benefits depends on the membership package selected by your institution.*



Connect Benefit Series



August: Transitions, retention and progression. The Connect Benefit Series through the months of August, September and October focuses on fostering dialogue and support through a community of practice to better prepare students, staff and other stakeholders for transitions into and through the 2021-22 academic year.

Outputs for this member benefit theme has begun with the launch of two Advance HE podcasts to allow participants to gain insights from views and contributions from across the sector. In the first episode in the podcast series, CEO of The Brilliant Club, Anne-Marie Canning, shares her experience of supporting student transitions and progression, providing insights into The Brilliant Club's approach to increasing the number of pupils from underrepresented backgrounds progressing to and succeeding at selective universities. [You can listen to this podcast here.](#)

Following on from our [podcast series](#), questions can be submitted to a panel of four experts who will explore the top crowd-sourced questions at this webinar on **Wednesday 29 September 09:00 – 10:30 BST.**

The panel aims to share their experiences and insights into some of the challenges and opportunities for successful student transitions, progression and retention. This will provide participants with the opportunity to engage with examples of successful practice, and model solutions for their specific institutional settings. [Book your place and submit your questions.](#)

 [Find out more and access the outputs](#)



Student Success

As part of our Connect Benefit Series for 2021-22, our Student Success longitudinal project runs from August to February, focusing on access, retention, attainment and progression, and embedding employability in higher education.

Outputs for this project will focus on two literature reviews, one on employability and one on access, retention, attainment and progression, with additional associated outputs including webinars, summits, podcasts, and a range of blogs.

Advance HE Senior Adviser in Learning and Teaching Stuart Norton [introduces the theme](#) in this blog.

 [Find out more](#)



Connect Benefit Series Student Success

Member benefits and opportunities

Advance HE launches new Equality, Diversity and Inclusion (EDI) Advice Line for its members.

The EDI Advice Line is an Advance HE member benefit for staff working within Advance HE member institutions in England, Scotland, Wales and Northern Ireland who have equality, diversity and inclusion (EDI) within their remit, and those with leadership responsibility for EDI who require advice.

Ellen Pugh, Senior Adviser for Advance HE, specialising in Equality, Diversity and Inclusion, said, “In our [Strategy 2021-24](#), we made six clear commitments, including to drive progress in equality, diversity and inclusion, accelerating the rate of change. To achieve this it’s really important that staff are well equipped in their EDI roles and responsibilities and this new service is designed with the intention of supporting our members to progress their EDI work in a confidential and supportive environment.

“ The service aims to provide guidance on a range of equality, diversity and inclusion topics in higher education, providing support on policy and practice, assisting members in their consideration of EDI issues and concerns in their early stages and signposting to sources of information. We are looking forward to engaging and working with members through the new service.”

The EDI Advice Service cannot provide legal advice and nor will it advise staff or students on personal matters. Instead such queries will be signposted to relevant staff within their institution and other organisations who may be able to advise them.

The service aims to provide guidance on a range of equality, diversity and inclusion topics in higher education, providing support on policy and practice, assisting members in their consideration of EDI issues and concerns in their early stages and signposting to sources of information. Find out more about how to access the [Equality, Diversity and Inclusion \(EDI\) Advice Service](#).

Student Partnerships in Assessment – podcast Episode 2 now available

Student Partnerships in Assessment: ‘in conversation with...’ is a series of podcasts from Advance HE focusing on the benefits and challenges of embedding students as partners in the development of assessment.

In the second episode in this podcast series, Kelly Mathews, Associate Professor at Queensland University is joined by Dr Jennifer Fraser, University Director for Student Partnership and Principal Lecturer at the University of Westminster and Oisín Hassan, Programme Manager at the National Student Engagement Programme, who share their views on the theme of student partnerships in assessment.

[Listen to the second episode here](#)

The first episode was recorded on 23 April 2021 and is available [here](#).

Advance HE Connect

Connecting people, networks and communities.

Advance HE Connect is an online network and community of practice exclusively for the HE sector with over 21,000 users from 112 countries around the world. During the Covid-19 pandemic, Advance HE Connect has doubled its number of users and has been instrumental in providing a digital convening space supporting our members via groups such as the **Athena Swan Network**, the **Race Equality Charter Network**.

Colleagues from Advance HE member institutions can also use this invaluable platform to host and promote their own webinars and online meetings.

[Find out more and join here](#)



Learning and Teaching

2021 NTFS and CATE winners honoured with teaching excellence awards.

Advance HE is delighted to announce 55 new National Teaching Fellows and 14 teams awarded the Collaborative Award for Teaching Excellence (CATE).

2021 sees the National Teaching Fellowship Scheme (NTFS) surpass 1,000 awardees in its 21-year history. The scheme celebrates and recognises individuals who have made an outstanding impact on student outcomes and the teaching profession in higher education.

Fourteen teams share the 2021 CATE accolade which recognises and rewards collaborative work that has had a demonstrable impact on teaching and learning and highlights the key role of teamwork in higher education.

I am delighted to congratulate the 2021 NTFS and CATE awardees on their achievements. This year marks the 1000th National Teaching Fellowship award. Over the years, each and every NTF has made an impact on the sector – both on the students they teach and on their fellow teaching staff who look to them for inspiration and guidance.

“It’s also very gratifying to see the quality of teamwork represented this year – the CATE awards really have become part of the sector landscape. Teamwork has been especially important in the past year with the challenges for teaching and learning as a result of social distancing and in the autumn we will publish case studies highlighting this excellent collaborative effort. I am sure that institutions will value these examples as we start to return to the best of in-person teaching complemented by excellent online delivery.”

“Well done to each and every awardee on this outstanding achievement.”

Alison Johns, Chief Executive of Advance HE

The full list of 2021 NTFs and CATE winners is below.

+ [National Teaching Fellowship](#)

+ [Collaborative Award for Teaching Excellence](#)

Advance HE will publish the *CATE Collection* featuring case studies of excellent collaborative work in the Autumn. This online publication explores collaborative leadership and partnership working and will be the first in a series of annual publications authored by CATE winners.

My NTF journey: science, student skills and sustainability

Dr Sarah Gretton, Director of the Natural Sciences programme and institutional lead for Education of Sustainable Development at the University of Leicester, shares her thoughts on skills development in science education and the importance of sustainability in the curriculum.



[Find out more](#)

University of Aberdeen celebrates CATE win

The [TQFE/BAPD team](#), which delivers the Teaching Qualification for Further Education (TQFE) and BA (Professional Development) qualifications at the University of Aberdeen, has won the [Advance HE Collaborative Award for Teaching Excellence \(CATE\)](#).

The team won praise from students for the impact of their work, which includes the development of accessible online study programmes and opportunities for international collaboration via digital platforms.



[Find out more](#)

Leadership and Management

Advance HE begins sector consultation to develop a global leadership survey and framework.

As the first step in the development of a global survey for leadership in higher education and related organisations (eg research institutes), Advance HE has commissioned a scoping study that will be undertaken by a research team led by the University of Bristol and involving colleagues from the University of the West of England and Swansea University. This research study consisting of a literature review and a series of ten roundtable discussions with key higher education (HE) stakeholder groups will inform the survey design. In parallel with both activities, the scoping study and the survey, a global leadership framework for enhancement and recognition will be developed.

This article introduces the project overall and provides details of how you can engage with the consultation process. Beginning with an introduction from the project leader, Doug Parkin, there is then an overview of the research process from Professor Richard Watermeyer, Co-Director of the Centre for Higher Education Transformations at the University of Bristol, before a final strategic endorsement of the project from Advance HE Chief Executive, Alison Johns.

Whether or not we were aware of it before, the Covid-19 pandemic has firmly underlined the importance of leadership for team and organisational success across all sectors. The international consulting firm, McKinsey & Company, described the pandemic as “[the toughest leadership test](#)” (May 2020), and the Chartered Management Institute based in the UK called it “[the ultimate test of management and leadership](#)”. Capturing the extreme sense of challenge expressed by higher education leaders in conversations during the Creating Socially

Distanced Campuses and Education (SDCE) project led by Advance HE in 2020, the [Final Capstone Report](#) asserted that “every aspect of our normal continuity has been torn apart by the fault line of Covid-19” (July 2020). The headline for the chapter on Higher Education Leadership in a Pandemic Age was “[extraordinary times require outstanding leadership](#)”.

But the story doesn’t end with these headlines. As we look back we see a remarkable journey of leadership as higher education institutions (HEIs) moved from crisis to connected campus. A multiplicity of skills and qualities were involved, and leadership had to manifest itself in different ways and through different actors as the pandemic landscape evolved. From courageous qualities around the moment of crisis, through compassionate qualities as people responded, to collaborative qualities to reshape the delivery of core activities. The SDCE project mentioned above identified five faces of leadership all of which were needed through the pandemic experience:

- + Crisis leadership,
- + Courageous leadership,
- + Compassionate leadership,
- + Collaborative leadership,
- + Creative leadership.

This extraordinary experience has brought into sharp focus the question ‘[what works for leadership in higher education?](#)’. Without reasonable clarity on this it is hard to invest in leaders, support leadership development and recognise good practice in a consistent and reliable way. Across all sectors leadership “[remains the No. 1 talent issue facing organizations around the world](#)” and “[a shortage of leaders is one of the biggest impediments to growth](#)” ([Global Human Capital Trends 2014, Deloitte](#)

[Consulting](#)). Furthermore, there are arguments for saying that leadership in higher education and research institutes requires a particularly nuanced set of attributes and approaches. These are, after all, critically refined environments where success is multi-dimensional and there is a complex web of values at work around the social identities of teams, departments, and disciplines.

In a similar way to learning and teaching, the complexity of leadership in higher education cannot be captured as a fixed set of raw competencies. There is much to do with the culture of the organisation, the context of the team, the character of the individual and the challenge of the task, to list just four significant variables, that influence how leadership may operate. Again, in a similar way to teaching, there are also contrasting views on how leadership is defined and interpreted as a practice. Linked to this, universities, colleges, and research institutes as social institutions generate constructs that shape expectations as regards both leaders and leadership. This all points towards a framework that is illustrative rather than definitive, interpretable to context, and developmental.

To achieve these goals, we need a rich mix of diverse colleagues to contribute to a series of roundtable discussions. Representing different communities within higher education, different leadership levels and various relevant stakeholder groups, the roundtables will be a key source of information and intelligence for the scoping study.

 [Read more](#)

For detail of dates and times, to download an information sheet, and to register an expression of interest is all [available here](#).

Equality, Diversity and Inclusivity

How can the HE sector achieve authentic change for disabled students?

On 23 March 2020, when the government announced the first nationwide lockdown, a rush to a remote higher education infrastructure required all students to continue their studies from home for the foreseeable future. For disabled students, the immediate impact of this shift was not yet clear – and in June 2020, a number of roundtables held by the Disabled Students' Commission (DSC) helped to uncover both the barriers and benefits caused by this novel setup. During the roundtables, disabled students mentioned that some of the support they had been offered as a result of the pandemic was the same support they had been requesting months and years earlier, and previously told was not possible. It showed that there was (and always had been) scope for positive change.

Following on from the roundtables, the DSC published [Three Months to Make a Difference](#), outlining key areas that presented challenges for disabled students. While in the coming months the DSC will be seeking to understand whether recommendations arising from the report have been actioned, it is clear that the pandemic is exacerbating existing inequalities and disabled students continue to face barriers.

To thus uncover the ongoing impact of the pandemic on disabled students' experiences, the DSC disseminated a survey in May and June 2021, which was completed by 473 disabled students. The survey explored a range of aspects of the student lifecycle, from transition to employment.

Where was impact felt most deeply, and was it always negative?

According to [results from the survey](#), it was clear that impact was felt across all aspects of the student experience, and in some cases, a negative impact in one area (such as mental health and wellbeing) was compounding others.

Disabled students entering higher education for the first time during Covid-19 struggled, and for many, excited expectations of their first year at university failed to materialise. Worryingly, disabled students on the whole were offered few opportunities to familiarise themselves with the university campus, with nearly half of all students offered no opportunity for a campus tour to aid navigation around buildings and facilities. Nearly three quarters of students felt that their transition was negatively impacted by Covid-19.

Views on the remote teaching and learning experience were mixed, and often varied by impairment type. While some disabled students enjoyed the greater flexibility of learning at their own pace, others encountered barriers – particularly pronounced for students with a learning difference such as dyslexia, dyspraxia or AD(H)D. Overall, disabled students supported a move to a blended learning approach, rather than altogether remote – most likely to address and accommodate a range of support requirements.

Interestingly, disabled students expressed much more positivity around remote assessment, and felt strongly that universities should continue to provide a choice of assessment methods to demonstrate learning outcomes. However, a cautious and consultative approach needs to be taken here – some disabled students mentioned that the introduction of open-book examinations in turn saw their reasonable adjustments (such as rest breaks) either limited or taken away altogether. It highlights that some policy change, while intended to be positive, will not work with a blanket approach.

The deterioration to disabled students' mental health and wellbeing is bleak, as it has been for so many students during the pandemic. 80% of all disabled students reported that Covid-19 had a negative impact on their mental health and wellbeing, and was also affecting situations such as their capacity to apply for future employment opportunities. Students with a pre-existing mental health condition were also more likely to say that Covid-19 had impacted negatively on their mental health and wellbeing.

[Download Exploring the impact of Covid-19 on Disabled Students' experience](#)



[Read more](#)

Equality, Diversity and Inclusion continued

New Race Equality Charter awards for three HE institutions

The University of Lincoln, Abertay University and the University of Hertfordshire have been recognised with a Race Equality Charter (REC) Bronze for their progression to advance race equality in higher education.

The Race Equality Charter's mission is to improve the representation, experience, progression and success of Black, Asian and minority ethnic staff and students within higher education. It provides a rigorous and robust framework through which institutions work to critically reflect and act on institutional and cultural barriers standing in the way of the progression and success of Black, Asian and minority ethnic staff and students.

There are currently 91 institutional REC members and 21 Bronze awards.

Dr Arun Verma, Head of REC at Advance HE, said,

“I'm incredibly excited to see three institutions awarded a Bronze award, demonstrating they have robust foundations to eliminating racial inequalities.

We look forward to supporting the University of Lincoln, Abertay University and the University of Hertfordshire progress their bold and ambitious race equality action plans as they advance equality, diversity and inclusion in their institutions.”



“I am so delighted that our REC submission has been a success. We all know how much work it takes to get these awards. My thanks go out to all of the staff and students who contributed their time, their thoughts, and shared their experiences of life at Lincoln – this award is for all of us to celebrate!

Although this was by no means the beginning of our work to tackle race-based inequalities across the institution, the Charter has given us the opportunity to reflect on where we're at, deepen our understanding of the ways in which race-based inequalities play out in the everyday experiences of our students and staff, and above all, to develop an ambitious action plan to achieve the transformation we need. With this award, I am optimistic that our staff and students will continue to work together towards our ambition to become an anti-racist and truly inclusive university.”

Prof Belinda Colston, Director Eleanor Glanville Centre, University of Lincoln

Abertay University is thrilled to be recognised for its efforts to promote racial equality with its second Race Equality Charter Bronze award. Abertay continues to be the only Scottish HEI that holds the honour.

“To gain this award Abertay has continued to develop its approach to race equality, including committing to publishing key performance data in relation to race equality targets, promoting community cohesion between local and international students, and ensuring race equality principles are embedded within all of our communications and engagement activities.

Abertay University Principal Nigel Seaton

“We're delighted to receive the REC Bronze Award. It is testimony to the hard work and dedication of staff across the University, who continue to strive for equality and inclusivity in all aspects of our work.

At the University of Hertfordshire we are a proudly diverse community, and as such we have a responsibility to create an environment where everyone, from all backgrounds, can thrive. We are committed to continuing the challenging conversations, tackling structural inequalities, and investing in the necessary resources to further advance this vital work.”

Sharon Harrison-Barker, Secretary & Registrar, University of Hertfordshire

[Find out more about how the Race Equality Charter is developing as part of a review](#)

Based on the programme designed for the University of Surrey, our new e-Learning course provides a simple solution to ensure all staff have access to a quality introduction to race equality as part of a wider institutional race equality strategy. This tailorable course is aimed at all staff within an institution and complements our other support in the area of tackling racism and race inequalities.

The course is more challenging and provocative than other offers and sets out race equality in the higher education context and is available to purchase on an institutional licence. You have the option to tailor the course to your own data and input an introduction from an institution sponsor to set the context.

[Watch Professor Osama Khan](#), Pro-Vice-Chancellor, Education and Professor in Practice at the University of Surrey, discuss the creation of this e-learning module and its significance. [Find out more](#)

Governance

Highlights from the 2020-21 academic year

As we enter a new academic year we wanted to share a number of publications and highlights from the 2020-21 academic year which you may have missed

Update to the Framework for supporting governing body effectiveness reviews in higher education

The Advance HE governance effectiveness framework and supporting toolkit was revised during 2020 in order to respond to a range of developments relevant to higher education governance.

The 2020 framework has been developed to enable all higher education providers, regardless of their form, to understand the key components of good governance practice and their current performance in relation to them.

 [Download the framework](#)

October Connect Benefit Series – Delivering on EDI: the critical governance role

During October 2020 our Connect Benefit Series focused on Delivering on EDI: the critical governance role.

The month included the publication of the Diversity of HE Governing Bodies in the UK Report, a Chatham House roundtable session on how Chairs can support their boards – through the assurance role – to effectively challenge EDI

progress in their institutions, as well as, the launch of the Collaborative Development Fund ‘Board Diversity Practice Project’.

 [Access the outputs](#)

Diversity of governors in higher education report

In the first report of its kind, we published the details of the diversity characteristics of UK HEI governors using the enhanced HESA records for the academic year 2018/19.

Overall, there is consensus in the sector that increasing diversity of governing boards in UK higher education (HE) would be a positive step, but questions remain about how effectively this is put into practice, with little data related to the diversity of governors in the HE sector prior to this report.

 [Access the report](#)

Collaborative Development Fund awards the University of Gloucestershire for ‘Board diversity practice project’

The University of Gloucestershire was awarded funding, in collaboration with Perret Laver, for the Governance theme, ‘Board diversity practice project’.

This project aims to collate, understand and share members’ practice to deliver on board diversity via the sharing of practice and lessons learned from members’ attempts to diversify their boards. This will provide an evidence base for members, potential solutions through an

easily accessible bank of case studies, and identification of priorities for areas still to address. Outputs will be published in late 2021.

 [Find out more](#)

Over 150 delegates join the Advance HE Governance Conference 2020

The 2020 conference took place on 20 November 2020 and focused on ‘Transforming Governance for a new normal’. There were keynote speeches from Lord Simon Woolley CBE, director and founder of Operation Black Vote (OBV), a commissioner for race on the Equality and Human Rights Commission and chair of the government’s Race Disparity Unit’s advisory group, and Professor Eunice Simmons, Vice-Chancellor at the University of Chester.

This year the conference will take place on 18 November 2021 and will be hosted online. The theme addressed will be ‘Evolving Governance fit for our futures’.

 [See some highlights from 2020](#)

[Find out more about the Governance Conference 2021: Evolving Governance fit for our futures](#)

International Spotlight

Thai institution demonstrates commitment to teaching and learning as it reaches 100 Fellows

Srinakharinwirot University (SWU) in Thailand has recently passed the milestone of having 100 teaching Fellows recognised by Advance HE. There are now 109 Fellows recognised at the institution across all categories, including one Principal Fellow, 60 Senior Fellows and 48 Fellows. SWU celebrated reaching the milestone on their University Foundation Day on 28 April, a day which marks the founding of the university in 1949.

Advance HE have been working with SWU for three years, helping them develop their academic faculty through training programmes and the Fellowship scheme. As a result of SWU's focus on teaching and learning, they were recently awarded five stars for their academic development by QS, the world university ranking agency, with the highest rating for their emphasis on faculty development.

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

Fellowships are awarded to applicants who demonstrate their teaching practice conforms to the UK Professional Standards Framework. They can be awarded through direct application to Advance HE or via an accredited programme.

Programmes accredited by Advance HE gives institutions the power to award Fellowships to their staff directly following completion of the course. Advance HE also delivers programmes at institutions such as the Certificate of Learning and Teaching in Higher Education (CLTHE), following which participants are encouraged to apply for Fellowship.

Dr. Pansiri Phansuwan, Vice President for Academic Affairs at SWU and PFHEA said: "SWU has a passion and strong commitment in teaching and learning skills development for academic staff such as the project called SWU-BEST: Srinakharinwirot University-Building Excellent Staffs in Teaching. We are really pleased to see a large number of our staff who have achieved Fellowship acting as coaches to provide support to their colleagues. With this approach, SWU not only builds a community with Advance HE, but also establishes a sustainable way of supporting staff in teaching and learning as stated in our philosophy, Education is Growth."

Ian Hall, Associate Fellow and Head of Membership (International) at Advance HE said: "We're delighted that SWU has reached this milestone, and equally delighted that they have been recognised by QS for the work they have done in this area.

“ SWU and Dr. Pansiri are a fantastic example of what can be achieved when institutions have a passion and commitment to developing their teaching and learning and we look forward to continuing to work with them on their objectives.”



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](#)

International Spotlight continued

Accreditation success for Princess Nourah bint Abdulrahman University (PNU)

Princess Nourah bint Abdulrahman University (PNU) has become the first university in the Kingdom of Saudi Arabia (KSA) to have had achieved Advance HE accreditation. As a result, PNU will be able to confer Fellowship on candidates who successfully complete its Academic Excellence Programme (AEP).

Led by staff in its Centre for Excellence in Teaching and Learning (CETL) which is under the umbrella of the Academic Development Deanship (ADD), PNU has been working towards accreditation over the past three years, establishing a strong team of Fellows, including two Principal Fellows, 14 Senior Fellows, 65 Fellows and two Associate Fellows. These Fellowships have, to date, been achieved through individual [direct applications](#) to Advance HE. This process has immersed those staff in the [Professional Standards Framework](#), which is at the heart of Fellowship and accredited programmes; and the success and determination of those individuals as mentors and advocates has been the driving force in the University achieving accreditation.



جامعة الأميرة نورة بنت عبد الرحمن
Princess Nourah Bint Abdulrahman University

Dr. Ola Elshurafa, Academic Consultant and AEP Scheme Leader in the University's Center for Excellence in Teaching and Learning (CETL), and herself a Senior Fellow, said,

“We are delighted to have achieved accreditation for the AEP, a professional development and recognition scheme. This achievement is a significant milestone in our work towards teaching excellence across PNU by recognising and rewarding the commitment of individuals in their continuous professional development. We, at CETL, are committed to support PNU faculty and staff in their journey towards quality education, in light of international standards, for the improvement of student learning and achievement.”

“As well as rewarding individuals for their quality work, we are now able to demonstrate unequivocal evidence of PNU's institutional commitment to enhancing teaching and learning – that's a very strong message for everyone engaged with PNU. A huge thank you to the wonderful team at Advance HE for all their support throughout. I am particularly looking forward to seeing the impact for PNU students as we further embed this programme.”

Ian Hall, Advance HE's Head of Membership (International), said, “I am so pleased for PNU. We have worked with CETL over the past three years to get to the point of accreditation. PNU has set the model pathway – investing in time and effort to ensure that they have the mentors and champions in place, as well as sound practice and thorough processes and procedures to underpin a very robust accredited programme.

“It's been a fantastic effort by everybody involved and I am confident that the Academic Excellence Programme (AEP) will be a vital part of PNU's teaching excellence strategy. Well done to all involved!”

PNU is a public women's university – the largest women's university in the world with nearly 4,000 academic staff and more than 27,000 students. Its Fellows join the growing number of staff with Fellowship, now nearly 148,000, including over 9,000 outside the United Kingdom.

Advance HE accredits continuous professional development (CPD) programmes which are delivered by higher education providers both within the UK and internationally. Aligning professional development to the Professional Standards Framework. Find out more.

[Find out more](#)

new content + publications

Exploring the impact of Covid-19 on disabled students' experiences

The Disabled Students' Commission (DSC) commissioned a survey to take place between May and June 2021 to gain an understanding of the impact of Covid-19 on disabled student experiences, particularly investigating the transition into university, remote learning, mental health and support provided. This report details the findings from an interim analysis of the responses.



[Find out more](#)

Staff wellbeing and institutional support in the transition to remote working

A survey of over 1,300 HE staff was carried out by Advance HE between October and December 2020 to gain a snapshot of staff experiences in the transition to primarily remote working. This paper focuses on staff responses to questions about their overall satisfaction with their life, job and work-life balance, the support offered by their institution and further support required, and the links between satisfaction and institutional support.

[Find out more](#)



In recognition of 100 Research Team Leader courses

In the first of three conversations, Shirley Wardell, a regular facilitator of the Research Team Leader (RTL) course, talks to Professor Karen Kirkby, Professor of Proton Therapy Physics at the University of Manchester, starting with 'the culture of research'.



[Find out more](#)

University of the Highlands and Islands staff recognised for teaching excellence with CATE and NTF 2021

Staff at the University of the Highlands and Islands awarded CATE and NTF 2021.

[Find out more](#)

Advance HE supports successful Women in Leadership programme in collaboration with Universities South Africa

Advance HE delivered a series of 'She Leads' workshops to participants of the programme, which was reviewed in the first of a new series of webinars run by Universities South Africa.



[Find out more](#)



Reflections of a lifetime of learning from a National Teaching Fellow

National Teaching Fellow 2021, Belinda Cooke, reflects upon a lifetime of learning, and sometimes failing, to be a better teacher.

[Find out more](#)

Dates for the diary

Conferences + Events

Teaching & Learning

Assessment and Feedback Symposium 2021 – Call for Papers

The call for papers for this event is now open. Colleagues are invited to submit an abstract for either a 20-minute Presentation or for a 40-minute Workshop.

[Find out more](#)

EDI

Equality, Diversity and Inclusion Conference 2022: Inclusive Institutions in Action – Call for Papers

The call for proposals for this conference is now open until 17:00 (GMT), 4 October 2021. Colleagues are invited to submit a proposal for an interactive breakout/ Workshop session, Ignite presentation, soapbox, oral presentation or a poster presentation that addresses one of our **five conference themes**.

[Find out more](#)

Member Event

Connect Benefit Series - New Transitions Webinar

Part of our August to October Connect Benefit Series Transitions, Retention and Progression, an expert panel will share their experiences and insights into some of the challenges and opportunities for successful student transitions, progression and retention.

[Find out more](#)

EDI

Equality, Diversity and Inclusivity Workshop Series

These workshops will offer practical advice, guidance, policy information, frameworks and toolkits to support positive change within departments, schools, faculties and institutions in areas such as race equality, challenging privilege, and dignity and respect.

Institutions looking to book multiple workshops in our Inclusive Learning and Teaching EDI workshop series will receive a 10% discount when booking all five workshops. This offer can be used in conjunction with our Early Bird offer.

The series includes:

- + [Introduction to EDI in Teaching and Learning \(7 & 21 October 2021\)](#)
- + [Inclusive and Equitable Assessment and Feedback \(2 & 16 November 2021\)](#)
- + [Inclusive Curriculum \(7 & 17 December 2021\)](#)
- + [Inclusive Engagement \(11 & 25 January 2022\)](#)
- + [Leading on Inclusive Teaching and Learning \(8 & 22 February 2022\)](#)

[Find out more](#)

Governance

Governance Conference 2021: Evolving Governance fit for our futures

The 2021 Advance HE Governance Conference addresses the theme of Evolving Governance fit for our futures. As we look beyond the current pandemic, we know that governing well means navigating opportunities and challenges in higher education with inclusion, agility and pace at the forefront. Governance must enable our institutions to make the greatest impact they can for students, staff, society and the economy.

[Find out more](#)

Dates for the diary

Programmes

Leadership & Management

Senior Women's Leadership Development Programme

Next cohort starts 6 October 2021

Addressing the shortfall of women in senior leadership within higher education, this virtual programme is designed specifically for women in senior HE positions to extend their skillset, profile and impact.

The programme creates a safe and supportive space in which participants can explore their own leadership style whilst developing the practical, personal and political skills required to meet the challenges of leading in higher education. It also provides an excellent opportunity to network with peers as they seek to progress their senior leadership journeys.

[Find out more](#)

Leadership & Management

Research Team Leadership

Next cohort starts 14 October 2021

Develop your skills as a research leader and keep your team focussed and unified with our dedicated online programme. This two-day course offers a variety of solutions and approaches to enhancing effectiveness and cooperation, especially in the post-pandemic workplace.

[Find out more](#)

Leadership & Management

Transition to Leadership

Next cohort starts 14 October 2021

This programme is designed to help senior academics moving towards or further into leadership to identify and explore their own personal leadership style and how to develop and apply it to achieve optimum effectiveness.

[Find out more](#)