**Welcome to the January 2022 in partnership**

Welcome to this month’s In Partnership. In this edition we review some of the highlights from 2021. Looking ahead to 2022, we highlight our work to develop a global survey for leadership, our work in partnership with GuildHE and UUK promoting freedom of speech and good campus relations, as well as upcoming member events and benefits.

### 2021 a year in review
We review some highlights from our work in 2021.

### Promoting freedom of speech and good campus relations
Find out more about the series of roundtables hosted by Advance HE, GuildHE and Universities UK.

### Connect Benefit Series
Find out more about the latest resources and events of the Student Success project.

### Member benefits and opportunities
Learn more about the global leadership survey and framework.

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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.
2021: Advance HE year in review

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

January
We published Enhancing the disabled student experience.
Resources were developed as part of the Tackling Racism on Campus project funded by the Scottish Funding Council.

February
Our Governance team reported on its review of the Senior Staff Remuneration Code on behalf of the Committee of University Chairs (CUC). Forming part of our 2020-21 member benefits was an initiative on tackling structural race inequality in HE.

March
We launched new guidance on Education for Sustainable Development in higher education, with QAA. We launched our Global Member Benefit, Student Partnerships in Assessment.

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

May
We launched our new strategy to 2024. We were commissioned by Wellcome to improve board diversity in research.

June
We launched the transformed UK Athena Swan Charter. We published the Student Academic Experience Survey 2021 with HEPI. The first Advance HE Associate Fellows were recognised in Pakistan.

July
We established the Race Equality Charter Governance Committee. We published Hybrid Higher, a leadership intelligence report. Our flagship Teaching and Learning Conference 2021 in July focused on embedding race equality, student engagement and inclusive assessment and feedback approaches attracting more than 400 delegates.

August
We began the consultation for a new global leadership survey and framework. We announced 55 new National Teaching Fellows and fourteen teams were awarded the Collaborative Award for Teaching Excellence (CATE) in 2021. As part of our Connect Benefit Series for 2021-22, we moved to six-monthly and three-monthly themes.

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

October
We reached a 150,000 milestone of teaching and learning fellows around the world. We published our staff and student Equality in higher education: statistical reports 2021 and Ethnicity awarding gaps in UK HE in 2019-20. We collaborated with the Inter-American Organization for Higher Education (OUI-IOHE) and a number of other organisations in Mexico to publish Managerial Competencies as a key factor for the success of HEIs. The Anti-Racist Curriculum project culminated.

November
We launched a Board Diversity and Inclusion Toolkit. We published our Postgraduate Research Experience Survey 2021; UK Engagement Survey 2021 and Postgraduate Taught Experience Survey 2021. The 2021-22 Advance HE Collaborative Development Fund: New Challenges, New Solutions call opened with funding available of between £2,500 and £50,000. Walailak University in Thailand celebrated 90% of its academic staff achieving Fellowship, and shared how the recognition has changed its teaching culture. We published the CATE Collection: Together in Collaborative Educational Leadership.

December
Working in partnership with GuildHE and Universities UK we launched a project about promoting free speech and good campus relations in HE. We welcomed our 400th member institution. We published a collaborative project report Assessment and Feedback in Law: Case Studies from the Sector.
Advance HE, GuildHE and Universities UK are working in partnership to hold a series of five two-hour roundtables in early 2022 centred on promoting free speech and good campus relations in higher education.

The roundtables will bring together a number of stakeholders from different roles and perspectives from across the sector, to share challenges and effective practice in five areas identified as of particular concern: academic freedom, employment and employment law, protection from harm and of freedom of speech, relationships with students' unions and leadership, governance and regulation.

Discussions from the roundtables will inform our engagement with the Department for Education and Office for Students’ ahead of regulation and guidance implemented under the Higher Education (Freedom of Speech) Bill. The roundtables will also seek to understand the issues facing members of Advance HE, GuildHE and Universities UK and other sector stakeholders and how these may best be navigated, in order to update the Promoting Good Relations on Campus guidance.

Fostering good relations between different groups and protecting and upholding freedom of speech are both core to the values and success of the higher education sector, yet these obligations can sometimes seem to compete.

“With these roundtables we are aiming to promote and reinforce university environments that encourage debate, the free exchange of ideas and protect academic freedom, while also preventing harassment and creating environments of mutual respect and inclusion.”

Advance HE, GuildHE and Universities UK

Roundtable 1: Academic freedom
This roundtable event will focus on the following:
+ Overlaps/tensions between academic freedom and other duties or obligations
+ Boundaries of academic freedom in practice
+ Institutional processes for managing challenges to academic freedom
+ Students’ expectations on academic freedom

Roundtable 2: Employment and employment law
This roundtable event will focus on the following:
+ The impact and interaction of FoS and new legislation on employment
+ Managing tensions as an employer eg calls for staff to resign
+ Institutional responsibility to demonstrate active promotion and safeguarding of academic freedom
+ Managing staff

Roundtable 3: Proactive advancing of EDI and good relations – protection from harm and protection of freedom of speech
This roundtable event will focus on the following:
+ Determining when speech results in detriment/harm to a group protected under the Equality Act/other legislation
+ Appropriate provisions to safeguard against harm
+ Effective promotion and fostering of good relations between groups, including managing tensions that arise
+ Specific tensions with academic freedom and protection from harm in academic settings

Roundtable 4: Relationships with students’ unions
This roundtable event focus on the following:
+ New and existing legal requirements on SUs and points of tension
+ Current points of contention and collaboration between SUs and institutions
+ Rights and responsibilities relating to protest, and managing tensions
+ Students’ expectations
+ Institution-specific considerations (eg small/specialist, religiously affiliated institutions etc.)

Speakers:

Roundtable 5: Leadership, governance and regulation
This roundtable event will focus on the following:
+ Impact of Bill on university leadership and governance
+ Main findings from roundtable discussions and key takeaway messages/recommendations for institutions (especially for senior leaders)
+ OfS/DfE role and guidance
+ Sector principles of approach
+ Advance HE/GuildHE/UUK’s next steps

Registrations of expressions of interest to attend the UUK, Guild HE and Advance HE Freedom of Speech and Good Relations Roundtables are now closed. If you submitted your interest to attend a Roundtable, we will be in touch with you ahead of the events taking place.
Connect Benefit Series

Connect Benefit Series 2021-22

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

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

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

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

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

Find out more about the Connect Benefit Series

Connect Benefit Series – Student success

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

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

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

Call for interest in Athena Swan panel roles

Every year Athena Swan panel members provide insight to applicants on their gender equality work and support the community of Athena Swan members to progress gender equality in the higher education and research sector.

Advance HE is now inviting expressions of interest in Chair and Reviewer roles for the transformed UK Athena Swan Charter. Colleagues interested in applying for roles should submit an expression of interest by 12:00 (GMT) on Tuesday 1 February 2022.

Athena Swan Charter member event

Athena Swan Charter member events have been offered as a series of webinars to support Athena Swan Charter members who are preparing to adopt the transformed UK Athena Swan Charter. The webinars have been relevant to those preparing an Athena Swan application under the transformed Charter, including staff from Research Institutes, Universities or academic departments.

There’s still time for Athena Swan Charter members to book on to the final webinar Evaluating your action plan and evidencing success on 2 February 2022 10:00-12:00 (GMT).

Equality, Diversity and Inclusion (EDI) Advice Service

The EDI Advice Service 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.

Help and support is provided via our in-house team of EDI specialists, covering the following areas.

+ Policy and practice around a particular EDI issue
+ Help thinking through EDI issues/concerns in their early stages
+ Signposting to further sources of information

Find out more
Learning and Teaching

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

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

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

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

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

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

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

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

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

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

In partnership | January 2022

Nominations for the 2022 Collaborative Award for Teaching Excellence (CATE) are now open. Advance HE members are invited to a series of free webinars offering insights and guidance through the CATE application process facilitated by CATE-Net Lead, Professor Mark O’Hara and Advance HE Fellowship and Awards Adviser, Dr Holly Earl.
Perspectives on leadership in global higher education – reflections from the roundtables

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

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

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

Unsurprisingly the COVID-19 pandemic has provided a backdrop to much of the conversation and has amplified many long-standing concerns. Issues of funding, workload, diversity and inclusion, sustainability, government policy, marketisation and the growth of hybrid and digital working are key priorities and concerns impacting global HE. Such concerns, however, are not easily resolved and their complex interdependencies highlight the difficulties of successfully navigating this shifting and uncertain terrain.

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

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

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

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

Dissemination and engagement events

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

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

- Tuesday 8 February 2022, 07:00 - 08:30 GMT – book here
- Wednesday 9 February 2022, 13:00 -14:30 GMT – book here
- Thursday 17 February 2022, 09:00 - 10:30 GMT – book here
- Thursday 17 February 2022, 15:30 - 17:00 GMT – book here

New Transforming leadership for the new world consultancy and enhancement brochure

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

REC Bronze for the University of Dundee and Imperial College London

The University of Dundee and Imperial College London are the latest higher education institutions in the UK to receive Bronze in the Race Equality Charter (REC) in recognition of the start of their journeys to advance race equality.

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 82 institutional REC members and 20 Bronze awards.

REC Bronze is recognition of an institution’s robust foundation for eliminating racial inequalities, developing inclusive cultures and moving from commitment to sustainable and integrated bold and ambitious action.

“Advance HE looks forward to supporting the University of Dundee and Imperial College London as they progress their action plans to advance race equality.”

Dr Arun Verma, Head of REC at Advance HE

Professor Iain Gillespie, Principal & Vice-Chancellor of the University of Dundee, said:

“I am hugely encouraged that we have earned the Bronze mark of the Charter. As I have previously stated, this is the beginning of a process for our University and not at all an end in itself.

“We have a lot more work to do, right across the University and our extended community, to ensure far greater equality, inclusion and representation for those from all minority ethnic backgrounds. There is no place for racism, or any other form of discrimination that puts at risk our strongly held values of equality and inclusion, here or anywhere else in our society.

“I am committed to making sure the actions associated with the Race Equality Charter remain a priority of the University.”

Professor Hari Hundal, the Race Equality Charter Lead at the University of Dundee, said:

“This award is testament to a tremendous amount of work done by colleagues over the past two years.

“I am pleased to say that work has already started on implementation of some of the actions that we had proposed, including the establishment of a Race Equality Charter Implementation Team who will oversee the delivery of our Action Plan going forward.”

Applying for the REC was a lot of work for a lot of people, but the process took the University on a very important journey of investigation and discovery.

“We are pleased that Imperial’s ground-work has been recognised with a Bronze award, but acutely aware that real progress on race inequality depends on our ability to deliver our action plan commitments.”

Professor Stephen Curry Assistant Provost (Equality, Diversity & Inclusion) and Anique Varleigh, as co-chairs of the REC SAT at Imperial College London

Find out more about how the Race Equality Charter is developing as part of a review
Advance HE welcomes its 400th member institution

The University of Fort Hare (UFH) in South Africa becomes our 400th member to support their work towards accreditation of their learning and teaching programme.

The University of Fort Hare, South Africa has become the 400th Advance HE member institution. UFH is looking to continue its work towards Advance HE accreditation, which will allow it to directly award Fellowships to those delivering and supporting teaching and learning, following successful completion of an accredited programme.

UFH is a public university in the Eastern Cape of South Africa, which has offered programmes for students across Sub-Saharan Africa for over 100 years. Its notable alumni include Nelson Mandela. They have already established a group of staff recognised as Fellows and are looking to expand this group and seek accreditation for their Postgraduate Diploma in Higher Education and Training, a comprehensive learning and teaching programme. If successful UFH will become the first Advance HE accredited provider in South Africa.

Prof Vuyisile Nkonki, Director of UFH’s Teaching and Learning Centre and Senior Fellow, said: “We are delighted to be able to continue our work with Advance HE, following the global pandemic, to recognise the amazing work of our teaching staff through the Fellowship scheme. The scheme is renowned across the world as a marker of teaching quality and we are very happy to be able to support our staff with their continuous professional development through our partnership with Advance HE.”

Advance HE members span the length and breadth of the globe, with member institutions in 27 countries across the Middle East, South East Asia, Australasia, Africa, the USA and Europe, as well as the UK and Ireland. Our members range from specialist providers and colleges with HE provision to large, world-renowned universities.

In addition to gaining accreditation for your in-house teaching and learning programme in support of recognition through Fellowship, Advance HE Strategic Membership offers our members a range of valuable benefits such as access to projects where you can collaborate with other members from across the globe to learn from each other and co-create solutions addressing contemporary challenges. Members can also bid for funding through our Collaborative Development Fund projects as well as enjoying a range of discounts on consultancy, programmes and events.

Accreditation from Advance HE is a demonstration that a member’s staff development scheme aligns with the internationally recognised Professional Standards Framework for Teaching and Supporting Learning (PSF) and allows members to award Advance HE Fellowship to successful staff, at no additional cost.

Kathryn Harrison-Graves, Advance HE’s Director of Membership and Accreditation said; “It is a genuine pleasure to welcome the University of Fort Hare to the Advance HE global membership community and we’re delighted to be working together to recognise the excellent work of those who teach and support learning across the institution. The growing community of member institutions across the globe creates a great opportunity to share learning and what works in a broad range of contexts and I look forward to continuing to build these connections for our members across the world.”

The Fellowship scheme continues to grow around the world and we recently awarded the 150,000th Fellowship across the four categories; Associate Fellow, Fellow, Senior Fellow and Principal Fellow. It demonstrates a personal and institutional commitment to professionalism in learning and teaching in higher education and is an internationally recognised indicator of teaching quality.

Advance HE membership packages give you access to world-leading services which will support you in helping you shape your future in today’s highly competitive HE market.

Find out more about Advance HE Member Benefits
Taking the time to pause and reflect

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

Read more

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

Institution able to directly confer internationally recognised Fellowships to its staff, following completion of a professional development programme.

Read more

What next for our universities? The Lessons from COP26

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

Read more

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

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

Read more

Finding creativity and taming the online activity beast

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

Read more

Legacy of degree standards professional development for external examiners secured

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

Read more

Assessment and Feedback in Law: Case Studies from the Sector

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

Read more
### Senior Fellow Writing Retreats
Next start date: 20 January and 30 March 2022

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

Find out more

### Principal Fellow Record of Education Impact Support Session (PFREI)
Next start date: By appointment

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

Find out more

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

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

Find out more

### Student Retention and Success Symposium 2022
Date: 9 February 2022 Location: Virtual

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

Find out more

### Principal Fellow Writing Retreats
Next start date: 10 March 2022

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

Find out more

### Fellowship Application Builder
Next start date: 1 March 2022

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

Find out more
Dates for the diary
Conferences + Events

**Race Equality Colloquium 2022: The intersection between neurodiversity and race – Call for papers closes 14 February 2022**
Date: 4 May 2022 Location: Virtual
We are looking for workshop and presentation proposals from individuals or teams across an institution or multiple institutions under one of five broad research areas, including the extent to which systemic racism poses barriers to access, participation and success in HE for neurodiverse students from Black, Asian or other minority-racialised backgrounds.
Find out more

**NET2022 Conference – Call for papers closes 25 February 2022**
NET provides a unique opportunity for delegates to engage with the latest worldwide research evidence, developments and thinking with educators, practitioners and students.
Whether an experienced conference presenter or taking that first step towards speaking in front of an audience, we would like to hear about your research projects and new initiatives in healthcare education.
Find out more

**Surveys and Insights Symposium 2022: Innovative Insight – Call for papers closes 22 February 2022**
Next start date: 1 March 2022
This symposium will provide the opportunity to showcase innovative approaches and techniques in surveys and insight, which have in turn generated innovative actions and solutions.
We welcome papers from practitioners, academics, market research professionals, student experience specialists, policymakers and anybody with an interest in how innovative approaches to surveys, measurement tools, qualitative research and other complementary research techniques are being employed to make a difference to the quality of provision in higher education.
Find out more

**Equality, Diversity and Inclusion Conference 2022: Inclusive Institutions in Action – 16-17 March 2022, Radisson Blu Manchester Airport**
This conference offers an opportunity to think deeply and creatively about what it means to be an inclusive institution, to explore models of inclusion that challenge traditional concepts of leadership and agency, and to share innovative practice around collaboration, co-ownership, allyship and solidarity.
Find out more
## Dates for the diary

### Professional Development Course for External Examiners
For aspiring, new or experienced examiners to understand the role of the external examiner, understand the nature of academic standards and use evidence-informed approaches to contribute to impartial judgements on the enhancement of student learning. Find out more

### Enhance your leadership in 2022 – upcoming development programmes
For those new to leading or looking to enhance their leadership practice in HE, we offer a range of programmes developing leadership and providing support at every level.

### Transition to Leadership – starts 24 February 2022
Transition to Leadership will explore your personal leadership, your team leadership and your change leadership style.

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

### Preparing for Strategic Senior Leadership – starts 1 March 2022
Preparing for Strategic Senior Leadership aims to develop the personal resilience, emotional intelligence and creativity needed by those operating at a strategic level in higher education. Find out more

### New to Teaching
**Next start date: 1 March 2022**
New to Teaching is designed to nurture and develop contemporary professional learning, with a particular focus on the basics of effective teaching practice, incorporating the latest innovations in online pedagogies and digital delivery within fully virtual or hybrid teaching spaces. Find out more

### Virtual Teaching
**Next start date: 9 March 2022**
Virtual Teaching is aimed specifically at those who have experience teaching in higher education but are new to delivering courses via online platforms. The programme has been designed with a particular focus on online pedagogies and digital delivery within fully virtual or hybrid teaching spaces. Find out more

## Programmes

### Leading Virtual and Disconnected Teams
**Next start date: 2 March 2022 Location: Virtual**
The impact of the Covid-19 pandemic has added to the complexity of leadership. This programme has been designed in response to these challenging times and developed to support those leading large teams or departments in providing connected leadership in a disconnected world. Find out more

### Updated Governance Professionals in HE programme – starts 23 March 2022
Our updated Governance Professionals in HE programme is specifically designed for clerks, secretaries and those in governance-related support roles. Participants on the programme will also benefit from free attendance at the ever-popular Clerks and Secretaries Network event which will take place on 11 May 2022. Find out more

### Senior Women’s Leadership Development programme – starts 6 April 2022
Our Senior Women’s Leadership Development programme is designed specifically for women in senior positions in HE to extend their role, profile and impact. Find out more

### Strategic Leadership Programme
**Next start date: 28 April 2022**
(Application deadline: 6 April 2022)
The Strategic Leadership Programme will appeal to those with a portfolio which reaches across the institution and who want to exercise their strategic vision to make a meaningful impact in shaping the future direction of the higher education sector through influence and engagement. Find out more