



MEMBER
BENEFIT

in
partnership

November 2024

Welcome to this month's *in partnership*. In this edition we showcase best practices from around the sector, look forward to all the exciting member benefits upcoming in 2024-25 and get to know a little bit more about some of the fantastic people working at Advance HE.

in this issue...

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As always we welcome
your feedback.

Please contact your
membership contact or email
memberships@advance-he.ac.uk
with any ideas or content
you would like featured.

Member Benefits

Designing for worldwide inclusive cultures in higher education

In the first of nine projects to be published from the 2023-24 round of Advance HE's Collaborative Development Fund, this report details research into how HE institutions can design and develop inclusive cultures in an increasingly international, online and distance education (IODE) landscape. The report recognises how marginalised groups are represented differently across cultures, that national structures can influence IODE students' experiences and that the political landscape of inclusion can change across borders.

Along with the report is a guide to help universities take practical steps to help ensure student inclusion across borders and between different learning modes, to help develop a truly inclusive culture for students worldwide.

[Read the report and guide here.](#)

2024 Equality in HE Stats report published

Advance HE publishes data based on the HESA staff returns for the 2022-23 academic year. "For institutions, the data helps them to benchmark the effectiveness of their initiatives to address inequalities and support all their staff to thrive."

[Find out more and download the report here.](#)

Governing and Leading Transformation

Change Implementation Workshop & Community

Our Change Implementation Workshop & Community will create a space for colleagues to co-create practice to embed resilience in work, role, and organisational design, particularly in the context of restructure of academic areas. This is particularly aimed at academic leader and professional services colleagues who are driving and supporting strategic change in their areas. Bookings are open now for all workshop dates.

[Book your place](#)

Change Academy

For organisations to connect on driving change and transformation in academic areas. With a focus on experiential learning techniques for those driving change in HE organisations, the change academy offers practical, transformative, partially self-guided journey over seven months for academic leaders and those supporting them on change initiatives. There will be cohorts for UK/Western time and Australia/Eastern time and all cohorts are virtual. Applications are now open for cohorts 1, 2 and 3.

[Apply now](#)

Innovative practice from Small, Specialist, Independent and College-Based Higher Education showcased in new case study collection

Engaging leadership, building inclusion and belonging and innovations in teaching and learning are highlighted in the first collection of case studies from Small, Specialist, Independent and College-Based Higher Education providers in the UK, published today (17 October) by Advance HE.

As part of Advance HE's new Innovative Practice Grants, designed to support Small, Specialist, Independent and College-Based Higher Education members to share good practice and impactful initiatives, 17 institutions feature in the inaugural case study collection split across two volumes, each bringing unique perspectives and approaches to the forefront of higher education.

[Read more here.](#)

Get Involved

HE is nothing without its people. Below are all the ways you can get involved and share your outstanding work with us and the wider sector.

Teaching and Learning Conference 2025 – Call for papers

We are keen to hear examples of practices that have had a measurable impact on student success across seven conference themes. The conference aims to showcase a wide and diverse range of work, activities and creative practice. Individuals may submit against multiple session types but should select the most relevant thematic area.

Deadline for submissions: 23:59 (UTC), 25 November 2024

[Submit your paper here.](#)



Calling all UK-Brazil collaborators! Share your valuable experience

The British Council Brazil has commissioned Advance HE to map existing education and research partnerships. We're gathering evidence on research impacts and collaborative outputs to strengthen these vital international connections.

If you've participated in, or supported Brazil-UK research initiatives, please:

1. Complete our survey in either English or Brazilian Portuguese
2. Share with your professional networks

Your contribution will help build a comprehensive understanding of current collaboration effectiveness and inform future strategic partnerships.

For more information, [please contact Dr Anne Rowan.](#)

Festival of Fellowship

To celebrate a year in which we will reach 200,000 fellowships across all categories, we invite all fellows worldwide to share your stories and the institutional impact of Fellowship. We will also celebrate important milestones for Associate Fellowship (50,000), Senior Fellowship (25,000) and Principal Fellowship (2000) across the next 12 months.

Feature in our video

We are looking for fellows to send a short video (no longer than 30 seconds) to describe the impact that Fellowship has had on your practice. Please send your videos to communications@advance-he.ac.uk.

Share your stories - #FestivalofFellowship

If you would like to share how Fellowship has helped your practice or the impact it has had in your institution, please use the hashtag #FestivalofFellowship on your social channels.

We welcome you to create a thread on X if you would like to share a longer story about your journey to Fellowship, don't forget to tag us @ AdvanceHE on X and Advance HE on LinkedIn.

[Find out more about the Festival of Fellowship and how you can get involved here.](#)

Member Showcase



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Learning to Learn at Bedfordshire: Week 0 to week 7 induction

Dr Kathryn Nethercott, Dr Lindsey Smith, Dr Steve Briggs, Ruki Heritage and Michelle Everitt discuss the development of the new Learning to Learn induction pathway for foundation year and level 4 students at the University of Bedfordshire.

The Learning to Learn Pathway

It is well-established that academic induction is crucial in terms of promoting positive student outcomes, as well as providing a 'buffer' against the difficult transition to HE and facilitating a sense of belonging within a wider university community (Barefoot, 2000; Walsh, Larsen and Parry 2009). Accordingly, the University of Bedfordshire's new [Curriculum Framework](#) (introduced in May 2024) includes a specific focus on student induction into foundation year and level 4. This is realised through a 'Learning to Learn' seven week induction pathway which ensures a consistent approach to student induction across all courses. The pathway addresses two key strands - academic skills and employability. Strands are supplemented with a set of overarching principles related to promoting positive mental health and well-being.

Strand 1: Academic Skills

Key academic skills were incorporated within the first seven weeks of study. These highlighted and embedded core academic skills, which students starting their university journey are required to know and understand to enhance successful outcomes. Core skills included, academic writing, academic integrity, understanding feedback and how to feed this forward. Various key activities were to be completed with each student throughout the first seven weeks of study. Individual schools and courses had the flexibility to embed the activities within a key skills unit or across all units within the first seven weeks of teaching. It was expected that, some key activities or skills would need to be revisited and reinforced across all weeks of study. The Learning to Learn Pathway also allowed for the induction of late registering students who would often miss the opportunity to take part in these key activities.

Strand 2: Employability

Employability priorities were highlighted and embedded throughout each week of the pathway, to encourage the student's to consider and prepare for life beyond their studies at the earliest

opportunity. Whilst it was recognised that most areas within the university were covering all or the majority of the key areas, it was also thought identifying these and listing them in one place with an additional list of resources would be key to enhancing consistency of delivery and support throughout all areas. Implementing this would allow for a positive student journey, further enhancing retention during the first year of study, continuation and a student sense of belonging.

Overarching principles: Mental well-being

The Student Support team led the development of overarching principles to promote mental health and well-being. This reflects the University's commitment to creating an environment that promotes positive mental well-being and supports all students to thrive and succeed throughout their student journey. The intention was to not create an additional responsibility or burden for academics, but to help them consider mental health and wellbeing in their work with students and how to embed this into teaching sessions or one to one meetings etc. Mental health and well-being is a sensitive topic and can be difficult for academics to approach and address with students. Therefore, the focus ranged from guidance on showing students we care to encourage a sense of belonging, what is positive wellbeing and how this is achieved, physical health with signposting within and outside of the university and, signposting to key university support services.

Member Showcase



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Weekly themes

Each week the Learning to Learn Pathway had an overarching theme considered from the lens of academic skills and employability:

- + Welcome: Building a Sense of Community
- + Week 1: Infrastructure for Learning
- + Week 2: Getting the most from taught sessions
- + Week 3: Assessment literacy
- + Week 4: Academic Writing Conventions and Information Literacy
- + Week 5: Academic integrity
- + Week 6: The Purpose of Feedback and feed forward

Weekly content could be delivered through one dedicated unit or mapped across a range of units.

Resources

A Learning to Learn resource pack for academic staff was created which includes for each weekly focus: key aspects to cover, suggested in session activities and a list of key resources. Resources were gathered and included from a variety of both external and internal sources, with hyperlinks where needed. This was thought to help academics to use a range and variety of up to date resources.

A Learning to Learn [student handbook](#) provides an overview of key things they would need to know during their first few weeks at the university introduced in academic year 2023/2024.

Next steps

The Learning to Learn Pathway has been received well throughout all areas. Due to requests from staff, this will be further enhanced in the next academic year with the introduction of a similar resource for Level 5 and 6 students, as well as a further pathway for postgraduate students.

During academic year 2024/25 the Learning to Learn Pathway will be evaluated. The evaluation will use data collected during the BEGIN survey, following Welcome Week. This will incorporate student knowledge and understanding of the key areas covered within the pathway. A staff survey will also be circulated collecting data on the use of the Learning to learn Pathway and any suggested amendments.

References

Barefoot, B. (2000) The First Year Experience. Are We Making it Any Better? About Campus: Enriching the Student Learning Experience Vol.4(6) pp.12-18
<https://doi.org/10.1177/108648220000400604>

Walsh., C., Larsen, C., & Parry, D., (2009) Academic tutors at the frontline of student support in a cohort of students succeeding in higher education, Educational Studies, Routledge Online 35:4, 405-424, DOI: 10.1080/03055690902876438

Advance HE Spotlight

Every month we introduce you to more of the people at Advance HE who support our members.

Member Services and Networks Team

Name and job title of person answering questions:

Katy Outhart, Member Services and Networks Manager

Team members with job titles:

Emilie Wright – Member Services and Networks Coordinator, Laura Willman – Member Services and Networks Lead Executive, Tracey Gunson – Member Services and Networks Executive
Celia Brigg – Head of Quality and Operations

What I do/the team does:

The Member Services and Networks Team supports all elements of Advance HE's member and sector benefit offer. This includes in person & online events, publications, videos, podcasts, grant funding and various networks (Provost & DVC, PVC/DVC of L&T, CBHE, Small, Specialist & Research Institutions Equalities Network, Welsh EDI Network, Welsh L&T Network). We also provide the administration for the Advance HE Connect platform which involves creating and managing Connect accounts and groups, and provide training to those starting a group/network on the platform so they are able to run their own network/community of practice via the platform.

How I/we can help support you:

- + Queries around member benefit activity,
- + Support with event bookings and any AHE
- + Connect issues/network set up. Grant funding to support member projects (will launch in Sept 2024)

A little bit about me/the team: 3 things you don't know about the team – include fun facts, stats and figures etc

We are all quite different so not sure there is much to say here at team level! We are all based in the north of the country and will have worked as a team for just short of 2 years by the time of send out (I have been here the longest at 5 years- started in the Charters team before moving across to this team). Hobbies and interests are wide ranging - books, music, hockey, sea kayaking, baking, lego – lots of different things!

Not sure which programme is right for you? Try our development planner tool.

Ways to contact the team, including social media:

networks@advance-he.ac.uk



Other News from Advance HE

We share news from Advance HE and around the sector.

Assessment and Feedback case study collection 2025

Vic Stephenson, Advance HE Senior Consultant Education, introduces the 2025 Assessment and Feedback case study collection which 'provides a wealth of practical examples and ideas for colleagues to reflect on and to spark discussion on how similar initiatives might be implemented within their own work'.

[Read more.](#)

The art of navigating the executive-governance boundary – how to lean in without reaching over

Jan Juillerat shares insights and stimulations from the recent collaborative event jointly organised by Advance HE and Universities UK (UUK).

[Read more.](#)

AdvanceHE



Data-driven success: Leveraging evidence-based strategies in higher education

In this blog, Dr Kay Hack, lead Consultant Education with Advance HE, explores the opportunities and challenges that institutions face in translating data into meaningful improvements in student outcomes.

[Read more.](#)

How to team up with AI: 3 steps for assessment redesign

Colleagues from Manchester Metropolitan University discuss how to cope with generative AI in higher education assessment.

[Read more.](#)

