

in partnership

May 2022

in this issue...

Keeping our members updated with the latest from Advance HE

Welcome to the May 2022 *in partnership*

Welcome to this month's In Partnership, where we offer an opportunity for international members to contribute to the development of the revised Professional Standards Framework for teaching and supporting learning in higher education. We also highlight recent work on wellbeing, inclusion and assessment.

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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.

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Update on the Review of the PSF and invitation to consultation

Advance HE is currently facilitating a [review of the Professional Standards Framework](#) on behalf of the sector. The review draws on a strong evidence base and features broad consultative processes aimed at drawing in views across the global users of the Framework

Overview

The Professional Standards Framework (PSF) has become a globally-recognised framework for benchmarking success within higher education (HE) teaching and learning. Given the considerable changes to the teaching and learning landscape in HE since the PSF was last updated in 2011, a review was necessary to ensure its continued relevance. As custodians of the PSF, Advance HE committed to this review on behalf of the sector in our [Strategy 2021-24](#).

The PSF review will be sector-led, drawing on a strong evidence base and featuring a broad consultative process. A new sector-led Steering Group will oversee the review, which will be carried out by a project group of colleagues from across the sector, with Advance HE facilitating this work. Respecting both the global nature of HE and the range of contexts the PSF is now recognised, the Steering Group and the project group have proportional international representation.

Review Progress

In the last two months, the PSF review project team has conducted a range of initial stakeholder consultation sessions with stakeholder groups globally. More than 20 focus group sessions with over 300 attendees have been held. The PSF Review Project Team has now evaluated the findings to help inform the next iteration of the PSF.

Evaluation of these sessions has been combined with the analysis undertaken on the substantive existing evidence base of feedback, gathered from multiple sources over the last seven years. Drawing on this combined evidence, a draft revised PSF is now being produced.

Invitation to consult on Revised PSF

A series of virtual sessions will be delivered in June by the Project Team to explain the review process and introduce the revised draft PSF. We are inviting you to attend one of these sessions, following which you will have an opportunity to give feedback on the revised framework. Please choose from one of the following sessions and to book your place, please use the accompanying link:

- + [Wednesday 22 June 06:15 to 07:15 \(BST\)](#)
- + [Wednesday 22 June 07:30 to 08:30 \(BST\)](#)
- + [Thursday 23 June 06:15 to 07:15 \(BST\)](#)
- + [Thursday 23 June 07:30 to 08:30 \(BST\)](#)

These sessions are suitable for staff that have engaged with the framework across our member institutions – this can be those familiar with it from applying for Fellowship, from designing or leading accredited programmes, or those with experience of embedding the framework in other ways.



A brief history of the Professional Standards Framework

The Professional Standards Framework for teaching and supporting learning might feel as if it has always been around. But how did it evolve? What were the drivers? And what is its reach? Professor Sally Bradley introduces a report on the history of the Professional Standards Framework.

The Professional Standards Framework (PSF) for teaching and supporting learning (2011) has developed and evolved over the years. A brief history of the Professional Standards Framework (PSF) for teaching and supporting learning in higher education: Stages of development takes the reader through the evolution, from the discussions in the UK sector regarding the quality of teaching, to the impact of the Dearing Report 1997 on teaching and learning in the UK.

The report charts the early developments of HE teacher accreditation through to the introduction of the Institute for Learning and Teaching in HE (ILTHE), Government white papers and the inception of the Higher Education Academy, later to become Advance HE. Alongside this has come a change in focus; prior to the PSF launch in 2006, the focus was on new academic staff and ‘training’, now in 2022 the PSF embraces students who teach, colleagues who support student learning in very different contexts both inside and outside HEIs, staff who are implementing change and strategic leaders who are initiating strategies. Over time, the PSF has influenced institutional policies and can be seen embedded in probation, promotion criteria, teaching professoriates and teaching awards. It underpins continuing professional development for all staff supporting student learning. But the PSF isn’t just found in reward and recognition...

[Read more](#)

Connect Benefit Series



Connect Benefit Series – Student success

The [Connect Benefit Series - Student success](#) theme explores three core areas of focus for student success within higher education: Employability; Access, retention, attainment and progression; and Flexible learning.

Each area of the project centres around a current literature review, the findings of which formed the basis for a series of webinars, podcasts and interactive summits.

Student Success: Employability

[Employability: a review of the literature 2016-2021](#) informs a number of outputs, including a webinar in which the researchers discuss their findings with Advance HE members and a series of podcasts exploring key areas from measuring employability and the impact of work-integrated learning to addressing inequality. Outputs also include a compendium of case studies entitled 'Employability, Enterprise, and Entrepreneurship: Solving Wicked Problems.'

You can find out more about the literature review and download associated outputs [here](#).

Student Success: Access, retention, attainment and progression

[Access, retention, attainment and progression: a review of the literature 2016-2021](#) shows sector developments and/or changes in these key areas relating to Student Success, with outputs including include a webinar in which Sheffield Hallam University's research team discuss the review and a series of four podcasts, each dedicated to one of the four areas under review.

You can find out more about the literature review and download associated outputs [here](#).

Student Success: Flexible learning

[Flexible learning: a literature review 2016 - 2021](#) identifies and examines the key drivers of flexible learning, from the influence of Covid-19 to the development of technologies and technology-dependent initiatives. Outputs from this theme include a webinar in which review author Professor Mark Loon speaks to his findings, and a series of podcasts focussing on flexible learning from technological, systemic, cultural, and global perspectives.

You can find out more about the literature review and download associated outputs [here](#).

The next phase of the Student Success project will be Assessment and feedback. [Find out more here](#).

Connect Benefit Series – Organisational Wellbeing

[Connect Benefit Series – Organisational Wellbeing](#) runs until July and will explore the link between healthy and prosperous universities and the wellbeing of staff and students.

This area of focus comprises a range of events and outputs, including an introduction blog, a sandpit event for senior leaders, a Tweetchat (25 May, 20:00 BST) and a series of recordings promoting holistic approaches to wellbeing at work. A reflective webinar will take place 4 July 11:00 BST, allowing an interactive opportunity to discuss the series of recordings. [You can book your place here](#).

The project aims to embed wellbeing as a cornerstone of organisational thinking, addressing the need to effect transformation on three levels:

- + strategic – implementing wellbeing as an integral part of organisational strategy

- + management - implementing wellbeing strategies specifically for students
- + operational - implementing mindful leadership and ways of working to promote organisational wellbeing.

 [Find out more](#)

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

This project addresses the barriers that limit access and belonging, with particular attention to removing barriers to marginalised groups which can only be implemented and sustained through an inclusive institution with a culture that is well aligned to purpose, values and goals. The project aims to:

- + stimulate new thinking for governing bodies and senior executive
- + consider wellbeing through the lens enabling culture
- + explore inclusive culture and creating the right conditions for academic staff to be innovative and deliver flexible teaching and learning
- + identify 'what works' examples via case studies and reflections from a range of institutions.

 [Find out more](#)

Learning and Teaching

Five dimensions of feedback for implementing authentic assessment

Authentic assessment calls for authentic feedback, which can be challenging to maintain within online and hybrid settings. Nhi Nguyen, content specialist at FeedbackFruits, discusses five dimensions of authentic feedback, and how to optimise each of these in online classes.

Effective assessment should be competency-based, rather than credential-centred. That is, evaluation in online courses must stimulate the transfer of skills and prepare students for the real world, while still ensuring inclusivity and accessibility.

This is where authentic assessment comes in, with its focus on measuring students' success in skill-relevant and real-life scenarios. According to Jon Mueller, Professor of Psychology at North Central College, authentic assessment refers to "A form of assessment in which students are asked to perform real-world tasks that demonstrate meaningful application of essential knowledge and skills."

Authentic assessment calls for authentic feedback. Consistent, timely, and constructive feedback not only supports the teaching experience, but also provides students with multiple opportunities to reflect on and adjust their work according to the required standard. This is highly authentic and similar to the workplace context.

The five dimensions of authentic feedback:

1. Realism

One of the main goals for authentic feedback is to prepare students for handling comments in their future career, and "context is the key" to promote such realism. This dimension is divided into physical, which includes the settings, materials, and modalities of feedback; and social, referring to the real-life situations that the feedback happens (on social media, between doctors and patients, etc).

To promote realism in both physical and social contexts, instructors can rely on different teaching tools to create assessments that simulate real-life scenarios. There are tools that allow instructors to create online conferences that resemble real-life symposiums, where students showcase their group's research results in the forms of academic posters.

2. Cognitive challenge

Problem-solving and decision-making are two critical skills in professional scenarios. Therefore, university feedback should allow students to critically evaluate the received feedback and come up with solutions to resolve these comments. In online settings, instructors can rely on technology to provide authentic feedback moments that require the use of higher-order thinking skills. Many peer review teaching tools help teachers create peer feedback assignments where students submit their work, review their peers based on sets of criteria, and reflect on received comments to make appropriate improvements.

3. Affective challenge

Receiving and handling emotional challenges during feedback processes is a critical lifelong skill. This is probably the most difficult element to ensure when implementing authentic feedback, due to the cultural difference, levels, and perspectives. How can instructors help students to be mindful, sensible, and conscious when giving and receiving feedback?

One critical approach is to clarify and model quality feedback, which should be about self-awareness, positivity, and honesty.

Cultural background, personal profile and characteristics can influence how students produce and deliver comments, which sometimes affect the feedback objectivity. That's why instructors need to help students navigate the feedback and get out of the profiles that they tend to adopt. Feedback

should be positive. Most researchers are of the view that feedback targeting the process, performance and self-reflection are more effective than personal appraisal or compliments. Positive feedback can have positive effects when accompanied by detailed reasoning and elaboration. When instructors point out to the students "why do I like this?" and justify "I like this because ...", students develop a sense of transparency and are able to incorporate the feedback into their learning.

Be honest and specific about the good and bad points when giving feedback. The goal of feedback is to provide information to help the receivers improve their final work. If this information is incorrect, learners won't be able to realise their mistakes and make timely adjustments. In other words, there would be no opportunities for growth and development if the feedback is neither detailed nor honest...

 [Read more](#)

Advance HE Curriculum Reviews

Advance HE can support you to identify what makes your curricula special and address the challenges and disruptors that are impacting the higher education sector. We have worked with institutions across the globe to achieve their desired performance outcomes and drivers.

[Find out more](#)

Teaching and Learning Conference 2022

Advance HE's Teaching and Learning Conference 2022 will explore how we are enhancing student success through all aspects of the student experience such as transitions, curriculum development, enterprise and employability, and assessment. [Find out more](#)

Leadership and Management

Invest in programme leaders to invest in success

Charles Knight, Senior Advisor (Learning and Teaching) Advance HE discusses the importance of Programme Leaders in Higher Education for universities to provide a transformational experience and why this informal leadership position needs support and development.

What if I told you your university Learning and Teaching strategy was unlikely to be successful? You'd likely point to how it was developed and how it will be carried out. I would instead point to the people you expect to implement it.

The capability of a university to provide a transformational learning experience is directly related to the quality of both its formal and informal leaders. The programme leader (PL) is a perfect example of an informal leader who can act as a powerful force for change and innovation on a day-to-day basis. It is generally they, not official leaders, who can make all the operational changes needed to make a strategy work.

The ability of PLs to have impact is not a matter of random chance, it requires university leadership teams who invest in their training and development. If a university fails to support PLs it fails to support the successful implementation of its own learning and teaching strategy.

The Enhancing Programme Leadership work undertaken by Advance HE is designed to ensure that these leaders in teaching and learning get that vital development to make an impact on the student experience, but also understand their own individual potential to make a difference.

An effective programme leader will help to create educational spaces where students can grow and develop, build their own networks, and create personal narratives of success. The very best work with colleagues across a university to create a sense of both challenge and belonging that means that students leave with more confidence and social capital than when they arrived.

This is not something that comes naturally and PLs need support in understanding what tools and techniques will enable them to draw together the right people at the right time for impact. They need the ability to assess where a possible challenge is an opportunity to do something different or do something better.

Underpinning all their activities is the fact that PLs often operate with no line management response and must navigate complex political landscapes to ensure that they can influence the actions of others to improve a programme or overcome resistance to change. At the same time, they must manage upwards and the sometimes-unrealistic expectations for positive improvements on short timescales.

Finally, if you are committed to your programme leaders, you are committed to their development in ways that will take them away from programme leadership roles and onto the next stage of their career. During Enhancing Programme Leadership, we ask participants to consider how they will use the role to grow as individuals and academics.

I will finish by posing some questions to university leaders and for programme leaders to ask University leaders:

- + If you analyse your current role description for programme leaders – does it reflect the skills and capabilities that programme leaders need, both now and for the next decade?
- + If you are expecting programme leaders to be actual leaders in learning and teaching – how much development do they get per year purely as leaders?
- + What are the mechanisms in your university for programme leaders to be able to share best-practice and problems – is there a forum for such debate?
- + How is programme leadership recognised in your promotion and progression criteria?

Would you value an external perspective on your Teaching and Learning Strategy?

Advance HE can provide an external perspective on your teaching and learning strategy supporting you to deliver on your own vision and mission. Drawing on expertise within learning, teaching and assessment, and knowledge of the wider sector and policy developments, we can provide a critical review of the implementation of your strategy.

We take a four-stage approach to review your strategies:

Stage 1: Strategy review - Our consultants will take a 'critical friend' approach to reviewing your current Learning and Teaching Strategy and the intersections with other relevant strategies.

Stage 2: Data Audit - Using our audit tools we will analyse your data and work with you to establish benchmarks to target change.

Stage 3: Development and enhancement - The change programme will be co-designed and developed with you to target support and development.

Stage 4: Impact evaluation - We will work with you to identify appropriate evaluation points, performance indicators and instruments for measuring change.

[Find out more](#)

Equality, Diversity and Inclusion

How can you create 'headspace'?

As she looks forward to chairing the Advance HE Mental Wellbeing in HE conference (17 May), 'Reading the Tea Leaves – Preparing for the Future of Mental Wellbeing in Higher Education', Dr Dom Thompson shares her thoughts on the benefits of taking time out to attend an in person conference and ponders what might be discussed.

I am lucky enough to spend a lot of my time meeting the wonderful people who work in higher education supporting student and staff wellbeing, and I have seen how hard the last couple of years have been, but I also know that things were not that rosy before the pandemic. Students were struggling, resources were tight, the NHS wasn't always able to help, and staff were up against it. Then came Covid-19!

Colleagues under pressure

In recent weeks, I have tried to support colleagues who are super-stressed, some in tears, and some feeling like every day is a battle. If this feels like a description of you, then you are definitely not alone, but it can feel lonely.

I am someone who likes to feel useful, so I listen to my colleagues, bounce ideas around, and try to suggest possible next steps, but it isn't always enough. We are all working through particularly difficult times, and I really do believe that we have never needed support from each other more than we do at the moment. It's one of the reasons I love working with the Mental Wellbeing in Higher Education team, all of whom are immersed in the world of student and staff welfare. We 'get' each other's pressures (and yours!) and we want to offer something practical to help!

Red hot topics

We often discuss the topics that are most on our colleagues' minds or take up most of their emotional

reserves. I personally have been working a lot on suicide prevention, out of hours support, and staff wellbeing. These are some of the most demanding topics on people's minds it seems, and getting ahead of the whole university community's anxieties and mental health issues as a preventative population based approach also seems to be a sensible way forward, as well as a constant challenge.

It can be hard if you are working at the frontline of welfare to have the time to lift your head up from the daily problems and think about what's coming down the line. People rarely reflect on what is happening elsewhere, and what they might like to do differently 'if only they had the headspace to think about it'. Maybe a day with colleagues might help? A one day conference that I like to think of as a 'day of headspace'.

What's in a day?

What difference can a day really make? It's a day to meet old friends, of course, but also to hear new ideas, ask the questions you've been meaning to ask, check if that concept you thought of might work (test it out on those old friends!), and learn what your peers are doing around the UK and Ireland to support their students and colleagues.

Our fantastic panelists and keynotes will have new things to say (even if they don't have all the answers of course) and they will get people talking, thinking, and asking questions. They will hopefully make you feel excited and enthused, leave you wondering what you might try next, or reassured that you are on the right track.

A natural 'high'?

Coming to an in-person conference can feel like an effort (and even a bit of a health risk) in 2022, but it has so many benefits that we decided this year to go for it and pick an accessible, central UK venue, ready to welcome back our colleagues and take the time to talk, share and reconnect.

I can't be the only one that feels an actual 'high' from meeting people again and having time to laugh and share support! Can I??

So what next?

I think we need each other and each other's insights more than ever, and I genuinely look forward to sharing some of the things I have learned reviewing student suicide prevention around the UK, or overhauling out-of-hours support, and I can't wait to hear what others have been working on too.

It's been a rocky couple of years and just surviving can't be enough, surely. So I'm here to tell you that there are new ideas and inspiration out there, if you can just take a day to create some headspace! See you soon.

Dr Dominique Thompson is an award winning GP, young people's mental health expert, TEDx speaker, author and educator, with two decades of clinical experience. She is author of [The Student Wellbeing Series](#), and co-author of [How to Grow a Grown Up](#). She is a Clinical Advisor for NICE and Student Minds, a lead clinical advisor for Aardman Animation's [What's Up with Everyone?](#) campaign, and for [Being Well, Living Well](#) Epigeum.

Mental Wellbeing in HE Conference 2022 (17 May): Reading the Tea Leaves - Preparing for the Future of Mental Wellbeing in Higher Education.

Delivered in collaboration with the Mental Wellbeing in HE Expert Group, this one-day conference will address issues of mental wellbeing across all aspects of higher education. It will explore established and successful examples from the sector, share good practice, discuss the challenges and overcoming them when looking at mental health and wellbeing. [Find out more](#)

International Spotlight

Aga Khan University win Global Excellence Award

The Aga Khan University (AKU), whose 'AKU Teach CPD Scheme' was recently re-accredited by Advance HE, has won the inaugural edition of the Award of Excellence for Disruptive Education, Zairi International Award in Higher Education 2022.

AKU received the award based on the work of the University's Network of Quality, Teaching and Learning, QTL_net, which supports excellence in academic programmes to ensure students have a strong learning experience during their academic years. AKU was selected from amongst applications received from 31 countries with winners announced at a ceremony at the MENA Higher Education Leadership Forum in Dubai, UAE. Advance HE was delighted to sponsor the award.

The Award of Excellence for Disruptive Education considers innovative higher education institutions that stand out in their approach to shaping and re-imagining the future of higher education to meet the challenges of the future.

"Whilst AKU is a University 'of and for the developing world', this international award of excellence in higher education is an acknowledgment that AKU promotes global best practices in quality, teaching and learning. Educational excellence is not a choice for AKU, it is our mission!" said Professor Tashmin Khamis, Vice Provost (Quality, Teaching & Learning) at The Aga Khan University.

Ian Hall, Advance HE Head of Membership (International) said, "I am delighted for AKU. They are wholly committed to a great student academic experience and this is evidenced by their investment in their staff through their newly accredited programme as well as this award. Well done to all involved."

AKU has more than 60 Fellows with accredited programmes for descriptors one and two as described by the Professional Standards Framework.

Find out about Advance HE memberships for International higher education providers. Advance HE has [three membership packages](#), Access, Strategic and Global, each providing access to a worldwide network with resources to transform your institution.

New Advance HE member, Iqra University, focuses on Fellowship

Iqra University has become an Advance HE member. The University has become a member specifically to enhance capacity within their team and to recognise staff through Advance HE's Fellowship scheme – and working towards institutional recognition – which is underpinned by the globally recognised Professional Standards Framework.

The University, which has more than 800 faculty members appointed for a student body of over 15,000 students, is firmly rooted in the disciplinary areas of business management, engineering and computer sciences, education, health sciences, media studies, and fashion design in seven campuses across two major cities Karachi and Islamabad.

Advance HE membership officially was agreed by Dr Fariha Hayat Salman, Associate Professor and Director, Center for Teaching Excellence and Learning Innovation (CTELI) at Iqra University at a signing ceremony chaired by the University's Vice-Chancellor Professor Dr Wasim Qazi, and attended by Ian Hall, Advance HE's Head of International Membership.

Dr Wasim said, "Iqra University's work is truly about training the leaders, thinkers, and innovators of the future that demands relevant, agile, and continuous faculty professional development for which we are greatly pleased to enter institutional membership with Advance HE, UK."

Dr Fariha said, "This is an important moment in our work in enhancing faculty capacity. The reflective process in the PSF is a robust route for those who teach or lead teaching to continuously improve and strive for excellence, and Fellowship recognises this commitment in a structured way. It's also a powerful message to students about our ongoing commitment as a University to a dynamic academic experience."

Ian Hall of Advance HE commented: "We are delighted to welcome Iqra University as a member institution and look forward to working with them so that their staff join our global community of well over 150,000 fellows in 106 different countries. Iqra University is now part of our global membership which spans over 400 higher education institutions globally."

Find out more about our [accreditation services](#); and [explore](#) our work to enhance the quality and status of teaching for individuals around the globe.

Governance

A conversation on effective governance in higher education

Andy Shenstone, Advance HE Director of Business Development and Jo Chaffer, Australia-based Key Global Associate with Advance HE, discuss key aspects in building effective governance.

In this wide-ranging discussion Andy and Jo explore a number of questions about governance in UK higher education:

- + the distinguishing features of the UK higher education policy and legal context, particularly in terms of governance and how these shape institutional governance
- + the trends or major themes in governance in UK universities over the last few years
- + what those in governance should be paying more attention to
- + improving governance effectiveness, including motivating and encouraging people with different talents, skills and perspectives to want to join governing bodies, including examples of good practice
- + advice for leaders in shaping good governance, particularly in good governance culture
- + building trust between the Executive and the Board.

Watch the video below:



[Andy Shenstone](#) offers a deep understanding and experience of UK and international HE policy, governance and management. He is Advance HE's Director of Business Development and Delivery, and an experienced Higher Education (HE) consultant with 20 years' track record of successfully working with Universities, sector agencies and Ministries in the UK and overseas.

[Jo Chaffer](#) has worked extensively as a development trainer providing consultancy and training services to private, public and third sector organizations around the world. Jo's work adds value by supporting and driving growth, change and resilience through incisive analytical acuity, vibrant and creative working processes and provision of effective interventions and innovative tailored support.

 [Find out more](#)

Striving for Diversity of Leadership: Governance in Higher Education Institutions

Earlier this week, Dr Adeela Ahmed Shafi MBE, Associate Professor in Education (University of Gloucestershire) presented her paper, Striving for Diversity of Leadership: Governance in Higher Education Institutions at the Comparative and International Education Society (CIES) Conference in Minneapolis, USA.

The presentation was based on the work funded by Advance HE and Perrett Laver on the development of the [HE Board Diversity Toolkit](#). The presentation aimed to share some of the findings of the research that underpinned the Toolkit, how it informed the Toolkit and the questions it raised. Dr Shafi's conference [abstract is available here](#); her paper will be published in full in due course.

The Board Diversity Toolkit launched in November 2021 as an output of the [Board Diversity Practice Project](#), run by the University of Gloucestershire, in collaboration with the international executive search firm [Perrett Laver](#) as part of Advance HE's 2020-21 [Collaborative Development Fund](#).

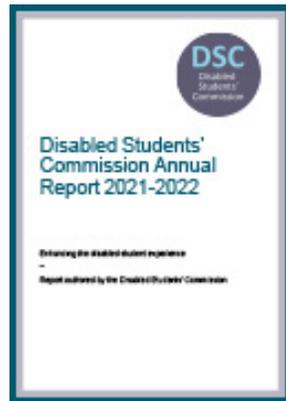
The Toolkit is designed to help member institutions to improve the diversity and inclusivity of their governing bodies, whether as a Secretary, Chair of Governors, Governance and Nominations Committee member, or anyone interested in tackling under-representation and aiming for inclusion at the Board level in the higher education sector.

Advance HE members can access the Toolkit and accompanying resources [here](#).

New content + publications

Enhancing the disabled student experience - DSC annual report published

Second annual report from the independent group formed to challenge, inform and advise universities and colleges in England to improve support for disabled students.



[Access here](#)

Reflections on Senior Fellowship

Dr Aaron Cooper from the University of Reading reflects on how Senior Fellowship has contributed to a more detailed understanding of his role in teaching.



[Read more](#)

My Fellowship journey

Professor Saad Darwish, Professor-Head of Community Engagement and Continuing Education, Kingdom University, Bahrain, describes the strategic aspects of Principal Fellowship and highlights the impact of Fellowship on the student experience.



[Read more](#)

The power of networks – a new group for college-based HE providers

Dr Jo Tyssen, Head of WP, Outreach and Projects, University Centre Leeds, shares how this Advance HE funded project will offer CBHE providers the opportunity for “discussion and development in areas of focus that really matter and to provide solutions to address these shared challenges.”

[Read more](#)

New Athena Swan Ireland institutional and departmental awards conferred

15 Bronze awards conferred including Bronze institutional awards for Carlow College, St Patrick’s and TU Dublin.

[Read more](#)

Advance HE’s annual Equality, Diversity, and Inclusion Conference – a student’s perspective

Eva Ben-Shlomo, a final-year American Studies student at The University of Manchester shares her impressions of the our recent EDI Conference.



[Read more](#)

Degree standards training for external examiners

Dr Patrick Baughan, Senior Learning Adviser at Advance HE and current external examiner, spoke to us about his experience on the Professional Development Course for External Examiners.

[Read more](#)

Applying for Senior Fellowship as a Researcher Developer

Following a recent successful application for Senior Fellowship, Lecturer in Postgraduate Education and Training, Matthew Sillence, reflects on his own journey and sources of support for those who develop postgraduate researchers and supervisors.

[Read more](#)

Keele University’s three steps to sustainability

Keele University opened Advance HE’s Sustainability Symposium by discussing three key ways in which higher education institutions can push for a more sustainable future.

[Read more](#)

Which comes first: Associate Fellowship or Widening Participation?

With Associate Fellow status, PhD researcher at University of Leeds and Collaborative Outreach Officer at Go Higher West Yorkshire, Tahera Mayat shares her insights on how Widening Participation, alongside Graduate Teaching Assistant employment, strengthened her Associate Fellowship application.

[Read more](#)

Dates for the diary

Conferences + Events

Teaching & Learning

International event - Introduction to Principal Fellowship

14 June 16:00 AEST

This free, open-to-all, 90-minute session is for Principal Fellowship for prospective applicants. It will provide an overview of the benefits of Principal Fellowship, the requirements for applying, and details of the resources and support available to applicants.

[Book your place](#)

Teaching & Learning

Student Engagement Conference 2022: Meaningful, Active Participation

12 May, virtual

A virtual conference designed for professionals responsible for the student academic experience and student engagement, as well as student union teams looking to improve their student engagement. Listen to panel discussions on 'Connecting engagement with student success' and 'Opportunities beyond the core curriculum'.

[Find out more](#)

EDI

Mental Wellbeing in HE Conference 2022: Reading the Tea Leaves - Preparing for the Future of Mental Wellbeing in Higher Education

17 May, Birmingham

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

[Find out more](#)

Teaching & Learning

Ireland Symposium 2022 - Quality higher education for all: Building back fairer and greener

25 May, The Clayton Hotel, Dublin

This event will focus on universities' measurable impact against the UN SDGs and the underpinning metrics of Teaching, Outreach and Stewardship. Join us to share good practice and hear from those taking a whole institution approach to embedding core sustainability concepts among students and staff.

[Find out more](#)

Fellowship Application Builder

6 June 2022

A six-week online, self-directed course providing support and practical guidance to help you prepare your direct Fellowship application.

[Find out more](#)

EDI

Gender in HE Conference 2022: Current, complex, contested: Conversations about Gender in HE

16 June 2022, the studio, Birmingham

By way of keynotes, workshops and a panel session, this one-day conference will create a safe space for conversations about sex and gender, intersectionality, addressing and tackling inequality and challenging gender barriers in leadership thinking and practice.

[Find out more](#)

Teaching & Learning

Teaching and Learning Conference 2022: Teaching in the spotlight: Where next for enhancing student success?

5-7 July, Northumbria University

Our flagship conference returns to Northumbria University to explore how we are enhancing student success through all aspects of the student experience including transitions, curriculum design and development, enterprise and employability, assessment, engagement and inclusion, sustainability and much more.

[Find out more](#)