

in partnership

November 2022

in this issue...

Keeping our members updated with the latest from Advance HE

Welcome to the November 2022 *in partnership*

Welcome to this month's In Partnership. This month we published our annual review of Advance HE's CPD schemes around the world and our Chief Executive Alison Johns invites those that lead or manage to participate in the Global Leadership Survey.

We also publish eight case studies from the 2021/22 Collaborative Development Fund project Utilising the Professional Standards Framework for strategic change.

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In October, we published the seventh annual review of Advance HE's CPD schemes across the world. We also launched a practice guide and resources for a new game, developed by academics at Sheffield Hallam University, which seeks to develop understanding about evaluation and improving student outcomes.		Dan Tinkler, Advance HE Governance Development Manager, explains the flexibility of the Governor Competencies Map in supporting the development of individual governors and of governing bodies.	
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We have published eight case studies and an overall report as part of the 2021-22 Collaborative Development Fund project 'Utilising the Professional Standards Framework for strategic change'.		We publish a number of blogs, looking at the use of music in overcoming barriers, the impact of Fellowship, the Academic Professional Apprenticeship and governance effectiveness reviews, and the importance of out of hours mental health support for students.	
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We publish a blog from Katrine Wong, Director of the Centre for Teaching and Learning Enhancement at the University of Macau reflecting on her journey to Principal Fellowship.		We look forward to the Governance Conference 2022, the Assessment and Feedback and Student Retention Symposia, and many more programmes and events over the coming months.	
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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.

Advance HE publishes annual review of accredited CPD schemes

Growth in fellowship as Advance HE publishes annual review of accredited CPD schemes

Fellowship numbers continue to grow globally, with more than 163,000 fellows recognised around the world, including 13,949 based outside the UK, at the beginning of October 2022, according to the latest review of Advance HE accredited continued professional development (CPD) schemes.

The seventh [Annual review of Advance HE accredited CPD schemes 2020-21](#) reflects on the award and use of fellowship reported by Advance HE accredited institutions, drawing on data from 1 August 2020 to 31 July 2021. This summary report brings together information submitted by 134 higher education providers with an accredited CPD scheme in their annual report to Advance HE.

Advance HE fellowship aligns professional development to the UK Professional Standards Framework – the globally-recognised framework for benchmarking success within higher education teaching and learning support. The Professional Standards Framework is currently under review, which has involved a sector-wide consultation, with a revised version is due to be published in January 2023.

Highlights for the period 1 August 2020-31 July 2021

- + The majority of fellowships awarded continued to be via Advance HE accredited provision in 2020-21 at **174 accredited institutions**; 146 in the UK and 28 outside the UK.
- + **15,291 fellowships** in total were awarded in 2020-21

– a **slight decrease** of 148 (-0.96%) compared to 15,439 fellowships awarded in 2019-20, likely to be as a result of other priorities for staff and institutions during the Covid-19 pandemic.

- + **2,014** of those fellowships were awarded via direct application to Advance HE – an **increase** of 238 (+13.4%) on fellowships awarded via direct application in 2019-20 (1,776).
- + **88% of 130 DVCs/PVCs** responding in 2020-21 reported that fellowship is used within their institutional **career promotion pathways**.
- + In 2020-21 the number of HEP accredited CPD schemes accredited at each category of fellowship **increased** at all categories, other than Principal Fellowship.
- + Senior and Principal Fellows are continuing to be used at an institutional level to **drive strategy and policy**, as well as leading learning and teaching projects and initiatives.

Kathryn Harrison-Graves, Director of Membership and Accreditation at Advance HE said,

“ This seventh annual review of accredited CPD schemes continues to provide detailed insight into the operational aspects of scheme management as well as the impact schemes have at an institutional level.

“ The reporting period for 2020-21 was of course disrupted by Covid-19 which affected institutions’ ability to operate accredited provision effectively, so the slight decrease in fellowships awarded by accredited HEPs in 2020-21 in comparison to 2019-20 is not surprising.

“ However, despite these difficulties institutions’ annual reviews clearly articulate that Advance HE accredited provision and the resulting fellowship are continuing to have a positive impact at an institutional level and are continuing to be used and further embedded within institutional processes and policies around teaching and learning and career promotion pathways.”

Advance HE is committed to working with and supporting institutions to continue to successfully operate accredited provision by:

- + addressing institution-level impact with a [Collaborative Development Fund](#) project around ‘Utilising the Professional Standards Framework for Teaching and Supporting Learning for Strategic Change’. The output of this project will be a series of eight case studies published in November 2022 related to the strategic use of accredited provision intended to support senior leaders to best use their provision to promote institutional priorities.
- + undertaking the [Professional Standards Framework Review 2022](#). Following extensive stakeholder consultations, a revised PSF will be launched at the end of January 2023. In preparation for any changes following the PSF review outcomes, Advance HE will work closely with accredited institutions to develop appropriate support, resources and transition plans.

 [Read more](#)

Member benefits and opportunities



Utilising the PSF for strategic transformation

Authors Jenny Lawrence, Mary Fitzpatrick and Adam Craik introduce a new collection of case studies on the Professional Standards Framework as part of our Collaborative Development Fund 2021-22.

The Professional Standards Framework (PSF) is a useful tool in understanding and developing effective educational practices in higher education. It is used in the variety of HE providers (HEPs) found across the globe. Recent research suggests embedding the PSF in institutional strategies and policy can enhance the scholarly approach to, and practice and standing of, teaching and learning within an institution (Spowart, Turner, Dismore, Beckmann, Carkett, Khamis 2020).

However, how the PSF can be used to broker strategic change or institutional transformation is less well documented. This is the rationale for Advance HE to commission us to compile a collection of case studies illustrating how higher education providers are furthering their institutional goals through the purposeful and strategic deployment of the PSF.

A criterion of Advance HE accreditation is commitment to “The alignment of institutional strategies and approaches to the development of staff that teach and support learning with the PSF” (Criterion 1a).

Spowart, Turner, Dismore, Beckmann, Carkett, Khamis (2020), identified five common practices:

- + PSF/accredited provision aligned to institutional strategic objectives eg institutional key performance indicators, Teaching Excellence Framework (TEF)
- + PSF aligned to promotion criteria

- + achieving Fellowship as a requirement of probation
- + targets set in relation to number of HEA Fellows
- + PSF aligned to performance appraisal/performance development.

We found that that the HE providers that realise strategic change go beyond instituting the PSF and Fellowship in these ways; they also:

- + embed strategic priorities within their educational Continuous Professional Development (CPD);
- + facilitate understanding of what those strategic priorities mean for individual practice
- + incentivise engagement with educational CPD.

These approaches have led to increased engagement in educational CPD, enhanced student experience and the institutions’ sector standing.

The case studies plus thematic analysis of the top scoring 25 institutions of 134 blind-reviewed for inclusion in this collection and testimony from educational leaders that have successfully used the PSF for positive change, inform our six evidence-based principles for utilising the PSF for strategic transformation. These are:

1. Lead institutional engagement with the PSF.
2. Invest in the strategic deployment of the PSF.
3. Strategically align Advance HE accredited provision to institutional priorities.
4. Raise the profile and esteem of Fellowship.
5. Enable everyone involved in learning and teaching to engage with the PSF throughout the academic year and lifecycle.
6. Invest in Senior and Principal Fellows.

Each principle is underpinned by achievable practices that institutions might adopt in the service of strategic transformation. The principles resonated with some institutions who attended the recent Advance HE accredited programme leaders network event, many of whom follow practices similar to those we identify.

Utilising the Professional-Standards Framework for Teaching and Supporting Learning for Strategic Change will be of interest to senior leaders with strategic responsibility for teaching and learning at a HEP and those with responsibility for supporting and developing teaching and learning. Advance HE accredited CPD scheme leads will also find the work inspiring. We hope it speaks to the wide variety of HE providers across the global HE community.

You can download [Utilising the Professional Standards Framework for Teaching and Supporting Learning for Strategic Change](#) [here](#).

Find out more about the [Collaborative Development Fund 2021-22: Utilising the Professional Standards Framework for Strategic Change](#).

The Professional Standards Framework (PSF) has become a globally-recognised framework for benchmarking success within HE teaching and learning. Since it was last updated in 2011, the learning and teaching landscape within HE has changed considerably making a review necessary to ensure the framework continues to be relevant to higher education now and in the future. As custodians of the PSF, we committed to this review on behalf of the sector in our Strategy 2021-24. The sector-led review and the revised framework will be launched on 31 January 2023. [Find out more.](#)

Learning and Teaching

Working towards Principal Fellowship: A professional and personal journey

Katrine Wong is Director of the Centre for Teaching and Learning Enhancement at the University of Macau (UM) and received her Principal Fellowship from Advance HE in July 2022. In this blog she reflects on her journey to Principal Fellowship.

In 2007, I completed a non-degree module in learning and teaching in higher education (NDLTHE) and became an Associate Fellow when I was doing my PhD at the University of Leeds. 15 years later, I achieved a Principal Fellowship (PF).

In this short reflection, I would like to attribute three things to three major stages of my journey towards achieving my fellowship.

1: At the Principal Fellow Writing Retreat led by Prof. Sally Bradley (highly recommend), we learnt about ways to verbalise the impact we were making in student experience, strategic leadership, integrated practice and continued professional development at institutional level and beyond. The biggest takeaway, for me, was a sports analogy, which helped me immensely in determining what items of achievement would go into the REI (Record of Educational Impact).

As I built my list REI items, I realised that they represented work I had done in all three different jobs at my home institution (which were, for two full years, concurrent) in order to enhance learning and teaching locally and beyond: faculty member at the English Department, director of the university's Teaching & Learning (T&L) centre, interim college master at one of the residential colleges. Over the years, every time I received an appointment or a renewal, my colleagues would start to worry: 'Why would you agree to such heavy educational and strategic leadership commitments? What happens to being a faculty member?'

Building my REI list gives me an answer: what's present in these three seemingly disparate jobs is a dynamic form of interconnectedness, one that foregrounds active learning and student-centred education.

My different jobs as a teacher, a researcher and a leader complement each other and help remind me of the reason of why I decided to work in higher education in the first place.

2: Writing the RAP (Reflective Account of Practice) with reference to the UKPSF and the Dimensions of the Framework gave me an opportunity to conduct with a systematic reflection of my T&L work. When mapping each of my REI items and its related activities to corresponding pairs of letters and numbers, I had to articulate the impact of what I had done in a lucid and, at times, assertive, manner, and that was something I never thought I could do. Talk about culture shock.

As I worked through the different sections of the RAP, I reflected upon why I did what I did. It was definitely easier said than done, but I had a quasi-enlightenment when I finished drafting. Deconstructing my strategies confirmed and reinforced something for me: my values, my priorities, my work ethics. At the risk of sounding disproportionately insecure, the process of RAP writing gave me a much-needed affirmation: there is tangible, describable impact in what I do. More importantly, it affirmed the value and significance of my partial secondment from my home academic unit.

The process of writing the RAP gave me tools to describe myself: my personal conviction and intuitive judgements became describable, assessable, and professional strategies, which in turn continues to inform me in my work in a concrete and more definable manner.

3: The journey of self-knowledge continued. One of the questions I received was 'what kind of leader was I?' The question sent me on a small project in which I read up

on different leadership styles. Not only was I able to identify, with advice from my mentor, a response to the reviewer's question, I was able to learn about the evolution and diversity of discussions of leadership and leadership styles; the nuance and complexities thereof are truly fascinating. Again, this is a case of acquiring further tools to understand and describe oneself.

It has been an incredible journey of enhanced and renewed self-understanding. Thank you, Advance HE.

Katrine Wong writes on English Renaissance Drama and cultural studies. She is also known for her expertise in outcome-based education, e-learning and pedagogical innovation. When she's not at work, Katrine conducts Coro Perosi of Macao, which is celebrating its 25th anniversary this year.

 [Read more here](#)

Global Impact Grants – Academic Development

One of three case study compilations from the Global Impact Grant initiative, these five case studies from institutions around the world demonstrate real impact in academic development. Ian Hall, Advance HE Head of Membership said: "Insights from institutions exploring issues from different perspectives and in different contexts can be really helpful in unlocking ideas or challenging 'the givens' for colleagues in other parts of the world. I am confident that these case studies will provide rich evidence-informed good practice which will be of great benefit, and I thank and congratulate all those who have been successful in this year's round of grants."

[Read the case studies and find out more about the other Global Impact Grant case studies here](#)

Leadership and Management

Have your say on leadership in higher education

Alison Johns, Advance HE Chief Executive, encourages leaders in HE around the world, at every level of experience, to complete the Global Leadership Survey and contribute to “a level of insight on leadership in HE that we’ve not had before.”



In a short video, our Chief Executive, Alison Johns, invites HE colleagues from around the globe to participate in our [Global Leadership Survey for Higher Education](#).

The survey is open for ‘everybody’ at every level of leadership experience.

Alison says,

“We’re really aiming to answer the question, ‘What leadership and what leadership culture do we need to be effective as an organisation and a place where people really feel they belong, want to work, can thrive, perform, develop, grow?’”

[Hear more from Alison here](#)

Project lead Doug Parkin, Principal Adviser for Leadership and Management at Advance HE also invites all managers or leaders to participate in the survey, which is designed to create the richest possible picture of contemporary HE leadership.

“Leadership in HE is not a fixed set of competencies, nor can it be captured as such. Culture, context, individual character, and the challenge of the task are all significant variables that influence how leadership may operate. There are also contrasting views on how leadership is defined and interpreted as a practice”. Doug Parkin

In a conversation with the authors of the [scoping study published in September](#), they discuss the importance of the survey and what they hope to learn from it.

[Watch the video here](#)

The deadline to complete the survey has been extended until Tuesday 22 November.

[See more and take part in the survey here](#)

Leadership and Management needs of Australasian Higher Education: Results of 2022 Study – virtual, 05:00 GMT/16:00 AEDT

This interactive session will share the results of a July 2022 study by Dr Jo Chaffer, which explored the needs of Australasian Higher Education Leadership through a series of in depth conversations. We will share the results of the study and invite your reflections and suggestion around the themes raised. Our hope is these discussions may also spark collaborations that shape future leadership development services. [Find out more:](#)



Spotlight on... UK Black History Month

Belonging matters

October is Black History Month. The theme for 2022 is 'Time For Change: Action Not Words'. In this blog, Dr Dave S.P. Thomas, an Advance HE associate specialising in inclusive leadership, equality, diversity and inclusion, writes about 'belonging' and how to put action into practice to effect real long-term change.



The benefits of a diverse workforce (including those with visible or non-visible markers of diversity) and a diverse society are widely accepted. Some argue that diversity in UK organisations and society have been strengthened to a degree through recognition of difference, acknowledgement of protected characteristics under [equality legislation](#) and increases in [representation of ethnic minorities in political and public positions](#). Others maintain that organisations are working assiduously to create more inclusive ecosystems reflective of the rich tapestry of diversity within their societies. Nevertheless, the work to promote equity, diversity and inclusion, often led through the efforts of people who have an affiliation to a diversity characteristic (or intersectional combination of characteristics), still has a long journey ahead of it.

Research shows that exclusion, which promotes 'a sensation in the brain akin to physical pain', continues through the architecture and infrastructure of institutions and environments in many walks of life. So, how will we know when inclusion has been achieved? To what extent is belonging integral to inclusion? Who needs to do the work and what resources and support do the 'workers' need?

Diversity or promoting belonging – the conundrum

The concept of belonging offers a more inclusive solution to manifestations of inequality. Belongingness has been found to mediate the relationship between inclusion and the negative impact of exclusion. In higher education research 'belongingness' is said to be achieved when a person or group of people experience a sense of personal involvement in a social system or environment so that they feel themselves to be an integral part of that system or environment (Anant 1966; Haggarty et al 1992; Strayhorn 2019). Diverse university campuses are not always themselves enough to increase student engagement because sense of belonging can be impeded by cultural and institutional barriers

It has been argued that sense of belonging is important for psychological and physical wellbeing which are key components of mental health (Haggarty et al 1992). Sense of belonging is a fundamental human need (Maslow 1954), the thwarting of which has powerful psychological consequences.

Sense of belonging is intrinsically associated to related experiences such as: being counted or acknowledged, identification, feeling valued, feeling accepted and social connection. It is a vital component of identity (Kestenberg and Kestenberg 1998) and is essential in promoting feelings of relatedness (Markus and Kitman 1991). Belonging has also been shown to reduce stereotype threat. Stereotype threat relates to the psychological phenomena where an individual or group feels at risk of confirming a negative individual or group stereotype (Steele and Aronson 1995).

[Belonging has been found to be a predictor of positive academic outcomes](#). Educational research has shown that students who have a greater sense of belonging tend to have higher interest, which benefits sustained engagement in learning and achievement. [\[3\]\[4\]](#) Sense of not belonging is not just about relationships. It is also operating in a culture of exclusion that engenders feelings of being 'different' to others, lacking relatability as well as a person feeling that they are not adding value. This can have a significant impact on one's sense of self in promoting an imposter phenomenon. [\[5\]](#)

Building belonging

Increasing sense of connectedness and belonging have become a top priority in increasingly diverse societies where non-traditional ways and modes of working and learning have become commonplace. Therefore, I propose five considerations in order to build and sustain more inclusive environments that promote belonging:

[Read more here](#)

Governance

Governance competency mapping – a new resource to support governor development

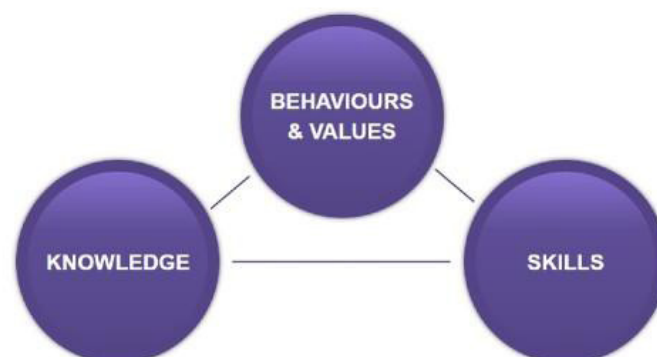
The governor competencies maps have been designed to recognise that governors operate in a much more complex environment than in the past. HE is a very fast-moving and turbulent policy environment, financial uncertainty and the need to build confidence with key stakeholders about the value and role of higher education in society is more important than ever. This is a unique set of challenges that governors and boards need the understanding of and skills to navigate.

The Advance HE governor competencies map is a brand new resource that's been launched for governors across the higher education sector. It is designed to support individual development of governors and boards a whole.

The map covers three core areas: 'behaviours and values', 'knowledge' and 'skills' set against 16 core competencies. It's very flexible and can be used as an [interactive resource](#), or governors can download [the PDF](#).

This free resource maps core competencies against Advance HE resources and support which has been developed over a number of years – as well as wider higher education sector or charity and corporate governance resources. So it's about providing a tool and support that governors can use to map their own knowledge and develop capability and understanding in areas where they may want more information.

In particular, we have mapped our comprehensive [Governor Development Programme \(GDP\)](#) against relevant competencies. So governors, governance professionals, or chairs are able to map their progression and are able to see which courses, or events, they may want to go on more easily. The map is designed to work across all HEI provider



types, regardless of size, mission, or the regulatory environment that each institution is operating in, with good governance principles being the universal requirement.

In designing the map we anticipate that it will be used as follows:

Governors undertake self-assessment working through and identifying their own needs; and where they may wish to enhance knowledge or understanding to support any personal and professional development.

As a practical tool to support chairs and boards with individual annual reviews or development meetings that may take place between governors and the Chair of the Board or a Senior Independent Governor who may be responsible for supporting governor development and reviews/appraisals.

It may be something that a governance professional wishes to use when undertaking a governing body self-evaluation to identify further training and development and resources and support the board. The Competencies Map is designed

to work alongside skills matrixes and can also be used as to support the recruitment, selection, induction and succession planning for boards and their committees by identifying key competencies and development pathways for individual governors or future potential governors.

Institutionally, to improve governance and governing body effectiveness across higher education.

We believe the map is the only one of its type specifically for higher education governance and follows good practice models in other sectors such as, professional education, and charities. It is designed to be used as a simple and user-friendly resource which will be updated as and when new training and development opportunities arise or when Advance HE publishes or identifies further resources that we believe will support board members and governing bodies.

We will also seek to work with our Members in the future, both in a consultative and co-creation approach, to evaluate the effectiveness of the governor competencies map and identify future development opportunities to support the practical use of the Map and any longer-term support for identifying and accrediting competencies for governors or boards in a manner that will benefit the higher education sector.

In summary, the idea of competencies map to support boards as they navigate and address sector and institutional challenges through the lens of their own and collective board development is essential for the sustainability of HE.

[Read more here](#)

new content + publications

Always on: Out of hours student support and mental health

On World Mental Health Day - Ben Lewis, Director of Student Life at Cardiff University, looks at the problems caused by poor mental health, and questions how out-of-hours support needs to change and evolve in the future to meet competing pressures and issues.

[Read more](#)

Music's potential to overcome barriers in higher education

Music's effect on the brain could have many practical consequences in teaching and learning, and may be used to address some of the most common barriers to engagement in diverse classrooms. Cordelia Gartside, Senior Lecturer in Foundation Year Studies at Bloomsbury Institute London, shares some early research.

[Read more](#)

"I feel I have become a better lecturer as a result of engaging with the APA"

Shana Doyle-Axcell from UCFB completed the End-Point Assessment for the Level 7 Academic Professional Apprenticeship with a distinction, and discusses her experience with Advance HE.

[Read more](#)

Five tips when completing an application for Senior Fellowship

Dr Gustavo Espinoza Ramos, School of Management and Marketing at the University of Westminster, shares his main five tips he picked up when completing his application for a Senior Fellowship through the PRESTige scheme at his university.

[Read more](#)

Working towards Principal Fellowship: A professional and personal journey

Katrine Wong is Director of the Centre for Teaching and Learning Enhancement at the University of Macau (UM) and received her Principal Fellowship from Advance HE in July 2022. In this blog she reflects on her journey to Principal Fellowship.

[Read more](#)

Support for governance effectiveness – providing a mandate and impetus for change and continuous improvement

Kay Renfrew, Advance HE associate, explores the tangible impacts of effective governance reviews and summarises the key themes.

[Read more](#)

Empowering student governors

In this blog, Ben Vulliamy, CEO of the University of York Students' Union, advocates support for student governors to empower them in the Boardroom.

[Read more](#)



Social inclusion will unlock our potential – but how do we achieve it?

Ahead of the Advance HE Governance Conference 2022 on 24 November, Inclusion Revolution Founder and CEO, Rae Tooth, asks why social inclusion is essential for healthy institutions and effective governance?

[Read more](#)



Dates for the diary

Conferences + Events

Governance Conference 2022 – Governing in the interests of students – 24 November 2022, BMA House, London

This year's Governance Conference - Governing in the interests of students includes a diverse range of speakers who will provide multiple perspectives on how boards can ensure they govern in the interests of students along with panel sessions as well as the opportunity to network with other delegates.

[Read more here](#)

Student Retention and Success Symposium 2022 – 8 December 2022, theStudio, Leeds

The cost of living crisis will have far-reaching implications for student retention and success. This symposium aims to explore the issue holistically from all perspectives to inform whole-university approaches to tackling student poverty. To stimulate creative, responsive solutions and insightful dialogue, we welcome exploratory workshops and sharing of planned initiatives and work in progress as well as case studies of established and evaluated good practice. [Read more here](#)

Insights Event: Advance HE Surveys Findings 2 December 2022, Virtual

Drawing on findings from selected Advance HE reports and surveys, this event will offer further insights and analysis into the postgraduate experience of both taught and research areas such as race, ethnicity and religion and awarding gaps, the student experience and governance and undergraduate engagement.

[Read more here](#)

Allyship and the Anti-racist Campus – 23 November and 7 December 2022

Two half day virtual workshops using allyship as a starting point to action; and proposing that for lasting change to take place in race equity, stakeholders must move beyond a general understanding of allyship to understanding this within the context of race. This workshop will be delivered by Dr Lindy-Ann Blaize Alfred and Mia Layanage. [Read more here](#)

Inclusive Curriculum workshop – 6 and 15 December 2022

Delivered by Dr Lindy-Ann Blaize Alfred and Dr Helen Webster, delegates will explore issues such as; mental wellbeing of students; and working within accrediting or professional frameworks. Over two half days, this online workshop will aim to support institutions with their approaches and understandings of inclusive curriculum design, review and enhancement. [Read more here](#)