

in partnership

November 2023

in this issue...

Keeping our members updated with the latest from Advance HE

Welcome to the November 2023 *in partnership*

Welcome to this month's In Partnership. In a bumper edition, this month we launch the 2023-24 Collaborative Development Fund projects and update our guidance on promoting good relations on campus.

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We launch the Collaborative Development Fund for 2023-24, inviting applications until 22 November.		We publish updated guidance for institutions to promote good relations on campus and publish the first two in our series of three long read leadership pieces on academic freedom and freedom of speech.	
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We look forward to the exciting programmes and events taking place in the next few weeks.		We put the spotlight on Copenhagen Business School, who recently became the first institution to transition their accredited provision for Fellowship to the PSF 2023.	
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We publish a new game for educators called Assessment and Feedback Superchargers and invite submissions of workshops for this year's Students as Co-creators Symposium.			
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We celebrate 10 years of the Aurora women's leadership initiative.			



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.

Applications for the Collaborative Development Fund 2023-24 now open

Advance HE members are encouraged to apply for project funding to help members find new solutions to the current challenges in higher education and benefit from the shared learning of what works.


The Collaborative Development Fund is a yearly funding scheme offering Advance HE members grants to carry out project work on important sector challenges and concerns. In 2023-2024, grants of up to £10,000 across four themes are available.

Collaborative Development Fund 2023-24 themes

Suggested topics of particular interest are listed under each theme but applications are not limited to these suggestions.

Generative AI: Beyond assessment


Artificial intelligence (AI) is transforming the world at an unprecedented pace, and higher education is no exception. The big challenge for higher education is not what changes AI will bring but the speed at which it will happen. Possible ideas for project themes might include investigating the benefits and challenges of generative AI to tailor curriculum, content and feedback, among others.

 [Find out more](#)

Fit for the Future: adapting practice for the new paradigms of higher education

The higher education landscape is shifting and diversifying to meet the changing needs of students and employers. Post-pandemic changes to student expectations, experiences and prior learning combined with external factors necessitate changes to how higher education is structured and provided.


Possible ideas for project themes might include managing 'techno-stress' and digital transformation and digital leadership.

 [Find out more](#)

Creating a culture of strategic EDI change

Strategic equality, diversity and inclusion (EDI) is an approach that focuses on integrating fairness, justice and equity into all aspects of an organisation's operations and decision-making processes. While its aims may vary, its outcomes and the potential impact on the organisation has been shown positively correlate with improved decision-making, an inclusive equitable and supportive work/study environment and increases in innovation and growth.


Questions which could be addressed by this project include how institutions can expand their strategic approach to EDI to include additional and emerging characteristics and how to use intersectionality as a lens to support strategic EDI change.

 [Find out more](#)

HE workforces of the future

The Advance HE 2023 leadership survey report highlighted clear synergies and startling divergences between the perspectives of 'me as a leader' and 'my experience of being led'. This project seeks to understand the systemic issues exposed by the survey and explores the resources, extent and scope for our institutional leadership and systems to develop the staff, wellbeing and culture required to address the challenges and withstand the pressures of 21st century higher education.

Possible questions which could be addressed by this project include what we can learn from design thinking to transform ways of working for continuous improvement, or what can we learn from indigenous models of leadership and community to transform our ways of working.

 [Find out more](#)

 [Read more](#)

Find out more and submit your CDF 2023-24 application [here](#).

Dates for the diary

Member benefit events

Student Success Framework: Education for Sustainable Development – Summit 1 & 2

Tuesday 14 November, 7 – 8:30am and 12 – 1:30pm GMT (The two summits are repeated to allow a bigger audience to attend.)

The summit events are for members to share their feedback on the findings of the literature review.

[Find out more](#)

Developing Leadership that Sustains, Aligns and Engages – In-person event

Thursday 16 November, 9:15am – 15:45pm GMT, The Birmingham Conferences and Events Centre, Birmingham, UK

[Find out more](#)

Generative AI: Beyond Assessment – The Student Experience

Wednesday 22 November, 10 – 11am GMT

These roundtables are invite only. This session is suitable for: all professionals involved in student experience, at all academic levels up to Associate Dean and functional equals from professional services. If you have a person who may want to attend, please contact your membership contact.

Measuring Educational Gain co-creation event

Wednesday 29 November, 12 – 2pm GMT. This is open to attendees from session 1 and 2.

[Find out more](#)

Global Impact Grants 2022 – 23 – Webinar 1

Thursday 30 November – 6:30 – 7:30am GMT

Global Impact Grant webinars will each feature five or six short presentations from grant winners who were recognised for their impactful initiatives relating to ‘building inclusion and belonging’, ‘innovations in teaching and learning’ or ‘engaging distributed leadership’. These webinars are opportunity to hear more from the authors about their work and will feature presenters from eleven institutions in six different countries.

[Find out more](#)

Global Impact Grants 2022 – 23 – Webinar 2

Monday 4 December – 6:30 – 7:30am GMT

[Find out more](#)

Generative AI: Beyond Assessment – The Operational Picture

Friday 8 December, 12:30 – 1:30pm GMT

These roundtables are invite only. This session is suitable for: colleagues at all mid-manager levels up to Associate and Deputy Dean to and their equivalents in professional services. If you have a person who may want to attend, please contact your membership contact.

Generative AI: Beyond Assessment – The Strategic Vision

Thursday 14 December, 11:00am – 12:00pm

These roundtables are invite only. This session is for senior leaders from Deans upwards. If you have a person who may want to attend, please contact your membership contact.

Dates for the diary

Conferences + Events

Governance Conference 2023: Governance Culture: Navigating policy, politics and people

23 November 2023 – De Vere Grand Connaught Rooms, London, UK

Governance Conference 2023 will examine board culture from the perspective of people, politics, and policy, in order to spark discussion about how a healthy board culture can flourish for the benefit of all.

To celebrate our 20 years in this field, we're delighted to welcome Julia Gillard, the former Prime Minister of Australia as our opening keynote. Julia will be joined by high profile speakers from the world of politics, higher education and other sectors for a series of keynotes, panels and interactive sessions. They include:

- + **Susan Lapworth**, Chief Executive, Office for Students (OfS)
- + **Jane Hamilton**, Chair of Council at the University of Essex and Chair of the Committee of University Chairs

The conference is an ideal opportunity to connect and network with fellow Governors in higher education, Governance Professionals or Executives and learn about developments across the higher education sector with a focus spanning higher education in the UK and internationally.

[Find out more](#)

Free Speech and Academic Freedom, and Equality, Diversity and Inclusion: setting institutional positions

23 November 2023 – 14.30 -16.00 GMT – Virtual

[Find out more](#)

Writing Retreat Senior Fellow 1

28 November 2023 – 09:30 – 16.30 GMT – Virtual

[Find out more](#)

NETworking & Innovation in Healthcare Education Conference 2023

5 – 6 December 2023 – Hilton Hotel City Centre, Liverpool, UK

[Find out more](#)

Programmes

Becoming an Aurora Mentor 23/24 – Cohort 1 **15 – 29 November 2023 – Virtual**

[Find out more](#)

Preparing for Senior Strategic Leadership 38

22 November 2023 – 01 February 2024 – Residential Location: Warwick Conferences, UK

[Find out more](#)

Aurora 23/24: Wales & South West of England

24 November 2023 – 02 May 2024 – Virtual and face-to-face

[Find out more](#)

Inclusive Curriculum (Series 1)

28 November 2023 – 12 December 2023 – Virtual

[Find out more](#)

Inclusive Engagement (Series 1)

10 January 2024 – 24 January 2024 – Virtual

[Find out more](#)

Diversifying Leadership Birmingham (20)

15 January 2024 - 02 May 2024 – Hybrid (face-to-face venue tbc)

[Find out more](#)

Member benefits and opportunities



Belonging, mattering and becoming: empowering education through connection

Advance HE's Juliette Gaunt and Mark O'Hara explore how the concepts of belonging, mattering and becoming are instrumental in fostering self-actualisation and self-efficacy in learners and shed light upon the transformative power of this trio of ideas.

In the ever-evolving landscape of education, a profound shift is taking place. Beyond the traditional focus of knowledge acquisition, educators are increasingly recognising the importance of nurturing not only intellectual development but also emotional and personal growth. This holistic approach is built upon three essential concepts: belonging, mattering and becoming.

Belonging: the cornerstone of self-actualisation

Belonging is more than just fitting in; it's the cornerstone upon which self-actualisation is built. When students feel a deep sense of belonging within an educational community, they are more likely to embrace the journey of self-discovery and growth. Carol Dweck's research on growth mindset highlights the importance of fostering a belief in the potential for growth and development. When students know they belong, they are more open to embracing a growth mindset, believing that their abilities and intelligence can be developed through effort and perseverance.

Mattering: fuelling self-efficacy

Mattering is the fuel that drives self-efficacy—the belief in one's ability to accomplish tasks and achieve goals. Brené Brown's work on imposter syndrome sheds light on the emotional challenges students may face when they doubt their own abilities. However, when students feel that they matter within their educational context, they are more

likely to overcome imposter syndrome and embrace their self-efficacy. They understand that their contributions are valued and that they are not alone in their journey.

Becoming: nurturing grit and resilience

Education is not just about acquiring knowledge; it's about becoming the best version of oneself. Angela Duckworth's research on grit underscores the importance of perseverance and passion in achieving long-term goals. Belonging and mattering serve as the scaffolding upon which grit and resilience are built. When students feel they belong, they are more resilient in the face of challenges, and when they know they matter, they are more passionate about their pursuits. 'Becoming' represents the ongoing process of self-actualisation, where students evolve, adapt and grow.

The role of educators: cultivating belonging, mattering and becoming

Educators are not just conveyors of knowledge; they are architects of transformative learning environments. By prioritising belonging, mattering and becoming, educators create spaces where students can thrive emotionally, intellectually and personally. Incorporating Dweck's growth mindset principles into teaching and learning strategies can help foster belonging. Encouraging students to embrace challenges, view failures as opportunities for growth, and celebrate their efforts - creating culture where all ideas are valued, and students feel safe to express themselves.

Brené Brown's insights on imposter syndrome remind us that students may doubt their abilities. Educators can counteract this by offering regular recognition and constructive feedback. Acknowledging unique contributions, no matter how small, reinforces a sense of mattering within educational communities.

 [Read more here](#)

AI Garage – Creating the Future Now first submissions live

Artificial intelligence is rapidly changing the practice of universities in many ways, from enhancing teaching and learning to automating administration and research.

Many colleagues across the sector are experimenting and innovating in their practice at speed, following the principle of 'garage' innovation. This project aims to capture and share cutting-edge innovation practices in universities now and inspire others to join the AI revolution.

We invite members to continue to share their innovative practices across a range of identified themes (including employability, research capability building, and student support), and we will use these to identify snapshots of leading practice and conclude with a reflective report that indicates the key themes and developments that have been highlighted and what this means for the sector.

Thank you to members who have submitted their case study. The first submissions are live, and we will continue to add new submissions on a monthly basis.

[Explore the first projects here.](#)

Video case studies will follow shortly.

EnvisionED: where 'becoming' is at the heart of education

This is one of our global projects for 2023 - 24 which will support educators to reflect on how they can guide students through their own academic and personal/professional journeys, emphasising growth and self-empowerment. [Find out more on the project page.](#)

Learning and Teaching

Assessment and Feedback Superchargers launched

Kathleen M. Quinlan and Edd Pitt, authors of the 2022 literature review on the impacts of higher education assessment and feedback policy and practice on students, introduce a new tool to help practitioners put the review findings into practice.

You are in a department that has seen student satisfaction with their assessment and feedback experience slowly decline in the last few years. There is much pressure at your university to do well on student satisfaction surveys. Although your department has tried various interventions, satisfaction scores have not improved.

The situation above is one of four scenarios we start with in the new Advance HE Assessment and Feedback Superchargers resource. We designed this resource to help programme teams put into practice the lessons from our 2022 review, [Impacts of higher education assessment and feedback policy and practice on students: A review of the literature 2016-2021](#).

The challenge of translating research into practice is central to our work. As researchers, we do our best to write accessible reviews and conduct field based empirical studies that have clear implications for practice. Nonetheless, as teachers on educational development programmes at the University of Kent and as invited speakers elsewhere, we are often asked by HE teachers how they can apply the lessons from research to make improvements to their own practice. This resource is our way of addressing these challenging questions and bridging the research and practice gap.

We designed each of the four scenarios for educational programme teams to address over a half-day workshop in groups of four to six participants. With four scenarios

discussed in parallel, a single workshop will accommodate 16-24 participants and stimulate a re-thinking of the entire programme curriculum. In the scenario summarised above, participants focus on the second year of their programme. The other scenarios respectively focus on how assessment and feedback can support the first-year transition to higher education; prepare students for employment and life, especially in the third year and help integrate international and local master's degree students.

Eight principles to enrich learning in HE

The Superchargers resource contains eight decks of cards, each addressing one of eight principles known to enrich learning in higher education. These key principles are high expectations, reflection and integration, working with diverse others, meaningful interactions, real world applications, feedback, sustained student effort and public display of competence (Kuh and O'Donnell, 2013). Based on the literature review evidence (Pitt and Quinlan, 2022), we argue that designing assessment and feedback in alignment with these principles will “supercharge” those practices, creating higher impact on student learning.

A deck has five to eight numbered cards, each with one specific, practical idea for implementing effective practices identified in the literature review. The cards also include discussion prompts, guiding teams to consider how the idea might be implemented in their own programme to address the challenge presented in the scenario. Three decks (principles) are particularly pertinent to each scenario.

Game play

With a game-like design, workshops are meant to be fun and interactive, while widening the awareness of participants about possible solutions to common

challenges. Participants are dealt cards from the pertinent decks and must select which one to “play” on their turn to initiate discussion with colleagues. Workshop participants apply ideas from the aligned decks of cards to design a local solution to the generic starter scenario. In doing so, discussion focuses on “supercharging” assessment and feedback design in their programme. After several rounds of game play, teams integrate what they've learned in an action plan for their own context.

The resource puts assessment and feedback at the heart of curricular design. It also encourages consideration of assessment and feedback across modules, not just within single modules. To advance practice across a programme, workshops bring members of programme teams together to think about assessment and feedback design in an integrated way. We suggest that a department divides up to address all four scenarios in parallel so that, collectively, they will have considered all the principles of high impact practices and how they might be put into practice.

Organising the resource around principles forced us to integrate evidence from different parts of the literature review. In general, the assessment and feedback literatures are somewhat separate; articles tend to focus primarily on either assessment design or feedback effectiveness, a bifurcation we replicated in our 2022 review. Yet, educational practice is not neatly divided into different categories, silos or specialties. Crossing boundaries in the literature is one of the key elements of translating research into practice. Thus, this integrated resource – addressing both assessment and feedback in the context of real-world scenarios – is a significant innovation that we hope will inspire and equip colleagues to put assessment and feedback research into enhanced practice.



[Read more here](#)

Leadership and Management

Celebrations get underway to mark 10 years of Aurora women's leadership initiative

Hundreds of Aurora alumni to join Advance HE to mark the special milestone of the programme that has helped more than 10,000 women in more than 200 higher education institutions.

Celebrations are underway to mark 10 years of Advance HE's Aurora women's leadership initiative – which has helped more than 10,000 women in more than 200 higher education institutions develop as leaders.

To mark the occasion, Advance HE is hosting a conference for past Aurorans to attend without charge, and more than 400 of them have so far signed up.

The event will also launch Aurora's wider alumnae offer which will provide continuing opportunities for development, connection and networking beyond the life of the programme.

Advance HE will also be showcasing the stories of women who have participated in Aurora as far back as the first cohort in 2013, detailing the impact Aurora has had on their lives and careers.

'Aurora is an important initiative'

"Aurora is a hugely important personal and career development programme for women in higher education and institutions across Ireland and the UK value it for the impact it has on individual women as well as the strategic contribution it makes to their gender equality work," said Advance HE chief executive Alison Johns.



"We are incredibly pleased to be able to celebrate Aurora's 10-year anniversary with so many women who have participated over the past decade. We're also looking forward to continuing to work with both individual women and institutions to ensure Aurora continues to meet their needs and aspirations for many years to come."

Advance HE chief executive Alison Johns joins Dr Mary Richards, one of the UK's very first Aurorans, to mark 10 years of the programme.

The Aurora 10-year anniversary conference will take place online on November 2 and will reflect on the evolution of women's leadership over the years since Aurora began and reflect on continued challenges and opportunities for change via:

- + An interview with Alison Johns conducted by a recent Auroran Lylia Fatabong of Mary Immaculate College, Limerick on perspectives and insights for women leaders.
- + A panel discussion at which Dr Mary Richards of Brunel University, one of the very first Aurorans, will be among those sharing her thoughts on the future issues likely to impact women's leadership in the sector.

- + A keynote speech by award-winning career coach and leadership trainer, and foundational facilitator for Aurora - Jenny Garrett OBE.
- + Interactive break-out sessions exploring different aspects of leadership relevant to women and approaches for these.



Career boost: Dr Richards saw her career take off after completing Aurora as one of the first women to take part.

After completing Aurora, [Dr Richards](#) – now a reader at Brunel University – saw her career take off and became the architect of a ground-breaking undergraduate Global Challenges programme. She is one of a number of [women who share their stories](#).

"As an academic you can move from independent research and teaching to managerial positions which require substantial leadership skills," she said.

"Aurora helped equip me for the challenges of that."

Stepping up

"As Vice-Dean I had to step up to a prominent leadership role with considerable line management responsibilities. To succeed in setting up the Global Challenges programme, I had to embrace a different type of leadership which involved mustering support across the university for an entirely new approach to course development.

"Aurora helped me understand the different types of leadership, to understand where power and influence lie and how to harness that power to deliver for my students."

 [Read more](#)

Equality, Diversity and Inclusion

Updated guidance on Promoting Good Relations

Advance HE has been developing guidance for the UK sector on setting institutional policies on EDI in relation to academic freedom and freedom of speech, on protected beliefs, and on fostering good relations.

We've moved forward the timeline for sharing this critical part of that guidance (which is Section 3, only), on proportionate decision making and promoting good relations, to better support members at the moment.

We will update and publish the remaining sections and full guidance to the sector as planned in the coming month.

This is general guidance, not focused specifically on addressing good relations and freedom of speech or academic freedom in relation to Israel and Palestine. However, the guidance is designed to be of practical use to members in this context and other areas where there are tensions between groups on campus and potential conflicts with freedom of speech and academic freedom.

Universities UK has issued a statement on escalating conflict in the Middle East. It includes:

“Campus communities across the UK will be deeply affected by the terrorist attacks by Hamas and Israel's military response, and the tragic loss of civilian life.”

“The priority of our member universities, is to ensure that our campuses remain safe for all our students and staff. We will do everything we can to prevent hate crime, antisemitism, Islamophobia, and intolerance, and support our universities to respond appropriately if incidents involving these take place. In line with the sector's clear commitment to freedom of speech, it is important that universities enable and support students and staff to debate and discuss this crisis, and the most challenging issues it raises, within the law, and with respect and tolerance.”

Institutions across the UK are currently encouraging diverse communities to engage safely and meaningfully in protest and dialogue, in line with commitments to academic freedom and freedom of speech. The sector is also taking concrete steps to prevent intolerance and promote good relations between different groups.

This [updated and revised guidance](#) supports institutions to take a proportionate approach in decision making and suggests immediate, medium and long-term strategies for promoting good relations within the present legal framework. This guidance provides an overview of the ways in which Higher Education Institutions can prevent intolerance and develop a culture where relationships between diverse groups and individuals enhance the learning experience, protect freedom of speech and academic freedom, tackle harassment, and contribute to an inclusive society.

 [Read more](#)

A thought leadership series: Academic Freedom, Freedom of Speech and Equality Diversity and Inclusion

David Bass, Advance HE's Director of EDI introduces our three-part series, opening with an insight piece from Dr Robert Simpson, Associate Professor at UCL, in which he argues that EDI and AF and FoS are fundamentally aligned and complementary.

[Read more here.](#)

In the second in the series, Professor Naomi Waltham-Smith, University of Oxford, argues that championing a robust notion of academic freedom is essential to higher education's civic mission and value.

[Read more here.](#)

International Spotlight

Copenhagen Business School first accredited HE institution for fellowship to transition to PSF 2023

Copenhagen Business School (CBS) has become the first higher education institution to successfully apply to transition their accredited provision for fellowship from the 2011 version to the revised 2023 Professional Standards Framework (PSF).

Globally, 178 institutions, 34 of which are outside the UK, are accredited by Advance HE to award fellowships via their own in-house programmes and schemes. The CBS Higher Education Teaching Excellence Programme (HETEP) is an accredited programme for junior faculty at the School seeking to achieve fellowship (Descriptor 2).

More than 174,000 people are now recognised as fellows, with more than 16,000 of them outside the UK, who demonstrate a commitment to quality teaching and learning support in higher education. The PSF is a globally-recognised framework that underpins fellowship and was revised in 2023 to make fellowship more accessible in a wider range of cultural contexts.

Revd Prof Will Foster, Advance HE Assistant Director – Professional Recognition, said,

“ We know that since the launch of the PSF 2023 institutions have been reviewing their provision and deciding when and how to best transition to get the most strategic benefit from the revised framework. Along the way we have had some really heartening and overwhelmingly positive feedback about the PSF 2023 and the associated support and guidance, particularly comments on how globally inclusive the framework is.

“ It is fantastic to see that our very first institution to successfully transition is one with such a prestigious international reputation as Copenhagen Business School. Well done to the team and all who have been involved in the process.”

CBS was founded in 1917 and now is one of the largest business schools in Europe, with over 20,000 students. It has 21 recognised Fellows, including 14 Senior Fellows.

“ We are delighted to be the first accredited institution to successfully transition to the revised PSF 2023. We very much look forward to continuing our work with supporting faculty to develop their practice in relation to the Professional Standards Framework and thereby enhance student learning at Copenhagen Business School.”

Professor (MSO) Thyra Uth Thomsen, Senior Fellow and Academic Director of HETEP

Advance HE accredited institutions include all types of higher education providers that have developed their own bespoke fellowship pathways, accredited and quality-assured by Advance HE, designed to meet their own specific needs and aspirations to ensure high quality learning within their context.

All institutions with accredited provision are required to use the PSF 2023 by 31 January 2025. This transition may happen naturally through the institution's reaccreditation cycle but where this is not the case, or if an institution wishes to move over before their reaccreditation deadline, institutions can apply now to transition their provision to use the PSF 2023.

[Read more](#)



new content + publications

How women can find their voices by exploring the vocal traditions they grew up with

As Aurora women's leadership programme marks its 10th anniversary, actor and trainer Josie Campbell offers women a new approach for creating impact and presence, wherever they live.

[Read more](#)



Disabled Student Commitment sign-up

The Disabled Student Commitment is now open for higher education providers, sector organisations, PSRBs and other relevant bodies to sign-up - "a call to action with regards to how the disabled student experience can be enhanced across the student lifecycle."

[Read more](#)



Advance HE appoints new international partnerships manager

Ciara Brown will work with governments, ministries and higher education institutions worldwide to support them to deliver their higher education strategies.



[Read more](#)

Celebrating Athena Swan Bronze success at University of Suffolk

Professor Emma Bond, Pro Vice Chancellor Research at the University of Suffolk, describes the impact of committing to gender equality within the institution leading to an institutional Athena Swan Bronze award.

[Read more](#)



The importance of university-based incubators and evidencing PSF-relevant enterprising attributes

The need to be enterprising is regularly voiced in academia. Robert Crammond, Senior Lecturer in Enterprise at the University of the West of Scotland (UWS), highlights the importance of incubators in enriching enterprise education and evidencing academic skills at university.

[Read more](#)

