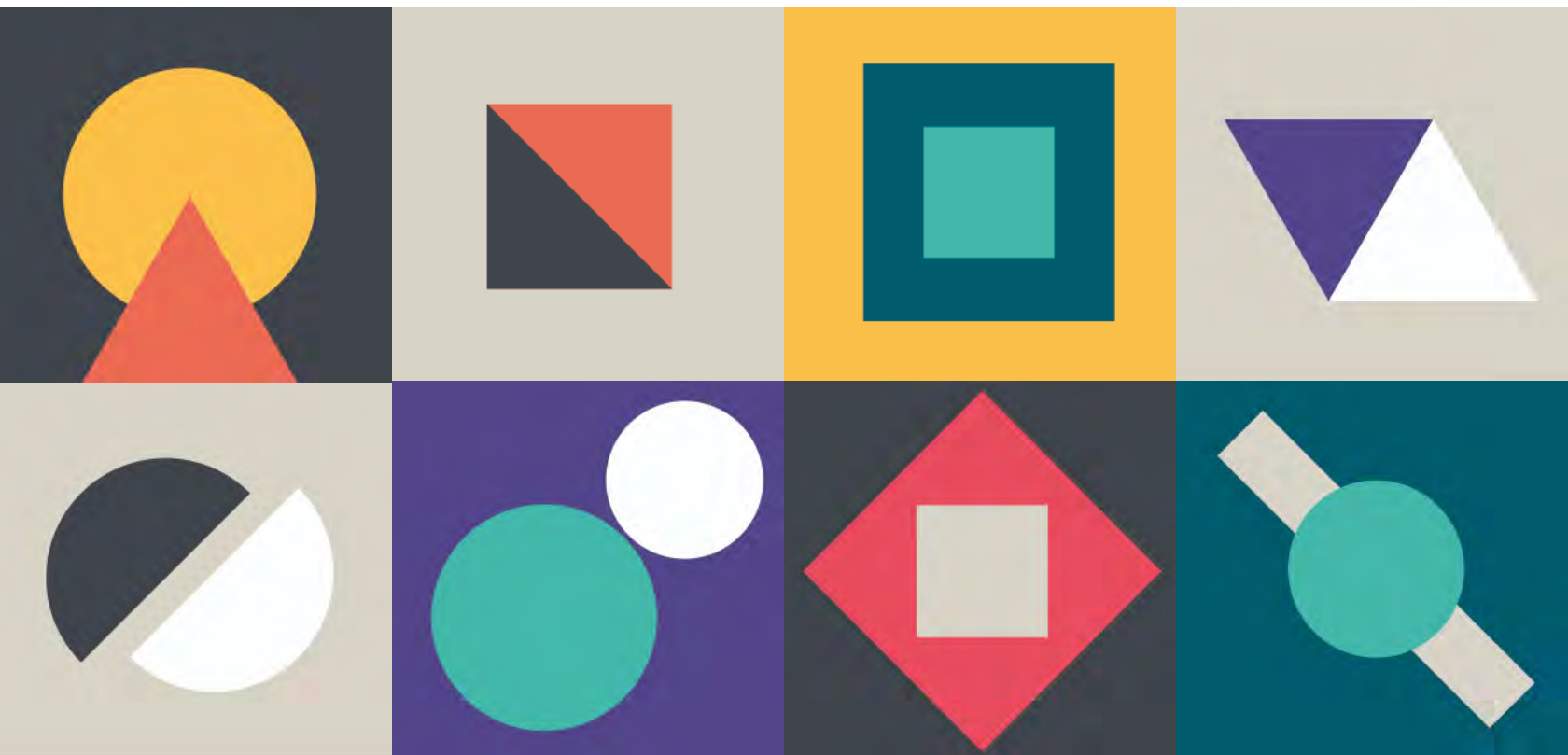


In Partnership



Keeping our members updated
with the latest from Advance HE



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Welcome to the February 2019 edition of **In Partnership**

In this edition of In Partnership, we're delighted to present your Advance HE Heads of Membership, highlight a range of our latest publications and announce our 10,000th Senior Fellow. We also have news on a variety of events and conferences taking place in the upcoming year.

Please note that access to certain reports is restricted and dependent on your Advance HE membership arrangements. Please contact memberships@advance-he.ac.uk with queries. As always, we welcome your feedback and suggestions for future editions.



Introducing your Advance HE Heads of Membership

The Membership team at Advance HE combines the relationship management expertise inherited from the predecessor agencies, and now with new colleagues having recently joined us, also represents a range of backgrounds, areas of knowledge and subject matter expertise.

Our primary role is to act as your first point of contact at Advance HE on all matters concerning our support for you through the membership offer. We are also here to more fully understand your institutional context, and reflect your needs back into our work, developing new areas on which to focus research and the development of new knowledge and thinking both with and on behalf of the sector.

We strive to engage with a broad range of academic and professional staff in institutions. We each carry a level of insight and understanding of the strategic environmental issues impacting on the sector that ensures we can help you benefit fully from the relationship.

[Read the full profiles here](#)



David Bass - Assistant Director, Membership (Scotland, Wales, Ireland)

David is the Assistant Director, Membership (Scotland, Wales and Ireland) overseeing Advance HE’s programme of work for Scottish, Welsh and Irish institution’s and the team of staff who deliver it.



Nick Skeet - Assistant Director Membership (England & International)

Nick is the Assistant Director Membership leading the team across England and internationally in supporting institutions to enhance their curriculum, practice, student experience, leadership and inclusivity and thereby meeting their goals as institutions. Nick is based in Bath.



Abbie McKenna - Head of Membership (Ireland)

As Head of Membership (Ireland), Abbie works closely with higher education institutions across the island of Ireland to understand their strategic drivers. Recognising the national higher education agenda in the Republic of Ireland and Northern Ireland is key to sustaining partnerships, which create value for all stakeholders.



Gary Reed - Head of Membership (Wales) & Senior Advisor

Gary works closely with the higher education sector in Wales and supports leadership and governance; equality, diversity & inclusion; and teaching and learning development to compliment individual institutions’ strategies and the higher education agenda in Wales. Gary also works closely with Welsh Government, HEFCW and organisations such as universities to ensure Advance HE’s Wales plan fulfils the expectations of the sector.



Helen Mussell - Head of Membership

Prior to academia, Helen pursued a career in industry between her undergraduate and postgraduate studies. This career brought her into direct contact with corporate social responsibility, organisational culture issues regarding gender, leadership and management in the workplace, and has most recently led her to research fiduciary duty and trust in organisations. Helen is based in Cambridge.



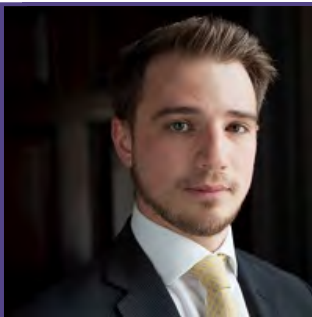
Judith Harris - Head of Membership

Judy is a Head of Membership at Advance HE, joining from the Leadership Foundation. She has worked in adult, further and higher education in the UK and in South Africa - in academic and professional capacities. Her research interest is widening participation in higher education for lifelong learners, with particular reference to relationships between knowledge(s), curricula, pedagogy and access/success. Judy is based in Lincolnshire.



Melvyn Smith - Head of Membership

Mel is a Head of Membership for Advance HE. His first job was as a teacher in a school in rural Sudan before working in further and adult community education in London, and before then managing the student services department at a large FE college. Most recently Mel was with a professional body and prior to that worked as a Partnership Manager with the HEA. Mel is based in Cornwall.



Michael Parker - Head of Membership and Networks

Michael is Head of Membership & Networks at Advance HE, working with providers across the North of England. He also oversees Advance HE's work on networks and operations, as well as Advance HE's work in the USA. Michael worked previously for the HEA for 4 years and for Newcastle University in research and knowledge exchange prior to that. Michael is based in Newcastle.



Victoria Holbrook - Head of Membership

After nearly 15 years of higher education public service, Victoria joined Advance HE in February 2019 from the Office for Students where she led the development of new strategies for student information and the TEF, alongside provider registration casework. Victoria is based in Somerset.



Becky Bull – Head of Membership (Small & Specialist)

Becky is with Advance HE on secondment from Bishop Grosseteste University. Specialising in our relationship with small and specialist providers, Becky is currently scoping out the CPD and professional development needs of those who work across the Small and Specialist (S&S) and alternative provider market.



Ian Hall - Head of Membership (International)

Ian supports all of Advance HE's members outside of the UK and Ireland, and was appointed Head of Membership (International) in Autumn 2018. Prior to that he worked for the Higher Education Academy in a variety of international roles supporting partnerships, consultancy and project management, with a focus on teacher development and recognition projects. He has worked in or with Higher Education institutions for 15 years.

EDI in the curriculum project



Due to the significant interest in our [‘Towards Embedding Equality, Diversity and Inclusion in the Curriculum Project’](#) we are delighted to announce that we will be running a second cohort to start in August 2019.

In the context of increasingly diverse student bodies and continuing inequalities in student access, experience and outcomes, UK HEPs are shining a critical light on their curriculum. They are considering how their pedagogies and practices might advance equality, enhance belonging and facilitate student explorations on the nature of knowledge and their roles in society.

Advance HE are looking for a further 10 higher education providers – at either the institutional, faculty, department or subject level – who are committed to collaborating:

- to support the enhancement of sector-wide understanding of what embedding EDI in the curriculum looks like;
- in the exploration of the obstacles and opportunities available for embedding EDI in the curriculum, developing a picture of institutional/department/subject readiness for change;
- in identifying and implementing institutional/department/subject-specific EDI approaches to improve the learning and teaching experiences for their students.

Find out more about how the project works via our [dedicated web page](#). If you have any questions please do not hesitate to contact your Head of Membership.

Support for Subject-Level TEF

The introduction of Subject-Level TEF means that schools and faculties will be engaging more deeply with the TEF than previously. Subject level academic leaders will be identified in institutions and will be required to reflect on and respond to their metrics and produce compelling narratives for their submissions.

The challenge of Subject-Level TEF

Institutions are aware of the importance of having a consistent approach to their submissions across subject areas and providing high-quality submissions, and are concerned about potential gaps in knowledge and understanding.



Subject-Level metrics are due to be released in autumn 2019 and TEF applications will take place in early 2020, with the outcomes announced in spring 2021. Now is the time to engage in focused development to ensure key staff are ready for the challenge.

How Advance HE can support you with Subject-Level TEF

We have developed a suite of Subject-Level TEF support for institutions, from one-day workshops to longer development programmes, all with the aim of improving the quality and consistency of submissions within an institution. Support is available as whole institutional development or for individuals to attend.

Outcomes and Impact

Participant benefits

Our support will allow individuals to understand the crucial knowledge, skills and experiences that will be required to produce a credible Subject-Level TEF. It will give them the opportunity to share experiences of being an academic leader and the particular challenges that they face in these roles, particularly in response to the TEF metrics.

Why Advance HE?

Advance HE has been involved in TEF from an early stage, and has been involved in the development of subject-level TEF through active presence on the DfE TEF working group, on the DfE TEF delivery group, and through organisation of the Advance HE PVC TEF working group, which acts as a consultative body. Our recent research on the TEF2 provider submissions has also provided us with additional insight into what makes a strong case of evidence for teaching excellence in the TEF.

As TEF has evolved, Advance HE has worked with institutions to give them the best possible understanding of how to respond to institutional and subject-level TEF metrics and successful approaches to developing strong narrative submissions.

With the introduction of subject-level TEF, Advance HE is well placed with the experience from previous TEF iterations along with the established work within the disciplines to work within various institutional and subject contexts. Please contact your Head of Membership to find out more.

Executive coaching: effective, professional and designed for you

Advance HE has brought together a network of executive coaches who are able to provide leadership coaching to the highest standards, enhancing organisational effectiveness.

How does it work?

As part of our coaching offer, Advance HE works closely with coachees to find out what their coaching objectives are, and then puts forward two suitable coaches from our register for the coachee to consider. A 'chemistry conversation' then takes place to allow both parties to decide if they are a good fit to take the coaching assignment forward.

Our coaches are all qualified and come with a wealth of experience. We are also able to offer diagnostic tools as part of the coaching assignment to enable coachees to get a full and better understanding of their development needs.

One-to-one Executive Coaching:

- Provides feedback about leadership style to improve leadership skills
- Builds confidence and sets leadership direction
- Helps leaders to negotiate the relationship between strategic leadership and operational issues
- Supports leaders as they manage change
- Offers space to reflect, away from daily pressures,

What is leadership coaching?

Leadership coaching is designed to help facilitate professional and personal development to the point of individual growth and improved performance. It unlocks a leader's potential, enabling positive individual and organisational change. It's a secure, confidential space in which leaders are supported and challenged to reflect, discuss and then take action.

Leadership coaching benefits both the individual and the organisation as a whole – it's explicitly directed at improving an individual's leadership capability, so helping their organisation to thrive.



What former coachees say:

"I was able, within a supportive but challenging environment, to think through issues and to prioritise tasks. I felt able to speak freely and to explore strengths and weaknesses of both myself and the people I manage. This was very helpful in clarifying my thoughts on how to move forward in a period of significant change. Feedback was extremely useful and supportive. I really enjoyed the coaching sessions; they made me feel valued and positive."

"The one-to-one coaching was very useful and identified the key challenges I am facing as well as suggesting the best way of dealing with those challenges."

For more information on Executive Coaching, please contact
Thahmina.Begum@advance-he.ac.uk

Brave New World: Is the HE Sector ready for the Fourth Industrial Revolution?



The Fourth Industrial Revolution, characterised by the rapid introduction of new ways of interacting with the world of work, life and social interactions through evolving cyber-physical systems, will dramatically change whole industries and patterns of employment. The need to regularly upskill and reskill the workforce will require agile and responsive education and training systems. The changes will not only impact upon higher education students in terms of where and how they will work across their careers, but also upon education providers in terms of teaching and learning.

Brave New World: Is the HE Sector ready for the Fourth Industrial Revolution? is a one-day event intended for those at the forefront of innovation in education at their institutions.

Attendees will have the opportunity to hear from a range of thought leaders across global and UK contexts, reflect on institutional 'readiness' for the Fourth Industrial Revolution and Industry 4.0, and shape future sector-wide support for institutions.

Key areas of focus

1. Graduate outcomes

- What are the graduate jobs that will be in demand in the UK and globally?
- What are the graduate attributes required for success in era of 4IR?
- How are we preparing graduates to work with future technology?

2. Curriculum

- How future fit is the programme offer, in terms of content, mode of delivery and accreditation?
- Are some programmes and content potentially facing obsolescence?
- What new programmes and content are coming?
- Where are the current/future skills gaps for graduates?
- What are the possibilities of Blockchain, Micro-accreditation and Badging?

3. Learning

- How are we using the latest technologies – Virtual Reality, Augmented Reality, the Internet of Things and Artificial Intelligence – to enhance learning?
- How are students developing the technical skills for success in 4IR?

We are looking to invite individuals who are leading teaching and learning innovation, or leading careers and employability services in their institution. If you would like to get involved in this event taking place on 22 March 2019 in London, please contact Melissa.Christie@advance-he.ac.uk

Recent publications

Advance HE is pleased to announce the publication of two new reports:

Future Learning Spaces: Space, Technology and Pedagogy

Future learning spaces in higher education by Dr Sam Elkington brings together a mix of academic, researcher, senior leader and estates personnel, to share examples of excellence in learning space design and practice, providing the opportunity for inter-professional collaboration and development. Read more about the project [in our blog](#) or view the [full report here](#).

SDP - What Works for women in academia

Our latest Small Development Project (SDP) is now available to LGM members. [‘Sharing what works for women in academia: Career Coaching - a video protocol’](#) by Meriem el Karoui and Claire Conlon at the University of Edinburgh, explores a successful career coaching programme in an academic department. The project was undertaken in line with themes on successful, positive organisational change in support of women’s careers, set out by Advance HE’s ‘What Works’ initiative.

Resources now available on SlideShare

The launch of our SlideShare account provides the opportunity for individuals and institutions to learn more about Advance HE’s activity and make most of a variety of content including learning resources and tips. Don’t forget to follow the Advance HE SlideShare account and never miss out on the latest content.

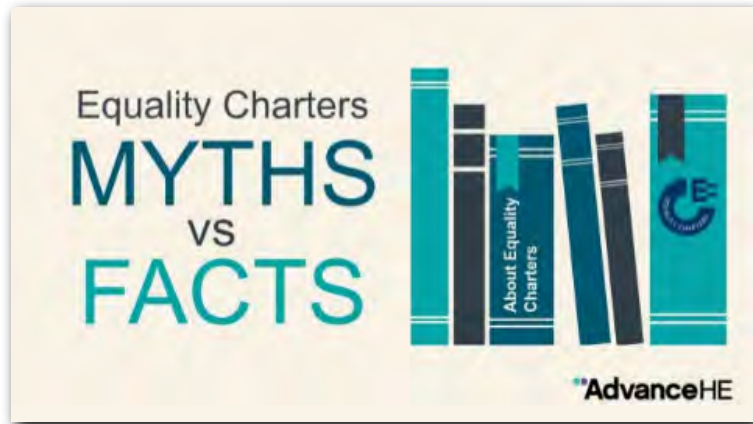
Busting the myths around Advance HE’s charters

Advance HE’s equality charters aim to transform gender and race equality in HE. While both the Race Equality Charter and the Athena SWAN Charter are contributing to great developments in the sector, we often hear many misconceptions surrounding them. View our Slideshare where we [separate the myths from the facts](#).

Managing conflict: Having difficult conversations

Sharon Paterson, Mike Rogers and Paul Hessey from Leading Roles run an experiential session on having difficult conversations on our [Introduction to Head of Department programme](#). In a two-part series of interactive SlideShare presentations, they share practical tips on the preparation needed to ensure that these conversations are managed well and generate the best outcome for those involved.

- [Part 1: Preparing for the meeting](#)
- [Part 2: Steering the meeting](#)



Dual Professionals: career progression and professional development?



We hear a lot about the issues of career progression for researchers and increasingly the career opportunities for teaching-focused staff ([See Guiding Principles for teaching promotion](#)). Yet there is a third group in this academic arena which, to date, hasn't had a lot of attention despite being invaluable to the student population. This is the “Dual Professional” or the “Practitioner-teacher”, an individual who enters higher education with industry and professional skills and experience. Where do they fit in the academic career process?

The GuildHE report “[Practice-Informed Learning: The Rise of the Dual Professional](#)”, launched in November 2018, highlights the value of these professionals to the student experience. Students benefit from the professional relationships these academics have with industry through networks and development opportunities.

This is a two-way process, as the employer networks also have access to practice-ready students, having experienced

practice-informed learning and facilitated opportunities to work with universities on collaborative projects. This has to be a win-win situation for students and higher education institutions.

So the benefits to students, employers and higher education is clear but what about the practitioners themselves? Many are skilled practitioners commanding high salaries in their sector. How do we ensure there are appropriate career opportunities and development within our institutions? These dual professionals come from many different disciplines, beyond the immediate areas of health and education but law, engineering, business and the creative industries. Many of these dual academics start as part-time staff or hourly paid associate lecturers. How do institutions facilitate professional learning and development within the context of higher education? Do they get the opportunities to develop as a teacher through PG Certs in learning and teaching or PG CAPs? How do we ensure that they feel part of our academic community?

If you recognise the value of these Dual Professionals and want to hear how other institutions are tackling these issues, join us on 20 March in London at the Advance HE/GuildHE symposium on [Practice Informed Learning](#).

Future Professional Directors – so much more than it says on the tin!

Doug Parkin, Principal Adviser for Leadership and Management at Advance HE, reflects on his involvement as programme director of the Future Professional Directors (FPD) programme and lays out the development experience for participants that he demonstrates is so much more than the sum of the programme's parts.

As many who work in universities and colleges know, coming up with a name for a course or programme can sometimes feel more challenging than putting together the course itself. When eventually a form of words is agreed the significance of the words chosen can somehow fade into the background as the business of running the course takes over. However, the significance of the three words, future, professional and directors is an excellent basis for reflecting on both the development experience on FPD and the challenge of developing senior leadership potential.

1. Future

Forecasting the future is tough. It gets tougher still within the context of a complex and multi-faceted organisation. Future-focused thinking requires a liberated mind-set and the space to engage with not just 'what is' but also 'what might be'. This is the leadership dimension that, directly or indirectly, is about shaping futures and changing lives. But time and space for this gets squeezed by the constant maintenance of management and the reactive nature of events, problems and team demands.

2. Professional

A very thought-provoking [piece published on the ACCA's website](#) asks the question, what does it mean to be professional (Iwona Tokc-Wilde, nd)? On the one hand professionalism is about high levels of expertise and effectiveness in a particular field or discipline, on the other it "is a jigsaw with many pieces and technical expertise is only part of this jigsaw" and it "is exhibited in a person who



knows when to speak and when to listen, when to challenge and when to submit, and when to lead and when to be a team player".

3. Directors

The role of a Director or Head of Service is often about creating direction, alignment, and commitment. However, it is in how we arrive at that direction that the elusive key to commitment and engagement lies.

The FPD programme is an amazing opportunity to explore and discover the art of leadership in all its forms. On the one hand, people are inspired by a dream not a plan, and so the leader needs to be both a champion and a collaborator who can orchestrate the co-creation of a vision. On the other hand, for a dream to succeed it must become a plan, and that requires precision, direction and determination.

FPD: future – professional – directors: deep, immersive, experiential learning. A leadership programme over eight-months, greater than the sum of its parts, and so much more than it says on the tin!

[Read the full blog here](#)

Use the following link to learn more about the [Future Professional Directors programme](#).
The application deadline for the next cohort is Wednesday 15 May 2019.

Advance HE awards 10,000th Senior Fellowship



Advance HE welcomes Dr John Eales, Associate Head (Teaching and Learning) in the School of Computing, Electronics and Mathematics at the University of Plymouth as its 10,000th Senior Fellow.

John is currently a module leader on the Mathematics and Statistics degrees as well as on service modules in the Faculty of Business. In total, he has taught across five faculties within the University of Plymouth from foundation through to master level. He has been teaching at Plymouth for over 28 years, and was encouraged by their Teaching and Learning support to apply for fellowship.

John said, *"A lot of people in my area are put off applying for fellowship as they think that it's for those who are doing lots of trendy pedagogical things. My case shows that someone with essentially a traditional approach can still be recognised. It's not about trends, it's about a commitment to quality."*

Achieving Senior Fellowship demonstrates a commitment to teaching, learning and the student experience through engagement in a practical process that encourages research, reflection and development. It evidences a sustained record of effectiveness in relation to teaching and learning. Alison Johns, CEO of Advance HE said, *"Advance HE reaching the milestone of 10,000 Senior Fellows is a real testament to the hard work of applicants and demonstrates not only the successful academic practice of these individuals but importantly their sustained influence and impact on the*

teaching and learning practices of their colleagues. I'm delighted that John is our 10,000th Senior Fellow, the news is a fitting reflection of his impressive career."

Professor Julian Chaudhuri, Deputy Vice-Chancellor (Education and Student Experience) at the University, added: *"Advance HE's fellowships recognise the professionalism, expertise and commitment of our lecturers. Around 100 Plymouth academics have been awarded senior fellowships over the years, and their experience in turn has huge benefits for our students. John has taught thousands of students over almost three decades at the University, and this accolade is just reward for his work across all subjects and levels of study."*

Find out which category of HEA Fellowship is right for you with the Fellowship Category Tool. The Fellowship Category Tool has been designed to help you understand which category of Fellowship most closely reflects your current practice.

Advance HE has a number of services which help promote Fellowship and support your staff through their applications. - Get 5% off Fellowship application fees if you buy 8 or more before 29 March 2019.

Dates for your diary

Conferences

Surveys and Insights Conference

Taking place on 8 May in Bristol, the Advance HE Surveys Conference provides an opportunity to discuss and debate the potential of insight from surveys, metrics, qualitative research and wider methods of capturing the voice of the student for driving excellence and enhancement within higher education. [Find out more](#)

Leadership Summit

We are also pleased to announce that Sir David Eastwood, Vice-Chancellor at the University of Birmingham will be one of our keynote speakers at this year's Leadership Summit, which will focus on 'Brave Leadership'. This event will provide a stimulating and thought-provoking environment to explore contemporary challenges and differing perspectives of leadership with peers and colleagues from across the sector. Find out more: [Leadership Summit 14 June 2019](#)

BME Leadership in Higher Education Summit 2019

We are delighted to announce that Professor Binna Kandola will be one of our keynote speakers at this year's BME Leadership Summit, taking place on 16 May in Birmingham. The event brings together the HE sector's 'agents of change' and key decision-makers to discuss, debate and share good practice around advancing the race equality agenda. [Find out more](#)

Advance HE/GuildHE Symposium on Practice Informed Learning

This one-day symposium will take an in-depth look at the recent GuildHE publication Practice-Informed Learning – The rise of the dual professional, which can be found on their website [here](#). The event will look at the key challenges highlighted by the report and discuss how the sector can respond to these and how GuildHE and Advance HE can support this. Find out more: [Advance HE/Guild HE Symposium](#)

Events

EDI Workshops

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We have a number of equality, diversity and inclusion (EDI) workshops coming up this year. They focus on race equality, religion and belief and challenging privilege. The workshops are designed to develop individuals skills, enhance practice, expand peer networks and challenge the status quo. If your institution is a member and subscribes to our EDI services please inquire about a free or heavily discounted place. A variety of dates and locations are available to book now - please use the links below to find out more:

- [Leading Race Equality in higher education](#)
- [Religion and Belief: Inclusive approaches for staff and students](#)
- [Challenging privileges and the danger of the single story](#)

Dates for your diary

Upcoming programmes

Leading Transformation in Learning and Teaching

Leading Transformation in Learning and Teaching enables participants to enhance the skills, approaches and insights needed to lead both course and programme teams through processes of transformation and innovation. Programme starts 22 May 2019. Application deadline 10 May 2019.

[Find out more](#)

Introduction to Head of Department

Introduction to Head of Department is a short but intensive programme that will give you the survival skills for the first few months in post so that you can hit the ground running. Programme starts 26 March 2019. Application deadline 14 March 2019. [Find out more](#)

Leading Departments

Leading Departments is a development programme designed to engage, support and develop new Heads of Department to meet the operational challenges of leading and managing academic or support teams. Programme starts 4 April 2019. [Find out more](#)

Preparing for Senior Strategic Leadership

Preparing for Senior Strategic Leadership provides a unique opportunity for new and aspiring senior university leaders to explore and develop their leadership identity. Programme starts 25 June 2019. Application deadline 31 May 2019. [Find out more](#)

Future Professional Directors

Build the confidence and skills to lead successfully within and across professional services and the wider institution. The application deadline for the next cohort is on Wednesday 15 May 2019. [Find out more](#)

Leadership Matters - Senior women's development programme

This highly interactive programme is for those who identify as women and explores the contemporary contexts and challenges of being a female senior leader. Programme starts 1 May 2019. [Find out more](#)

Strategic Leadership Programme

Grow your leadership skills and gain the practical tools and insight required to successfully lead within senior teams. The first two-day module starts on 21 May 2019. Application deadline 10 May 2019. [Find out more](#)

Top Management Programme

The next cohort of our popular and successful Top Management Programme (TMP45) is now open for applications. Over 60 of the current UK Vice-Chancellors/Principals are TMP alumni, with many of the other past participants of TMP holding some of the most senior posts throughout higher education. The eight-month programme of activity, including an international visit, starts on 4 October 2019. Application deadline 10 July 2019. [Find out more](#)



Visit our website for full information on all [forthcoming programmes and events](#).