**List of webinars, conferences etc (as at 9.11.2020)**

Yellow highlighting indicates new inclusion on this listing

**QAA:** [**Managing academic integrity in a digital environment**](https://www.qaa.ac.uk/news-events/events/managing-academic-integrity-in-a-digital-environment)

**10th November 13:45 - 14:45**

**The COVID-19 pandemic has led to significant changes in assessment approaches. On-site closed-book examinations have been replaced by online open-book assessments in off-site locations, typically in students’ own homes. Rightly or wrongly, there is a perception that the risk of academic misconduct has increased.**

**In this webinar, which is exclusively for Quality Insights Members, we will discuss the importance of managing academic integrity in a digital environment, before inviting a range of providers to share examples of practices they are using to support students. The session will conclude with an opportunity to ask questions.**

# [QAA: Embedding the academic integrity best practice principles](https://www.qaa.ac.uk/news-events/events/embedding-the-academic-integrity-best-practice-principles)

##### **11 November, 10:00 - 11:00**

**We have been closely working with our Academic Integrity Advisory Group to produce an Academic Integrity Charter based upon Universities Australia’s Academic Integrity Best Practice Principles.**

**The Charter will be launched in late October and we will be inviting UK higher education providers to sign up to it. The principles are a series of high level approaches for institutions to adopt to support academic integrity within their institution, and reflect much of the content in the recent**[**QAA guidance**](https://www.qaa.ac.uk/about-us/what-we-do/academic-integrity)**.**

**At this webinar, Professor David Sadler, Deputy VC (Education) at the University of Western Australia, and Chair of Universities Australia Deputy Vice-Chancellors (Academic) will discuss his experience of embedding the Charter into institutional practice, providing examples of effective practice for UK institutions to take on board following the launch of the UK Charter.**

**This webinar will be of interest to professional and academic colleagues with responsibility for managing academic integrity.**

#### **UKAT:** [**Student Engagement: a future-facing strategy for retention and progression**](https://www.eventbrite.co.uk/e/student-engagement-a-future-facing-strategy-for-retention-and-progression-registration-127705688151?aff=Website)

**Thursday 12 November 2020, 12:00 - 13:00**

**Timely, meaningful, and personalised support has never been more important, not only to ensure students stay the course but to provide a positive experience and successful outcomes for all.**

**This webinar will address why teaching and support staff will now more than ever need to rely on understanding how their students engagement in order to successfully deliver the right intervention, to the right student, at the right time.**

**Please be aware that this is a 3rd party event presented by Solutionpath, and Jonathan Eaton, Academic Registrar, Teesside University.**

[**Pedagogy and Practice when Teaching Online**](https://forms.office.com/Pages/ResponsePage.aspx?id=VvqpUTI_mkSnIT4_Sapemm3tLYMRSP5Ngy45odQ0WohUMVAyV1VMRzAwNlFVNzI2TE8xM0pYUjcxQy4u)

**Friday 13th November, 10am -11:35am**.

During the first session, *Pedagogy and Practice when Teaching Online*, six speakers from the University of Kent will share their teaching experiences and provide some concrete examples that can be adopted or adapted for your own practice.

10:00 - 10:05 - Introduction by Professor Richard Reece, Deputy Vice-Chancellor for Education and Student Experience.

10:05 - 10:20 – Dr Jill Bradshaw; Massive Open Online Courses - what can we learn about how to engage learners

10:20 - 10:35 – Dr Eve Kalyva; Artful Thinking pedagogies in online teaching

10:35 - 10:50 – Dr Karthikeyan Muthumayandi: Digitalisation, Engagement and Personalisation in Sports Therapy and Rehabilitation in Online Teaching

10:50 - 11:05 – Dr Nigel Mason: The School of Physical Sciences experience of student engagement

11:05 - 11:20 – Dr Alex Martin-Carey: Engaging schools, colleges and community learners via online platforms

11:20 - 11:35 – Dr Emma Hargreaves, Dr Jill Shepherd & Dr Alexandra Moores: Interactive digital learning with large class sizes in Biosciences

Colleagues from outside the University are very welcome to join and so feel free to circulate. Please register your interest via the link below. We will send you an invite to join the Microsoft Teams site.

<https://forms.office.com/Pages/ResponsePage.aspx?id=VvqpUTI_mkSnIT4_Sapemm3tLYMRSP5Ngy45odQ0WohUMVAyV1VMRzAwNlFVNzI2TE8xM0pYUjcxQy4u>

[**Advance HE Gender Based Violence (GBV): Gender based violence in the curriculum**](https://my.advance-he.ac.uk/Portal/events/details/?id=deee3f0e-4c02-eb11-a813-0022481a6a83)

**16 November 2020 14:00 - 15:30**

**This webinar will explore the ways in which gender-based violence enters out classrooms and campuses, and the impact of gender based violence for learners. Our expert panel will explore examples of how they have included gender-based violence in the curriculum and key consideration for educational developers and all further and higher education institution staff.**

[**Jisc: Joint building digital capability and digital experience insights community of practice**](https://www.jisc.ac.uk/events/building-digital-capability-and-digital-experience-insights-community-of-practice-17-nov-2020)

**Tuesday 17 November 2020**

**10:00-15:00**

**Join us for our second joint**[**building digital capability**](https://www.jisc.ac.uk/building-digital-capability)**and**[**digital experience insights**](https://www.jisc.ac.uk/digital-experience-insights)**community of practice event where we will be launching the findings from our 2020 digital experience insights teaching staff surveys for HE and FE.**

**This is an exciting opportunity for staff and leaders in higher or further education who are responsible for developing the digital environment and the digital capability of students and staff in their organisations to come together to share:**

**Practice, ideas and issues around enhancing student, staff and organisational digital capability, particularly in the current context with a move to more online delivery**

**Approaches to gathering students and staff expectations and experiences of technology in the current changing context**

### **Universities UK:** [**Covid-19 and mental health in higher education**](https://www.universitiesuk.ac.uk/events/Pages/Mental-Health-in-higher-education.aspx)

**(**[**Conference**](https://www.universitiesuk.ac.uk/events/Pages/events.aspx?type=Conference)**)**

**18 Nov - 19 Nov 2020, 09:30 - 16:30**

**How can institutions embed a whole university approach to mental health to support for students and staff during Covid-19?**

[**AdvanceHE: Lockdown and the Postgraduate Taught Experience**](https://www.advance-he.ac.uk/programmes-events/calendar/lockdown-and-postgraduate-taught-experience)

**19 November 2020 - 13:00 – 14:00**

**As the Postgraduate Taught Experience Survey 2020 sector report is launched, author Jason Leman discusses the findings. The report evidences the impact of industrial action and lockdown in 2020, particularly on perceptions of teaching and resources. The report also explores the positive longer term trends, including what is helping positive trends in informing potential students and around course organisation.**

**Universities UK -** [**Covid-19 and mental health in higher education**](https://www.universitiesuk.ac.uk/events/Pages/Mental-Health-in-higher-education.aspx)

**19 Nov 2020, 09:30 - 17:00, fee payable**

### Overview

**Covid-19 has brought unprecedented challenges** for both students and staff. Dislocation from campus communities, feelings of loneliness and isolation, bereavement, and loss can all have an impact on our wellbeing and mental health.

Under these circumstances and as we look beyond the pandemic,**how do we support those experiencing mental illness or mental health difficulties**, promote good mental wellbeing for students and staff, and embed a whole university approach to mental health? How can we deliver effective mental health support online or with a blended approach, and make sure that those who need help are able to get it?

### Why should you attend?

Our annual mental health conference is a unique opportunity for you to **hear from sector-leading experts and practitioners** about the latest developments in supporting mental health in higher education, and to network with peers to learn about emerging best practice.

**[Book here](https://www.participant.co.uk/mental_health_11122019)**

#### **UKAT:** [**Tutoring Matters Webinar - Making personal tutoring more efficient and effective using chatbots**](https://www.ukat.uk/events/webinars/current/tutoring-matters-webinar-making-personal-tutoring-more-efficient-and-effective-using-chatbots/)

**Thursday 19 November 2020, 14:00 - 15:30  
Online**

**Chris Gibson, Gecko Engage**

**In this webinar you will find out what a chatbot is, how they work, how they can impact student engagement, and how they can support personal tutoring by making it more effective for the students and more efficient for you. You will discover how:**

* **Chatbots can provide consistent information around-the-clock, 24/7\*365 - even when tutors have gone home**
* **Personal tutors can work hand-in-hand to provide a convenient experience for the students.**
* **Overcoming Power Dynamics in the student-personal tutor relationship**
* **How chatbots are an evolving resource for students**

# [QAA: COMBATTING ACADEMIC FRAUD: INFORMATION AND SUPPORT FOR STUDENTS](https://www.qaa.ac.uk/news-events/events/combatting-education-fraud-information-and-support-for-students-november)

##### **24 NOVEMBER 11:00-12:00**

**Quality student information and support are central to any strategy aimed at encouraging academic integrity and reducing contract cheating.**

**In this webinar we will look at chapter 4 of the**[**Contracting to Cheat in Higher Education guidance**](https://www.qaa.ac.uk/docs/qaa/guidance/contracting-to-cheat-in-higher-education-2nd-edition.pdf)**in greater detail and discuss what academic support staff need to consider when informing students what their responsibilities are.**

**We will hear from Michael Draper, Director for Inclusivity and Learner Success and Theresa Ogbekhiulu, Students’ Union Education Officer from Swansea University who will provide practical examples of what works in their institution.**

[**Wonkhe@ Home: Student Experience 4.0**](https://wonkhe.com/events/student-experience4-0/)

### **24 November 2020**

Covid-19 has sharpened the focus on universities’ engagement with digital technology. The great online pivot early in the pandemic sparked innovation and showed universities what is possible – but it has also exposed some of the gaps in universities’ digital capabilities.

The student experience of the future will not be wholly conducted online, but it will be digitally enabled at every stage. The campus of the future will not exist solely in the cloud, but it will be smart. And the future university won’t be staffed by bots, but students’ interactions with academics and professional staff will be underpinned by emerging digital technologies.

At this Wonkhe @ Home event, in partnership with Salesforce.org, we’ll assess the parameters of the next normal for universities, how digital technology will shape and enhance student experience in the future, and what universities can do now to get ahead of the curve.

### [**UCISA: CPD webinar 3: Student Multi-Experience**](https://www.ucisa.ac.uk/Events/2020/November/CPD-3)

### **24 November 2020**

### Student Multi-Experience: re-imagining mobile enabled services in HE

### Multi Experience means Multi technology and Multi-Collaboration: Are you really ready for a University App?

Apps are only a window to an increasing array of new collaborative and multi-platform tools and services. Integrating these seamlessly to provide stylish, secure, high-performance, real time, on the go experiences is the real challenge.

Can mobile technology really drive flexibility and functionality AND still preserve the essence of higher education?

### [**UCISA CPD webinar 3: Student Multi-Experience**](https://www.ucisa.ac.uk/Events/2020/November/CPD-3)

**26 November**

MS Teams Webinars

3 webinars over 3 days will explore and invite continuous debate around the topic of a mobile enabled student experience

### Multi Experience means Multi technology and Multi-Collaboration: Are you really ready for a University App?

Apps are only a window to an increasing array of new collaborative and multi-platform tools and services. Integrating these seamlessly to provide stylish, secure, high-performance, real time, on the go experiences is the real challenge.

Can mobile technology really drive flexibility and functionality AND still preserve the essence of higher education?

### **Universities UK:** [**Improving student access and success in a Covid-19 world**](https://www.universitiesuk.ac.uk/events/Pages/Access-to-higher-education-summit.aspx)

**(**[**Conference**](https://www.universitiesuk.ac.uk/events/Pages/events.aspx?type=Conference)**)**

**25 Nov - 26 Nov 2020, 09:30 - 16:30**

Universities are under intense financial constraints. Under these circumstances, how can we ensure that access remains on the agenda, and make the most of existing networks and resources?

#### **[AdvanceHE: - Exceptional student retention: How to support and retain the Covid-19 generation in higher education](https://www.advance-he.ac.uk/programmes-events/calendar/exceptional-student-retention-how-support-and-retain-covid-19-generation)**

26 November 09:00 – 10:30

Join [Joan O’Mahony](https://www.advance-he.ac.uk/person/dr-joan-omahony) (Advance HE) and our panel [Professor Ruth Woodfield](https://www.st-andrews.ac.uk/management/people/rw57), (Professor of Equalities and Organisation, University of St Andrews), [Aveek Bhattacharya](https://www.smf.co.uk/people/aveek-bhattacharya/) (Chief Economist, Social Market Foundation), [Sue Horder](https://www.glyndwr.ac.uk/en/StaffProfiles/suehorder/) (Associate Dean, Glyndŵr University), and [John Fairhurst](https://www.bil.ac.uk/staff_profile/john-fairhurst/) (Managing Director and Academic Principal, Bloomsbury Institute London) to discuss the old and new challenges to student retention, adapted practice, obstacles to meaningful change across the sector, and how we work towards the solutions.

# QAA: [EVOLVING PRACTICE IN INTERNAL MONITORING AND EVALUATION BY ENGLISH HE PROVIDERS](https://www.qaa.ac.uk/news-events/events/evolving-practice-in-internal-monitoring-and-evaluation-by-english-he-providers)

##### **26 NOVEMBER (13:00 - 14:00)**

Monitoring and evaluation of higher education is an essential process within providers, forming a fundamental part of the academic cycle. It can, and should, look at all aspects of the higher education experience.

This webinar will look at how practice around monitoring and evaluation has evolved by English providers in response to the fast-changing higher education landscape. We will review different approaches to internal monitoring and evaluation with a panel of experts from universities, colleges and specialist providers.

### **AdvanceHE:** [**Tackling Racism on Campus: Decolonising the institution**](https://my.advance-he.ac.uk/Portal/events/details/?id=e0ab3f01-8a01-eb11-a813-0022480016e7)

**27 November 2020 14:00 - 15:30**

This is the sixth webinar in the series linked to the Tackling Racism on Campus: Raising awareness and creating the conditions for confident conversations project. Which is an Advance HE Project funded by SFC and led by an expert group of EDI practitioners, academics, tertiary education staff and students. Further information of the project aims can be found here: https://www.advance-he.ac.uk/tackling-racism-campus-raising-awareness-and-creating-conditions-confident-conversations

#### **SEDA:** [**Transitions out of higher education**](https://www.eventbrite.co.uk/e/transitions-out-of-higher-education-1-december-2020-registration-123649267287)

# 1 December 2020 10:00 – 12:00

How can we ensure a smooth transition, enhance student experience and equitable outcomes as students move into, through and out of higher education? In a post Covid-19 world where adaptation to change is an increasing requirement on all those involved in Higher Education, this series of workshops will explore a variety of ideas and perspectives on how to promote and ensure smooth transitions not just into but also through and out of Higher Education. The workshops culminate with the publication of a SEDA special, which will be available to all attendees.

In each workshop, there will be short presentations on the key contributions of the relevant section of the SEDA special, followed by break-out discussions and a chance to come together to share ideas on each theme. We aim to create a community of practice around supporting students in transition as a long-standing outcome of the workshops so please do consider joining us.

The final workshop explores transitions out of higher education. How do first in family graduates navigate the transition into the employment market, and how can we better support them, and how can technology help in preparing students for placements which may facilitate this transition out?

### **UKAT:** [**What should be the primary role for tutors and advisors in times of a pandemic?**](https://www.ukat.uk/events/webinars/current/what-should-be-the-primary-role-for-tutors-and-advisors-in-times-of-a-pandemic/)

### **Thursday 3 December 2020, 14:00** Online

### UKAT and LVSA

### Join us for this unique international event presented in conjunction with our colleagues from LVSA, the Dutch study advising association. Through small group discussions, we will jointly explore the topic of what should be the primary role for personal tutors and academic advisors in times of a pandemic? The main objective is to create an informal opportunity for members of UKAT, LVSA and the wider HE community to meet, discuss, compare thoughts and practices, and lay the foundation for further exchange and collaboration on ways to effectively support our students during these challenging times.

#### **AdvanceHE: [The privilege of student success: ethnicity awarding gaps in higher education? (Fee payable)](https://www.advance-he.ac.uk/programmes-events/calendar/insights-equality-diversity-and-inclusion-statistical-report)**

**Friday 4 December 2020 - 13:00 – 16:00**

Policy makers, practitioners and researchers are paying increasing attention to awarding gaps in Higher Education. Advance HE publishes data annually detailing the size of these gaps. For example, in the academic year 2018/19, 81.4% of white students received a first/2:1 compared with 68.0% of BAME students, representing a BAME degree awarding gap of 13.3 percentage points. Most concerning, there has been little change in the size of this gap since the publication of the first Advance HE statistical report in 2003/04.

This insight event will present the most up to date data on awarding gaps in UK HE highlighted by the 2020 Advance HE statistical report, with particular focus on ethnicity and race. But it is not enough to simply point to the current problem. The event will also convene important discussions about the barriers to achieving equal academic outcomes for students, and the practical steps that can be taken to finally start to reduce these gaps. We will discuss the reasons some groups of students have very high attainment at school, but not at university, and where there are pockets of good practice in UK HE. This will include contributions from experts and facilitated group discussions among attendees.

### **AdvanceHE:**[**Challenging Privilege and the 'danger of the single story'**](https://www.advance-he.ac.uk/programmes-events/calendar/challenging-privilege-and-danger-single-story-online-0) (fee incurred for this workshop)

**Date: 10 February 2021 -9:30 – 16:30**

This online workshop aims to deepen understanding of the barriers to equality, diversity and inclusion that exist in higher education through an examination of how majority group privilege reinforces structural and cultural inequalities. We will critically reflect on a range of scholarship (including but not limited to Robin DiAngelo’s ‘White Privilege’,  Chimamanda Ngozi Adichie’s ‘single story’;  Patricia Hill Collins discussion of ‘standpoint’; and Kimberlé Crenshaw on intersectionality’) as a means of exploring the limitations on our understanding of difference and commonality. Participants will explore how privilege operates, the impact on different protected groups, and unpick common ‘stories’ about equality in Higher Education. Importantly, participants will leave having had the space to reflect on their own privilege and with practical steps to tackle inequality.

Book Here

**Advance HE:** [**Teaching and Learning Conference 2021: Teaching in the Spotlight: What is the Future for HE Curricula?**](https://info.advance-he.ac.uk/12ZA-72GNX-5FXEBS-47R11S-1/c.aspx)  
**Virtual - 6-8 July 2021**

Advance HE’s [Teaching and Learning Conference 2021](https://info.advance-he.ac.uk/12ZA-72GNX-5FXEBS-47R11S-1/c.aspx) will continue to position the spotlight firmly on teaching in a global context. With particular reference to this year, the conference will explore where we go from here in terms of teaching and learning in HE, and how will we deliver the curricula of the future.

For further information please click the link below.

[**Book Here**](https://www.advance-he.ac.uk/programmes-events/conferences/teaching-and-learning-conference-2021?utm_source=CRM&utm_medium=email&utm_campaign=P%26E%20-%20TLConf&utm_content=CFP&dm_i=12ZA,72GNX,5FXEBS,SJJOT,1)

# AdvanceHE:[Leading Student Engagement in Times of Crisis and Transformation: Student Engagement Conference 2021](https://www.advance-he.ac.uk/programmes-events/conferences/student-engagement-conference-2021)

**Date: 26 May 2021**  
Venue: Virtual  
Who: Those with responsibility for the student academic experience and student engagement more widely, SU teams, course leaders and those focused on the student experience and improving student outcomes.