**List of webinars, conferences etc (as at 4.3.2021)**

Yellow highlighting indicates new inclusion on this listing

[**Universities UK: Tackling violence, harassment and hate incidents 2021**](https://www.universitiesuk.ac.uk/events/Pages/Tackling-violence,-harassment-and-hate-incidents-2021.aspx)

**10 Mar - 11 Mar 2021, 09:30 - 16:30**

​**Overview**

Universities UK is committed to tackling all forms of harassment at universities. This annual, highly-regarded national conference will explore recent developments and progress over the past year. It is the perfect chance to hear from sector-leading experts, as well as those with lived experience of violence, harassment and hate incidents. Topics we will be covering include:

* Sexual harassment
* Racial harassment
* Staff-to-student misconduct
* Domestic abuse
* Data sharing
* Faith-based harassment
* Intersectionality
* Reporting

This conference will be held online over the course of two days. Alongside eight hours of informative, timely content from the most pertinent speakers on the topic, we will also be providing a wide range of opportunities to network, discuss, and make connections with colleagues within the sector.

You will also be able to access the recordings of all sessions after the event, including breakout sessions that you were unable to attend.

#### [**The Open University's 6th Biennial International Conference on Access, Participation and Success**](http://www.open.ac.uk/about/wideningparticipation/events)

**Monday 15 March 2021 - Thursday 18 March 2021; Online**

Postponed from April 2020 Conference. The organisers are delighted to be able to offer online attendance at [the conference](http://www.open.ac.uk/about/wideningparticipation/events) at no charge for all delegates, with a different theme for each day:

* 15 March - Race and Ethnicity
* 16 March - Carer, Care Experienced and Estranged Students
* 17 March - Disability and Mental Health
* 18 March - Mature and Adult Learners

Workshops, lightning talks and poster presenters are invited particularly on activities and initiatives underway or completed that increase participation, aid progression, and reduce awarding gaps for disadvantaged and underrepresented groups of students in both higher and further education and welcome submissions that include students as presenters / co-presenters.

#### [**AdvanceHE Equality, Diversity and Inclusion Conference 2021**](https://www.advance-he.ac.uk/programmes-events/conferences/EDIConf20)

**Tuesday 16 March 2021 - Thursday 18 March 2021; Online**

Courageous conversations and adventurous approaches: Creative thinking in tackling inequality. This conference will bring together the annual Advance HE EDI conference with the biannual Scottish conference with the theme – Courageous conversations and adventurous approaches: creative thinking in tackling inequality.

The theme of [this conference](https://www.advance-he.ac.uk/programmes-events/conferences/EDIConf20?_cldee=YS5yYXdzb25AYWN0aW9ub25hY2Nlc3Mub3Jn&recipientid=contact-417a54fbfb1de211ab31005056ad0025-307395c009174a1aacbd4dad908f011d&esid=5c75a4d1-3d3a-eb11-a813-0022481a79ad) speaks to the reality of EDI work in both HE and FE - a growing focus for attention internally and externally, ambitious, analytical, forward-looking, practical and increasingly complex. As EDI becomes more embedded in institutional values and strategy and becomes more of a measure for the student experience, institutional interest in creative responses to tackling inequality is growing.

Whether focusing on newly emerging issues or dealing with those that are stubbornly persistent, as a sector we can seek inspiration, insight and guidance to navigate the EDI landscape through sharing learning and advancing evidence-based good practice. Learning from both inside and outside the HE/FE sector can stimulate new ideas and innovative approaches to tackling systemic inequalities.

#### **UKAT:** [**Personalised Learning for the Student Consumer**](https://www.ukat.uk/events/webinars/current/personalised-learning-for-the-student-consumer/)

**Thursday 18 March 2021, 14:00 - 15:30; Online**

Angela Partington, Kingston University

Personal tutoring is key aspect of learner-centric pedagogy, and has the potential to enable HE to respond to the changing profile of its students, as a means of explicitly recognising and valuing the social and cultural capital which they bring with them, which shapes what and how they want to learn, and which can drive innovation in L&T practice and HE curricula (if we allow it to).

The commodification and marketisation of HE is often perceived as a threat to its accessibility, and the concept of ‘student as consumer’ is often perceived with suspicion at best, and at worst with open hostility. But access is not in itself inclusive, indeed can be just the opposite, and it can be argued that marketisation is only a threat if we cling to a culturally conservative belief in value-free learning, which serves only to reproduce the values of the white intelligentsia.

In contrast, the concept of ‘student as partner’ is usually viewed in a positive light, but I would argue that this concept supports a mono-cultural approach to student engagement, within which personal tutoring functions primarily to prevent, identify and address non-engagement, where engagement is understood only as a particular set of behaviours.

The development of inclusive personal tutoring, which reflects the diversity of C21st students, requires an approach which transcends the binary opposition between ‘student as partner’ and ‘student as consumer’. This involves recognising that students are active learner-consumers, already engaged in the development of their own identities, and that the co-creation of their learning experience is one of the ways they do this.

It also requires the development of personal tutoring as a means of challenging the hidden curriculum, thereby enabling universities to adapt to students’ needs (rather than, or as well as, requiring students to adapt to universities’ expectations), through the recognition of personal tutoring as a specific area of academic expertise which facilitates *personalised learning* (not just the provision of *individualised support).*

##### **Ucisa:** [**Enabling Hybrid Learning for Higher Education Practical Solutions**](https://www.ucisa.ac.uk/Events/2021/March/Enabling-Hybrid-Learning-for-Higher-Education-Practical-Solutions)

**24 March 2021; 11:00 - 11:45; online MS Teams**

## It’s a constant challenge for teachers to ensure students are engaged in the learning community regardless of their mode of participation. Which is why the communication and collaboration elements of the hybrid learning classroom are so critical. This webinar will discuss how to drive and create Immersive, Collaborative, Connected environments where both the teacher and students benefit in-person and remote. It will also discuss how a fully operational blended presence-distance learning scenario was created for a leading European University resulting in same learning opportunities for present and remote students.

## [**HEPI / Advance HE webinar: What does value for money in higher education look like in a pandemic?**](https://www.hepi.ac.uk/2021/02/08/hepi-advance-he-webinar-what-does-value-for-money-in-higher-education-look-like-in-a-pandemic-25-march-2021/)

**25 March 2021, 11.00 am – 12.15 pm**

HEPI and Advance HE are delighted to announce a series of webinars being held in place of the usual HEPI / Advance HE Parliamentary Breakfast Seminar series. In the second webinar of the series, HEPI and Advance HE consider the issue of value for money. The 2020/21 academic year provides a very different learning environment for students, and universities have had to drastically change the way they operate. The 2020 HEPI / Advance HE Student Academic Experience Survey showed that students’ perceptions of value had been rising before the pandemic – but how will COVID-19 impact students’ perception of value for money? Does blended learning meet the needs of students? How do universities provide their usual services for students at distance? And what factors impact students’ views of value in a pandemic?

# AdvanceHE: [Sustainability Symposium: Facing Forward with Sustainability: Principles, Progress and Partnership](https://www.advance-he.ac.uk/programmes-events/calendar/sustainability-symposium-facing-forward-sustainability-principles)

# 25 March 2021 - 09:30 – 16:30

# We are delighted to announce the inaugural Advance HE symposium on sustainability in higher education. Entitled *Facing Forward with Sustainability: Principles, Progress and Partnership*, the event provides the opportunity for colleagues to share and discuss innovations in and research about progressing sustainability in the sector. We invite colleagues to consider how higher education now needs to move forward with sustainability initiatives and education, in pandemic and post-pandemic higher education.

### [**Ucisa: Wellbeing pedagogies practices to improve the student experience online**](https://www.ucisa.ac.uk/Events/2021/March/Wellbeing-pedagogies-practices-to-improve-the-student-experience-online)

**30 March 2021, 12.30 pm - 13.30 pm; MS Teams**

In this webinar, Dr Elena Riva will share practices that can boost student well-being in the online teaching and learning environment and introduce the ‘Warwick Wellbeing Pedagogies Library’. The Library “is a fantastic resource which has been co-developed by students and teachers in order to share practice and support our community to embed and sustain wellbeing in the curriculum, when planning modules, courses, and assessments. It provides guidance and practical examples to build learning environments that are student-centred, emotionally intelligent and have intercultural and international integration at the heart”.

## [**HEPI / Advance HE webinar: How do we ensure equality in higher education in a pandemic?, 21 April 2021**](https://www.hepi.ac.uk/2021/02/08/hepi-advance-he-webinar-how-do-we-ensure-equality-in-higher-education-in-a-pandemic-21-april-2021/)

21 April 2021, 110.30 am – 12.45 pm

HEPI and Advance HE are delighted to announce a series of webinars being held in place of the usual HEPI / Advance HE Parliamentary Breakfast Seminar series. The third webinar in the series focuses on equality. In recent years progress has been made towards equality in higher education, but there are still significant improvements to be made. The global pandemic risks setting back recent developments, for example, female academics publishing less as they have taken on the burden of additional domestic work. Will the removal of links between Athena Swan and funding be a step back for gender equality? Following the tragic death of George Floyd and the increased awareness of the Black Lives Matter movement, how do we ensure universities provide a positive environment for Black staff and students? When students’ mental health is at risk, how can universities provide for students who have historically had lower levels of wellbeing, such as LGBTQ+ students? What impact is the pandemic having on disabled and vulnerable students’ ability to access and engage with higher education?

This webinar will provide an opportunity to discuss how we move towards greater equality in higher education and the impact of COVID-19.

# [Universities UK: International higher education forum 2021: keeping higher education global](https://www.universitiesuk.ac.uk/events/Pages/IHEF-2021.aspx)

**13 Apr - 14 Apr 2021, 09:00 - 17:00**

Brexit, Covid-19, and the climate emergency are forcing us as a sector to review, and in some cases, reset, the way we do things. The pandemic in particular has both accelerated existing trends and halted well-intentioned plans while efforts are focused on recovery.

While the UK higher education sector is working through what the UK-EU deal means for cooperation in higher education and research, the sector is also facing questions over academic freedom, foreign interference and sustainable partnerships. Around the world, the UK’s competitor markets are facing challenges around troubling visa policies and border restrictions.

International partnerships have been a vital part of the UK’s response to Covid-19, and will be a cornerstone of its recovery. At this crucial time in higher education, we, as a sector, cannot afford to lose our strategic and valuable partnerships across the world.

In line with the current health situation in the UK, the event will be held fully online over two days, with networking opportunities.

# 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,** Virtual

Student engagement has never been more important or more challenging. During these historically difficult and tragic months, institutions and staff have striven to deliver a quality student experience. However, new students have not been able to enjoy the excitement of face-to-face freshers’ week and the discovery of the physical campus; clubs and societies have struggled to operate as normal; student inductions have had to take place virtually, and learning in lectures, seminars, practicals and tutorials has had to be re-designed. Returning students have had to radically adjust their expectations, as one year that was hastily curtailed in extraordinary circumstances transitioned into a new academic year of ‘unknown unknowns’. And yet institutional life has had to continue. Education has remained a top priority for both policy makers and society more widely, and the challenge of engaging students amidst socially distanced teaching, rapidly constructed online modules, periods of self-isolation, tiered restrictions and COVID-lockdowns has been the lot of academic and student service colleagues working closely together, alongside senior management.

Focusing on student engagement, this conference is an important and timely opportunity for the sector to come together to review where we’ve been and to consider where next. Through the lens of leadership, we will discuss not only the challenges but also the opportunities presented by the COVID experience. What does it mean to lead student engagement, and how can we reboot our vision of student engagement as we build towards the 2021/22 academic year?

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.

**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 [**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)**.**