

The ARC logo is a red square with the letters 'ARC' in white, serif font.

ARC

A photograph of Brighton Palace Pier, a long wooden pier extending into the sea. The pier has a large sign that reads 'BRIGHTON PALACE PIER'. The sky is blue with scattered white clouds. The foreground is a pebbly beach with a stone wall. A red diagonal graphic element is on the left side of the image.

ARC 2023 Conference Programme

CHANGE, CREATIVITY AND INNOVATION
8 - 10 NOVEMBER 2023,
BRIGHTON

Conference programme

Wednesday 8th November

5:45-6:15pm	Early Conference Registration	Ambassador Suite
6:00-10:00pm	Early Arrivals Welcome Reception Buffet and Drinks at the DoubleTree by Hilton, Brighton	Ambassador Suite

Thursday 9th November

08:15-11:00	Registration, Refreshments and Exhibition	Buckingham
9.00am – 10.15am	Flight on the Brighton i360 Optional networking activity	Brighton i360
11am - 11.15am	Opening and Welcome Ben Rogers, Chair of ARC	Balmoral
11.15am - 12noon	Plenary -Complexity & Uncertainty: HE leadership in unpredictable times	Balmoral
12noon – 12.15pm	Exhibitor Hotspots #1	Balmoral
12.15pm – 13.15pm	Breakout Session 1 A) David Vuletich - Reclaiming the ROI Narrative in Higher Education: 3 career development investments for competing in an era of skepticism B) Daniel Kidd - Modernising a University’s approach to Examination Boards C) Dan Tinkler - Academic Assurance Project – The Challenges and Innovations in Providing Academic Assurance. D) Jean Mutton - How design thinking can be applied across the student lifecycle E) Lesley O’Keeffe - Academic Year Restructures (A Support Group)	Varying rooms
13.15pm – 2pm	Lunch, Networking, Exhibition	Dukes
2pm – 2:45pm	Plenary -Seeing the wood through the trees: redesigning student support Professor Edward Peck, Vice Chancellor at Nottingham Trent University	Balmoral
2:45-3pm	Hot Topics Call	Balmoral
3pm – 3.30pm	Plenary- Student recruitment and immigration – challenges and latest developments Charley Robinson, Head of Global Mobility, Universities UK International	Balmoral
3:30-3:45	Exhibitor hotspots #2	Balmoral



Conference programme

Thursday 9th November

3:45-4:00	Refreshments, Networking, Exhibition	Dukes
4pm – 5pm	Breakout Session 2 A) Glenn Moulton Understanding and responding to sexual misconduct in Higher Education B) Ian Anderson Breaking down barriers to digital transformation: An interactive workshop C) Victoria Thompson & Patrick Gannon The journey towards a centralised approach to assessment management D) Michael Webb Artificial intelligence: implications for Academic Registry E) Fiona Fisk and Laura Pennie A Review of Extenuating Circumstances Policies and Procedures at the University of Suffolk	Varying rooms
6:45pm - 7.45pm	Drinks Reception, Brighton Palace Pier	Brighton Palace Pier
7:45pm	Conference Dinner, Brighton Palace Pier	Brighton Palace Pier

Friday 10th November

8.30am - 9.15am	Refreshments and Exhibition	Dukes
9.15am – 10.15am	Plenary- Conducting and leadership- Rainer Hersch, Conductor, writer and comedian.	Balmoral
10.15am - 10.30am	Exhibitor Hotspots #3	Balmoral
10.30am – 10.45am	Refreshments, Networking, Exhibition	Dukes
10.45am – 11.45am	Breakout Session 3 A) Helen Matthews The pros and cons of “Micro-secondments’ for project engagement and professional development. B) Liv Roberts and Nicola Wood Demonstrating the value of technology and partnership as the enablers of change - How King’s College London plans to use its new Curriculum Management platform (CourseLoop) to transform the management of all course information. C) Shane Dowle Change to: Getting the most from doctoral progress reviews D) Kelli Wolfe Keeping Icarus from the Sun: Burnout in HE Professional Services E) Ruth Stoker and Rachel Birds Rebuilding the bicycle: using data to narrow the differential attainment gap	Varying rooms
11.45am – 12.30pm	Plenary- Learning from complaints: promoting good practice and improved services Helen Megarry, Independent Adjudicator, OIA	Balmoral

Conference programme

Friday 10th November

12.30pm – 1.15pm	Lunch, Networking, Exhibition	Dukes
1.15pm – 2pm	Plenary- Higher Education State of the Sector: Five realities shaping how we teach, work, and operate David Vuletich, EAB	Balmoral
2pm- 2:45pm	Hot Topics	Balmoral
2.45pm – 3.15pm	Plenary- Tackling Diversity Coalition- Monika Nangia, Academic Registrar and Director of Student & Academic Services, Durham University	Balmoral
3.15pm – 3.30pm	Closing Remarks Rogers, Chair of ARC	Balmoral

A) Reclaiming the ROI Narrative in Higher Education: 3 career development investments for competing in an era of skepticism



Given the increase in public skepticism of higher education, universities are under growing pressure to do more to enhance students' post-graduation outcomes. This session will discuss three career development investments that institutional leaders need to make to reclaim the ROI narrative. Specifically, we will explore how to articulate personal and professional payoff to prospective students; how to prepare students to thrive throughout university and into their careers; and how to level the playing field for underserved students by helping them build social capital.

David Vuletich- David is a Managing Director in EAB's Research Advisory Services and is an expert in both Academic and Administrative Strategy. He provides consultative insight into cross-cabinet issues that help institutions set strategy and execute on short- and long-term goals. He is responsible for driving value for our partner institutions through decision support, guidance on best practices implementation, and consensus building at the board, cabinet, and senior leadership levels. For more visit: <https://eab.com/expert/david-vuletich/>

B) Modernising a University's approach to Examination Boards

This session will provide an overview of the work University of Wolverhampton have done to remove module and progression examination boards from their academic calendar, opting instead to systematise and automate the review and ratification of results. The session will cover how the University built the benefits case and approached the work, as well as highlighting what went well and the lessons learnt. Detail will be given on how the process works, the systems development undertaken, and the changes to the policy environment enacted in support of the initiative.

Daniel Kidd - Daniel has been working in UK higher education for over 20 years. Having previously worked in student data roles within HE providers, Daniel worked at the Higher Education Statistics Agency as Head of Training and Consultancy from 2006 until 2018. In January 2018 Daniel took up the post of Director of Planning at Arden University with a broad remit across planning and statutory compliance activities. In February 2019 Daniel became Deputy Academic Registrar at the University of Wolverhampton, before becoming Director of Registry Services in August 2022. Daniel co-authored a chapter on 'Data capability across the information landscape' within 'Higher Education Strategy and Planning: A professional guide' (Routledge, 2018), is a member of the HESPA Executive and chairs their Development Committee.

C) The Challenges and Innovations in Providing Academic Assurance.



The Academic Assurance Project is a collaboration between Advance HE, UUK, CUC and GuildHE which aims to convene the sector to understand shared challenges and approaches to academic assurance. Governing bodies are expected to actively seek assurances that academic assurance is robust and effective. This becomes ever-more important with the political interest in issues surrounding quality in higher education and ensuring value for money for public expenditure. In this session Advance HE will share findings from roundtable research undertaken with the sector in to key challenges in ensuring effective academic assurance as well as sharing practices from across the sector creating effective mechanisms to provide confidence to governing bodies that academic governance is delivering high quality outcomes.

Dan Tinkler is Governance Development Manager at Advance HE and has responsibility for supporting the sector and developing new avenues of support to meet the needs of higher education governance. Dan led the Academic Assurance Project and has undertaken both corporate and academic governance effectiveness reviews with institutions. He has a particular interest in the role of student governors and effective student representation within governance structures and outside of Advance HE volunteers as an external trustee on two students' union Boards of Trustees.

D) How design thinking can be applied across the student lifecycle

Design practices, mindset and tools offer new possibilities to solve innovation challenges in Higher Education. Engaging students as partners and co-creators of their experience lies at the very heart of the design ethos. Unsurprisingly, JISC has named design thinking as one of the key capabilities for an HE leader in their 2030 strategy framework. Drawn from the business and digital realms, design thinking is highly relevant to the complexity and uncertainty brought about by the accelerated levels of innovation and change in HE. The student experience community is standing at the crossroads. We either fall back to the 'familiar' tools and ways of thinking or collectively explore the opportunities, new language, and innovative methods which allow us to work alongside students to understand the felt student experience and find the right questions to address. In this session, you will hear how practitioners in the field have applied design thinking and service design to inform approaches for student engagement and to enhance the student journey.

Jean Mutton is the Director and Principal Consultant of Go Process Design Ltd and has a background in higher education, academic administration and management and project management. Over the years, Jean has managed many Registry and Faculty-based administration teams and departments, covering the student journey from Admissions to Graduation, including International and Research Student Operations and Quality Management both in the UK and working directly with and at collaborative programmes overseas. She brings together Lean, Human-Centric Service Design, Systems Thinking and Design Thinking approaches for change management and service improvement, focussing on the end-user experience. She has developed proven strategies for working with staff and students and the implementation of processes to ensure the end-user experience is second to none.

E) Academic Year Restructures (A Support Group)

Over the past six months a group of colleagues have been supporting each other through changes in their academic year structures. This session is a chance to meet in person and carry on the conversations. Don't worry if you've not joined us before – it is informal and set up as an opportunity to support each other and talk through any sticky issues.

Lesley O'Keeffe is Registrar at Brunel University London, and Professional Development Lead for the Academic Registrars Council (ARC). Lesley studied for her BSc(Hons) in Mathematics at Loughborough University. She later completed the AUA PGCertificate in University Administration, before returning to Loughborough to complete her PGDiploma in Management and Leadership in 2013. Lesley's early career was at Swansea University where she managed the student accommodation. Firstly, the on-campus accommodation, and then progressing to be responsible for all university managed accommodation across four sites. Lesley joined Brunel in 2008 where she was appointed to open a 1600 bed residences complex. Four years later she took the opportunity to move internally to join the Student Services team. From this point, Lesley has secured new roles and worked her way from being Student Services Manager, to Deputy Head Student Services, to Head of Student Services, to Assistant Director Student Services and then to Deputy Director Academic and Student Services. Lesley started her current role in June 2020 as Registrar. Her role gives her responsibility for Student Services, Academic Services, Business Support, Library Services, Academic Skills team and the Apprenticeship hub. Additionally, she is Secretary to Senate and Designated Safeguarding Lead for the University.



A) Understanding and responding to sexual misconduct in Higher Education

Sexual misconduct is a significant problem for the safe and effective operation of our universities. Survivors of gender-based violence can suffer significant physical, psychological, emotional, and financial consequences, which can last throughout their lifetime. However, innovative interventions and training geared toward university professionals are often lacking. Publication of the outcome of the Office for Students consultation on a new approach to regulating harassment and sexual misconduct in English HE is imminent. Amongst other things, this is likely to address the question of staff-student relationships. Meanwhile, two recent legal decisions could have significant repercussions for the sector. This session provides commentary on these issues and showcases how collaboration between academic staff and professional services can bring massive benefits to institutions and students by bridging the existing gap in the sector. Learn about an evidence-based “toolkit” explicitly developed for professionals intervening in sexual misconduct cases at universities. The toolkit has been developed by experts at the University of Surrey, St George’s University of London and the Institute of Domestic Violence & Sexual Assault at The University of Texas at Austin. This session introduces relevant topics, including awareness of myths and biases, understanding the effectiveness of trauma-informed practices with young adults, building structures for institutional accountability, and much more.

Ioana Enany, Head of Student Conduct and Compliance, St George’s, University of London

Professor Melissa Hamilton, School of Law, University of Surrey

Amy Knight, Case Manager, University of Surrey

Glenn Moulton, Joint Academic Registrar, University of Surrey

B) Breaking down barriers to digital transformation: An interactive workshop



Change is a constant feature of today’s higher education landscape and an institution’s ability to adapt at pace to economic and political factors is key to success. Institutions are increasingly looking to data and technology to enable them to become more agile. The pandemic hastened the pace of technology adoption in the short term, however to fully reap the benefits that digital transformation brings to the student and user experience, there are common barriers institutions face. In this workshop, we will examine some of these barriers and some proven strategies to break through them.

This workshop will consider:

What a successful digital transformation looks like,

- Organisational culture and managing through change
- Joining up the data for a holistic view
- Different approach to systems

Ian Anderson, Enterprise Architect at Ellucian - Ian has spent 35 years working in the global Higher Education (HE) Sector. Starting his career at Coventry University in Finance and then Business Analyst roles, he was one of the founders of the EA Community of Practice under UCISA, to which he was appointed Chair in 2015. Ian envisaged and led the creation of a UK Capability Model that is today used in many universities around the globe. Ian currently works for Ellucian, where he assists higher education institutions to align strategic and operational goals, and to assess and improve user experiences through enterprise architecture.



C The journey towards a centralised approach to assessment management

This session will look at Manchester Metropolitan University's five-year journey from a fragmented university with devolved administrative oversight of assessment, to a university with a completely centralised approach to this area. In 2021, Assessment Management was created with a vision statement: to provide a holistic and proactive assessment service which continuously improves processes and raises service standards for the whole university community. This session will cover the challenges encountered during the journey, and will include reflections on exam scheduling, invigilation, extensions, the digitalisation of assessment and use of the Virtual Learning Environment as an assessment platform, and the lengthy process of identifying, capturing and implementing the assessment requirements of a very large university with a wide portfolio of subjects. The session will assess the progress made towards making Assessment Management's vision statement a reality, and offer some reflections on the lessons learned.

Patrick Gannon has worked at Manchester Metropolitan University for 17 years and is the University's first Director of Assessment. He was previously the Head of Assessment and Engagement Management, with responsibility for the University's pioneering attendance and engagement monitoring programme. Prior to that he was the University's Examinations Manager, and had stints in exam timetabling and faculty administration. He's been a principal driver of the University's move towards a centralised assessment model.

Vicky Thompson is a quality specialist, with a background in course management. She has worked at Manchester Metropolitan University for 11 years and has been part of Assessment Management from its inception. Her remit covers policy and regulations, external examining, academic misconduct, extensions, assessment boards and student results

D) Artificial intelligence: implications for Academic Registry

Jisc

The past twelve months have seen significant challenges and opportunities arising from rapid advances in AI, primarily sparked by the release of ChatGPT. In this session, we will examine the current state of AI in education, explore what might come next, and discuss the implications for the academic and student administration.

Michael Webb leads Jisc's National Centre for AI in Tertiary Education, which supports the responsible and effective adoption of artificial intelligence across the tertiary education sectors. Jisc is the UK's leading digital, data, and technology agency with a focus on tertiary education, research, and innovation. The team at the national centre provides advice and guidance, hosts community events, and runs a variety of AI pilot programmes. Before joining Jisc, he worked in the higher education sector, leading IT and learning technology services and teams at the University of Wales, Newport and the University of Plymouth.

E) A Review of Extenuating Circumstances Policies and Procedures at the University of Suffolk

This session will give colleagues the opportunity to hear about a recent review of the University of Suffolk's Extenuating Circumstances policy and associated practices, including the collaborative approach to the review which involved students, staff and partners. We will also explore how technology is being embraced to improve the student experience. There will be an opportunity to reflect on the purpose of extenuating circumstances procedures within universities, their effectiveness and how things may need to change as the sector and society continue to evolve. Colleagues will have the opportunity to share good practice and draw on the work of others in this area to inform their own institutions.

Fiona Fisk is the Academic Registrar at the University of Suffolk and is responsible for leadership of the Directorate of Student Life and Registry Services.

Laura Pennie role as Deputy Academic Registrar at the University of Suffolk encompasses a range of responsibilities, including the Office for Student Appeals, Complaints and Conduct; Quality Assurance; Assessment and Student Records. She Chairs the University's Extenuating Circumstances Panel meetings, and co-led the recent full-scale review of the policy, procedure and associated operational processes.



A) The pros and cons of “Micro-secondments’ for project engagement and professional development.

This session presents a case study in which ‘micro-secondments’ of departmental staff were used in the delivery of a process improvement. It will review the benefits and disadvantages of this approach for the project and the secondees and comparisons with more traditional models of secondment. Participants will be encouraged to share their own experiences.

Helen Matthews worked in Higher Education for over 25 years, initially in academic departments, but more recently as Head of Academic Policy and Quality Assurance and then Director of Academic Services at UCL, leading on improvements to the student system. She is available for consultancy projects.

B) Demonstrating the value of technology and partnership as the enablers of change - How King’s College London plans to use its new Curriculum Management platform (CourseLoop) to transform the management of all course information.



As with any university, curriculum is one of the college's most valuable assets. King's has ambitious plans to transform how it manages the business processes related to course information to build ONE single source of truth using CourseLoop as the enabler of that change. In this session, Liv Roberts (Strategic Director - Education and Students) and Nicola Wood (Head of Course Information) will explore how their Student Success Transformation Programme has been designed to provide the necessary focus, resources and control to enable student success, and, more critically, how curriculum management plays a key role in delivering this digitally-enabled and data-driven ambition across all business functions.

Liv Roberts has worked in Higher Education for almost 15 years and has a wealth of senior-level transformation experience across all core student journey services from pre-entry to graduate. Nicola Wood previously led the Admissions function for the University of Roehampton and now heads up a newly created Course Information Service for King's.

C) Getting the most from doctoral progress reviews

Progress reviews are the ubiquitous intervention in UK universities for monitoring an individual doctoral researcher's progress through their doctorate. Despite the ubiquity of progress review procedures, little is known about how they influence doctoral researchers' progress and chances of completion.

In this interactive session, we will draw on research and your experiences to answer the following questions:

- How do doctoral progress reviews enable doctoral researchers to complete their projects on time?
- What are progress reviews less effective at doing?

We will then go one step further and identify how progress reviews can be optimised to better enable individual doctoral researchers to progress.

Dr Shane Dowle - Shane is a Senior Continuous Improvement Manager at UCL and was previously Head/Deputy Director of the Doctoral College at the University of Surrey. He has a PhD on the topic of doctoral completions.



D) Keeping Icarus from the Sun: Burnout in HE Professional Services

Emerging evidence demonstrates work intensity is on the rise in the UK and can lead to higher rates of burnout. This workshop will be presenting MSc research conducted using a cross-sector survey and contributes to the understanding of the factors contributing to burnout in the UK Higher Education context. Practical implications will be discussed, including recommendations for addressing the widespread culture of overwork and tools that may moderate burnout and reduce voluntary employee turnover.

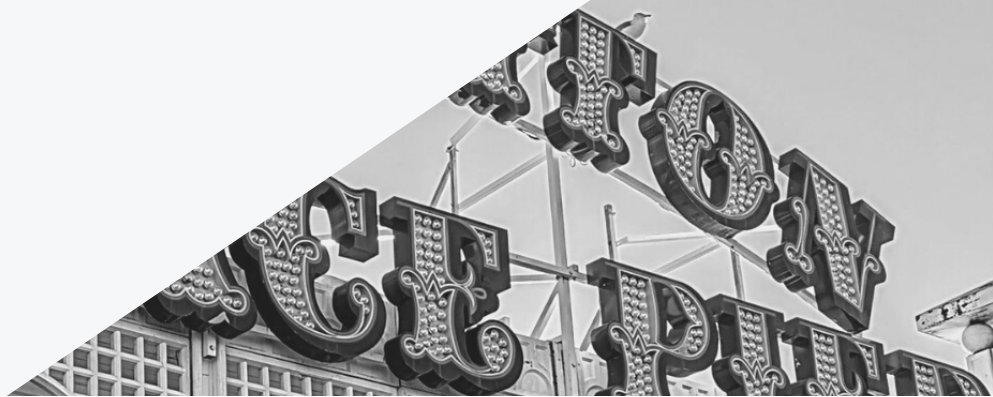
Kelli Wolfe is currently Deputy Academic Registrar at the University of Roehampton. She has worked in UK Higher Education for 15 years across various functions within student administration, admissions, quality management and student support. She holds an MSc in Higher Education Administration, Management and Leadership from Nottingham Trent University (Distinction) and has previously published research in *Perspectives: Policy and Practice in Higher Education* and *The Journal of Equity in Society and Education*. Her strong interest in continuous improvement and leadership/professional development are common threads throughout her research and professional activities.

E) Rebuilding the bicycle: using data to narrow the differential attainment gap

This session will outline the approach taken at the University of Huddersfield to understand and tackle the perennial challenge of the differential attainment gap. We will discuss how we have used data to drive desired behaviours, the collaborative nature of our strategy and the iterative changes we have made. Delegates will have the opportunity to discuss their own institutional approaches, and share experiences and practice.

Dr Rachel Birds is currently Director of Registry at the University of Huddersfield with oversight of curriculum management, quality assurance and enhancement, the student regulatory framework and associated compliance requirements. Rachel has over twenty years' experience in the further and higher education sectors where she has been involved in the delivery and management of teaching, research and knowledge transfer activities. Rachel is a Fellow of the Chartered Management Institute and a chartered manager. A passionate supporter of the AUA (now AHEP) for many years and graduate of the Postgraduate Certificate in Higher Education Administration and Management, she served as both a Council member and a trustee of the Association.

Dr Ruth Stoker is the Director of Strategic Teaching and Learning at the University of Huddersfield, working with the Pro-Vice Chancellor for Teaching and Learning and the Director of Registry on the development of institutional projects and initiatives in support of the University's commitment to delivering excellence for its students. Since joining the University, she has worked as a reviewer and review co-ordinator for the Quality Assurance Agency and served as a panel member for the Office for Students on the pilot of the Teaching Excellence Framework Subject Review.





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