

Staff Learning and Career Development

NEWSLETTER | August 2024



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Dear colleague,

Hello and welcome to the August newsletter.

We're excited to introduce our new eLearning *Time Management* course designed to help you stay productive and efficient. In addition, we have information on how to apply for an Apprenticeship.

Congratulations to OBBS' Student Partners and OCAED's Curriculum Consultants on receiving the SEDA Student Partnership Impact Award! This award recognizes their outstanding contributions to student engagement and success.

For the 2025 Brookes International Teaching and Learning Conference, we are currently seeking members of staff to join our planning committee. It's a great opportunity to shape an impactful event. We also invite you to participate in *Talking Teaching across the Globe* where you can share your insights.

Best wishes,

Learning and Organisational and the Oxford Centre for Academic Enhancement and Development teams

Learning and Organisational Development

Upcoming workshops and events

Please see the following links for:

- [All upcoming events](#)
- [Academic Enhancement and Development](#)
- [Health and Safety](#)
- [Leadership and Management](#)
- [Personal Effectiveness](#)
- [Skill Booster \(e-learning\)](#)



Please also see the [what's new dashboard](#) on Staff learning.

New eLearning in Staff Learning



We are excited to announce a new [Time Management eLearning course](#) in Staff Learning.

This course will take approximately 50 minutes to complete.

Apprenticeship Application process



We are excited to launch our new pilot for the apprenticeship application process. This has been fully integrated into Staff Learning.

For more information about apprenticeships and the process, please visit the apprenticeship pages on [Staff Learning](#).

SEDA Student Partnership Impact Award

Congratulations to OBBS' Student Partners and OCAED's Curriculum Consultants, who have both been awarded the SEDA Student Partnership Impact Award! Our Curriculum Consultants have worked on many projects this year dedicated to enhancing the educational experiences of students at Oxford Brookes. We appreciate their hard work and look forward to seeing what next year has in store.



Learn more about our [approach to Student Partnership](#).

Teaching, Learning, and Assessment

Join our planning committee for the 2025 Brookes International Teaching and Learning Conference

Thank you to everyone who contributed to BITLC24 'Academic Ambition for Social Justice'. Colleagues from 10 nations, 15 institutions and over 130 colleagues from Oxford Brookes attended. 92% gained something from the conference that will positively influence their professional practice and 92% found the conference inspiring. It was a wonderful event.

Next year our conference theme will be 'Academic Advising: nurturing the will to learn' and will celebrate the impact of Oxford Brookes [Academic Advising Strategy](#), where we have increased student satisfaction with contact with their Advisor from 48 (2020) to 71% (2024, Brookes' Student Satisfaction Survey). In the 2024 Brookes Satisfaction Survey, Academic support was the top scoring area of the survey with an average positive score of 87%, a 6 percentage point increase on last year.

In keeping with OCAED's mission to be inclusive, collaborative and compassionate we would like to invite colleagues to join the conference working group and help lead the event.

Joining the working group will involve shaping the event (October), reviewing proposals (end of January/February), and/or chairing sessions. Our busiest time is the week before the conference (which will be held either the 2 days or week after the boards in June 2025), which is utter chaos, but great fun. Ideally you'll join us for the long haul, but we recognise how busy we all are, just let us know how you'd like to be involved.

This academic citizenship is useful evidence for Fellow and Senior Fellowship applications, all staff are welcome to join us for the party.

If you would like to join the BITLC25 working group please email ocaed@brookes.ac.uk telling us a little bit about your work at Brookes by 1 September 2024.

GenAI: a reminder about Microsoft Copilot

As we approach the new academic year, remember that Oxford Brookes students and staff have access to the data-secure [Microsoft Copilot](#) AI chatbot, available through a [Microsoft academic institutional licence](#).

You can use Copilot to, among other things, create images, learn about new topics, compare and contrast text in documents, summarise content and generate ideas or problem solve. Please see the ['Principles for the effective and ethical use of GenAI in TLA at Oxford Brookes'](#) for guidance on how to effectively integrate GenAI into curricula.

When using Microsoft Copilot, signing in with your Oxford Brookes log-in ensures your data is protected; in accordance with [Microsoft's privacy notice](#). However, we do not recommend you upload any confidential or protected data or information because Copilot does not comply with Brookes' expectations of good practice with regard to information security.

The guidance below explains how to access [Oxford Brookes Microsoft](#) Copilot. You must first register with Microsoft, using your Oxford Brookes P number email address. You can do this by visiting [Office 365 Education](#).

Then, to access Copilot:

1. Go to <https://copilot.microsoft.com/>
2. Click 'login' in the top left of the page.
3. Choose the login with a work/school account option.
4. Login using your Office365 username and password.

When using any GenAI tool, be sure to consider these guiding questions for [safe and secure GenAI use](#) and defer to info.sec@brookes.ac.uk if you are unsure.

A series of activities for staff and students are being planned for the new academic year, details will be published in due course.

Talking Teaching across the Globe

We're looking for contributors for next year's [Talking Teaching webinar series](#). We'd love to be able to showcase Brookes work to the sector and share more of what's going on in house. In particular we're looking for people who have successfully included student partnership in enquiry and/or teaching and learning, developed inclusive approaches to teaching and learning, trialled new forms of assessment and adapted teaching for GenAI times. If you think you could contribute or you know a colleague who is doing something interesting please let Sue Morón-García know: smoron-garcia@brookes.ac.uk. All she needs is a tentative 'yep I'm in, I could offer x' and she will make a date to talk you through what is required. Dates available from November 2024.



The new edition of Teaching Insights is out now!

We are delighted that the new edition of [Teaching Insights](#) has launched and is live! The theme is 'Pedagogies of Possibility: Tales of Transformation and HE Hope' and is a Special Edition related to our International Teaching and Learning Conference, June 2023. Authors from Oxford Brookes and other institutions have contributed to the following regular features: 'Recipes for Success', 'The Bigger Picture', and an Editorial.

Teaching Insights, Oxford Brookes University's online open access teaching and learning publication, is a source of practical ideas for teachers in higher education to create exceptional student experiences and aims to inspire the learning community. It is produced by the Oxford Centre for Academic Enhancement and Development.

Join the Educational Leaders Forum

The [Educational Leaders Forum \(ELF\)](#) aims to enable and sustain Programme Leaders and subject coordinators in their crucial role. The Forum meets online on the first Wednesday of each month from 9.15am - 10.00am. After each ELF session, resources are shared through the ELF Google Space. So, if you cannot attend, you can still catch up with news and access resources. [Sign up](#) for the Educational Leaders Forum (ELF) and our emerging community of practice.

ELF will be taking a break in August and will return on Wednesday 4 September, when we will revisit Brookes [Principles for the effective and ethical use of GenAI in TLA at Oxford Brookes](#).

As we draw a close to ELF for 23/24 we would like to thank all our guest presenters who have facilitated information sharing and collaboration relevant to programme leaders:

Gina Dalton SFHEA, Siobhan O'Reilly, Elizabeth Mullenger, Ben Walker SFHEA, Helen Hall, Wendy Fowle PFHEA, Mary Davis PFHEA, Kevin Watson SFHEA, Hossein Sadeghi-Movahed FHEA, Sarah Howcutt PGCE, Alice Gerlach FHEA, Sue Moron-Garcia SFHEA.

Introducing the re-accredited EXPLORE scheme, supporting Advance HE Fellowships from September 2024

Oxford Brookes is committed to investing in staff teaching and supporting learning and provides opportunities for all to achieve Advance HE Fellowship at a descriptor that suits individual experience and expertise. EXPLORE aims to enhance HE teaching practice and the scholarship of teaching and learning; leadership; and research, knowledge exchange, and innovation.

Associate Fellowship, Fellowship, Senior Fellowship, and Principal Fellowship can be awarded through the revitalised **EXPLORE scheme**, through either the **Experiential or Taught pathways**.

EXPLORE Experiential (previously the PSF Pathway) will adopt a cohort approach to foster a community of practice, and help you stay focused, engaged, and connected throughout the application process. It will be open to existing staff members from September 2024. Places are limited so we have introduced a simple application process.

EXPLORE Taught is for new academic staff teaching and supporting learning who do not hold Fellowship. Integral to our commitment to investing in staff during their 'first three years' participants can be awarded Associate Fellowship or Fellowship. More experienced new staff will be enrolled in a Senior or Principal Fellowship cohort on the **EXPLORE Experiential** pathway.

Details of how to enrol and more information about the schemes will be published in our September Newsletter. For more information about the categories of Fellowship see the following Advance HE Professional Standards Framework (PSF, 2023) pages.

- [Associate Fellowship](#)
- [Fellowship](#)
- [Senior Fellowship](#)
- [Principal Fellowship](#)

Book a faculty partner drop-in session

Faculty partners support Brookes' learning community to be ambitious, agile, and authentic leaders of transformational academic practice. They offer information, advice and guidance on academic enhancement and development to all four Faculties. You can book an informal conversation with your OCAED faculty partner by clicking the links below:

- Oxford Brookes Business School, [Nik Beer](#)
 - Technology Design and Environment, [Mary Kitchener](#)
 - Humanities and Social Sciences, [Adrian Wallbank](#)
 - Health and Life Sciences, [Sue Morón-García](#)
-

Brookes Briefings: guides to teaching, learning and assessment practice

As we review the past year, we now have an invaluable opportunity to reflect on the National Students Survey's outcomes and to thoughtfully consider a clear pathway to further enhance and refresh our modules ensuring continuous improvement and an even better learning experience for our students in 24/25.



To kickstart this process, we have Brookes Briefings - scholarship-led and evidence-based essential guides to teaching, learning, and assessment.

- [Apprenticeships](#) are a must-read if you are preparing to teach on one of our Apprenticeship Programmes.
- [Assessment and Learning](#)
- [Streamlining Assessment](#)
- [Inclusive Learning](#)

Find the full selection of our Brookes Briefings on the [OCAED webpage](#).

Wonkhe Mondays

Wonkhe is the home of the UK higher education debate, bringing the sector together through expert analysis, debate and insight. A community of diverse voices, it provides platforms to drive the policy conversation forward. Oxford Brookes subscribes so colleagues can access the Monday briefing. Start the week with a free agenda-setting briefing with everything you need to know about what's going on in UK higher education. [Subscribe today for free](#).

AdvanceHE

Advance HE is a member-led charity of and for the sector that works with partners across the globe to improve higher education for staff, students, and society.

Log in to [My AdvanceHE](#) to access [Membership](#) benefits and [Development, Training, and Events](#). There is a wide range of exclusive projects and resources including the [Collaborative Development Fund](#), [Student Success Frameworks](#). Take a look at the Member Project 2023-24 on [Generative AI: Beyond Assessment](#).

Advance HE has launched its brand-new portfolio of programmes, conferences, and events for 2024-25, which provides development opportunities to help address today's HE challenges. The portfolio, which includes new additions for this academic year, follows sector trends and developments. Take advantage of a time-limited early booking discount of 5%, in addition to your 25% member discount. [Download your copy here](#).

Quality Assurance Agency for Higher Education (QAA)

The Quality Assurance Agency for Higher Education (QAA) works to benefit students and higher education, and is one of the world's experts in HE quality assurance. They offer a portfolio of [online events](#), free to Oxford Brookes University staff, as we are institutional members.

Free [online QAA Annual Conference 2024](#), 18 and 19 September 2024 exploring the bright future of lifelong learning.

Staff and Educational Development Association (SEDA)

SEDA is the professional association for staff and educational developers in the UK, promoting innovation and good practice in higher education. As Institutional members, all Brookes staff have access to member [benefits](#) including exclusive discounts on SEDA conferences and workshops and a 20% discount on Routledge higher education texts. The latest issue of [Educational Developments magazine](#) (25.2) is available.

A SEDA blog [Using Generative AI Effectively in HE: sustainable and ethical practices for teaching, learning and assessment](#), co-authored by Jenny Lawrence (Oxford Brookes), Sue Beckingham (Sheffield Hallam), Peter Hartley (Edge Hill), and Stephen Powell (independent) has recently been published.

SEDA papers, on various academic development topics, are also available:

- [Our Days Are Numbered: Metrics, Managerialism and Academic Development](#)
- [Ten Ways to Investigate Research Supervision Practice](#)
- [Transitions Into, Throughout and Out of Higher Education: Supporting Students](#)
- [Wellbeing in Higher Education](#)
- [Student Evaluation of Teaching: From Performance Management to Quality Enhancement](#)

Keeping in touch

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