

Staff Learning and Career Development NEWSLETTER | July 2024



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Dear colleague,

Hello and welcome to the July newsletter.

We are pleased to announce the publication of a special edition of *Teaching Insights*. The July newsletter includes valuable information on how to embrace GenAI in teaching, learning, and assessment. Additionally, we introduce the newly reaccredited EXPLORE scheme, which will take effect in September.

In Staff Learning, we have introduced a new Time Management eLearning course. You can also learn about the Aurora programme and mentors, and how to become a Mental Health First Aider at Oxford Brookes.

Best wishes,

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

Teaching, Learning, and Assessment



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.

Please email ocaed@brookes.ac.uk if you are interested in contributing to *Teaching Insights* or if you would like to discuss anything in relation to the publication.

GenAI

Oxford Brookes is leading the sector in how to embrace and adapt to GenAI in teaching, learning and assessment. Following the ['Principles for the effective and ethical use of GenAI in TLA at Oxford Brookes'](#) and associated evidence-based practices will ensure curricula is inclusive and future-fit. Oxford Brookes has the expertise to enable staff, students and stakeholders to confidently navigate a GenAI enabled world.

[Principles for the effective and ethical use of GenAI in TLA at Oxford Brookes](#)

Every module should:

1. [Ensure fair and equal access](#)
2. [Uphold academic integrity](#)

Every programme is advised to:

3. [Develop Gen AI literacy and skills](#)
4. [Adopt authentic assessment](#)

Module Leaders should ensure students understand the appropriate use of GenAI in assessment, this means being explicit in module handbooks and discussing acceptable use with students. We suggest [ideas for how you might broach conversations](#) about GenAI with students.

Programme Leaders should where practicable adopt [a strategic approach to adopting GenAI in teaching, learning and assessment](#). This means liaising with module leads and ensuring a consistent, pedagogically driven approach across programme/s.

All staff and students will find the Academic Integrity [Moodle Course](#) invaluable in understanding the acceptable use of GenAI in assessment.

If you are selecting a 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.

Finally, at January's GenAI event colleagues requested practical examples of using Gen AI in teaching, learning and assessment. A compendium of case studies and evidence-based guidance is now live '[Using GenAI in HE teaching, learning and assessment: Inclusive, ethical and sustainable innovation](#)' and '*Using generative AI effectively in higher education*' is [now available on LibrarySearch](#). Both collections feature Oxford Brookes staff and work.

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

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.

The next ELF session will be on 3 July 2024, 9.15am - 10.00am with Guest speakers Paul Boustead and Siobhan O'Reilly on the theme of Leadership. ELF will be taking a break in August and will return on 4 September, when we will revisit Brookes [Principles for the effective and ethical use of GenAI in TLA at Oxford Brookes](#).

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.

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, 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 automatically 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 shortly. 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](#)
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Important information for current Senior and Principal Fellowship applicants

Following a sector review, Advance HE launched the [PSF 2023](#) in January 2023, and the existing [PSF 2011](#) is being gradually phased out. Oxford Brookes will use the new framework (with new associated paperwork) from September 2024 (more information for all relevant staff will be forthcoming).

If you are registered and applying for Senior or Principal Fellowship, the next submission date is **Friday 26 July 2024** at 12 noon. Please check your latest submission date. If it is after this (for example February 2025), and you and your mentor feel you have made sufficient progress on your application, it would be beneficial to submit by July 2024. If you have yet to make progress with your current application and are unlikely to complete it before July, you can make a fresh start from September 2024.

The PSF Pathway Coordinator has sent all current candidates an email with further information and can be contacted at bwalker@brookes.ac.uk

Academic Advising

Collaborative approaches to personal tutoring design and development: a case for reverse mentoring

Wednesday 17 July 2024, 2.00pm, UK Advising and Tutoring Association, UKAT webinar with Rachel O'Connor, University of Leeds

The session aims to shine a light on the connections between the principles of reverse (or reciprocal) mentoring and personal tutoring/academic advising in order to encourage attendees to meaningfully consider how personal tutoring can be designed in a more equitable and student-led way.

[Register now for your free place.](#)

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

Currently, we're in the phase of the academic year where we contemplate ways to enhance and refine our modules based on student feedback and outcomes. It's worth considering assessment processes, refining assessment rubrics, and exploring opportunities to integrate employability skills into the curriculum for the upcoming academic year (2024-2025). To kickstart this process, we have Brookes Briefings - scholarship-led and evidence-based essential guides to teaching, learning, and assessment.



- [Designing and using assessment rubrics](#)
- [Employability learning](#)

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

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](#).

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 members event to book:

- [Step into Quality](#), 4 July 2024, 2.00pm - 4.00pm, online
- [Implementing and Evaluating a Cycle of Collaborative Observation to Improve Learning and Teaching Quality](#), 5 July 2024, 10.00am - 11.30am, online
- [International Partnerships Policy and Practice Network](#), 10 July 2024, 9.30am - 10.30am, online
- [An Introduction to International Programme Accreditation](#), 25 July 2024, 10.00am - 10.45am, online

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](#)

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.

Aurora

Aurora applications and mentors

Aurora is Advance HE's initiative to encourage more women into higher education leadership roles. To participate in the 2024/25 programme, please [download the application form](#), and complete and return it to staff-learning@brookes.ac.uk. Early Bird rates apply until 23 July 2024. The final deadline for all cohorts is 16 August 2024.

Aurora Mentors

Could you be a mentor to our Aurorans? If you are interested in becoming an Aurora mentor please email staff-learning@brookes.ac.uk.



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](#).

New professional and career development area



Professional & Career Development

View to explore the professional and career development opportunities

We have a new area in Staff Learning called [Professional and Career Development](#).

Initially this contains information on Apprenticeships and different sections for academics, researchers, educational leaders and technicians. We will be continually developing this area.

Mental Health First Aiders



We have trained another 15 Mental Health First Aiders at the end of April. We are working on ensuring that the Mental Health First Aiders are visible so please watch this space.

Would you like to be a Mental Health First Aider? Can you commit to providing support when someone needs it? We have released some further dates which will need your line managers approval. If you would like to sign up, please go to the [Mental Health First Aiders](#) course on Staff Learning.

Join the Brookes Coaching Pool!

Do you have a coaching qualification? Would you like to join our volunteer Oxford Brookes coaching pool? Our pool of expert coaches are Brookes employees who volunteer to provide a safe listening space to work through challenges and plan next steps with a trusted thinking partner. Coaches are provided CPD and supervision throughout the year. We are looking to expand the pool capacity so if you have a coaching qualification the equivalent of an ILM Level 5 or above (ILM Level 5 is equivalent to a Diploma of Higher Education, Year 2 of an undergraduate degree, Higher National Diploma (HND), or a BTEC Diploma. ILM Level 7 is equivalent to Postgraduate Certificates, Diplomas, or Masters degrees) and are interested in joining the pool please get in touch at coaching@brookes.ac.uk or find out more on the [Coaching webpage](#).

Leadership and Management workshops

- [Managing conflict in a team](#), Thursday 4 July, 1.30pm - 4.00pm
- [Giving and receiving feedback as a manager](#), Thursday 11 July, 10.00am - 11.30am
- [Good day at work](#), Monday 22 July, 9.30am - 12.30pm

Wellbeing and personal resources workshops

Mental Health

[Mental health first aid](#), 30 July - 2 August, 9.00am - 1.00pm

Personal resources and self-care

- [Better report writing](#), Tuesday 2 July, 9.30am - 12.30pm
- [Discovering and using your strengths](#), Tuesday 9 July, 10.00am - 12.30pm
- [Communicating assertively](#), Wednesday 17 July, 9.30am - 12.00pm

Financial wellbeing

[Budgeting & money management](#), Wednesday 3 July, 10.00am - 12.00pm

New starters

[New starter welcome tour](#), Friday 30 August, 11.00am - 12.00pm

Across Oxford Brookes

New Engagement & Attendance Policy

The Academic Board approved a new Engagement & Attendance Policy at its June meeting, and this will come into operation from September 2024.

In preparation for September we have been piloting an approach of using the Moodle Virtual Learning Environment to allow students to register their attendance.

The attendance data gathered will be combined with engagement data; which looks at the use of online library resources and time spent in Moodle, and used to establish which students may need additional support and advice.

It will also be possible to see attendance (and engagement) data for all students, not just those requiring intervention, using the Learner Analytics dashboards.

Last month we held a webinar on how capturing attendance at lectures and teaching sessions in Moodle will work in practice, including a live demo. The recording of that session, plus Q&As is available via the links below;

- [Recording](#) (Moodle login to Panopto required)
- [Webinar Q&A document](#) (login to Google@Brookes required)

Keep an eye out for details of further such webinars and the launch of online guidance for staff and students. If you have any questions about the project which are not covered in the above recording, Q&A document or the new Policy, please use this ServiceNow form: [Attendance Monitoring Query](#)

Keeping in touch

Oxford Centre for Academic Enhancement and Development

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