

Staff Learning and Career Development

NEWSLETTER | September 2024



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Dear colleague,

Welcome to the September newsletter, this bumper edition aims to help you prepare for the new academic year. Brace yourselves!

Featured in this edition is the revitalised and re-accredited EXPLORE portfolio. At Oxford Brookes, applying for Fellowships has never been easier or more rewarding.

A list of links to GenAI guidance for module and programme leaders is provided, along with a link to the mandatory Information Security Awareness Course.

On 11 September, Dr Laura Novo de Azevedo FHEA will present 'GenAI as a writing buddy' as part of Talking Teaching Across the Globe.

With great pleasure, we announce the addition of Mind Tools to our Learning and Development offer. Mind Tools is a platform that offers over 3,000 resources including videos, audio, fun animations, bite-sized top tips, self-assessments, how-to guides, and more. It encourages self-directed learning to help people develop essential workplace skills.

Best wishes,

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

Teaching, Learning, and Assessment

Introducing the revitalised EXPLORE portfolio of academic professional development

Excellence in Promoting Leadership of Research and Education or '[EXPLORE](#)' aims to inspire transformational academic practice through teacher, researcher and leadership development.

It is a portfolio of workshops offered by OCAED, Research, Knowledge Exchange & Innovation and Organisational Effectiveness & Development. All new academic and teaching staff complete EXPLORE in their first three years with us. Incumbent and Associate College Partner colleagues are welcome to attend the '[open offer](#)' workshops.

In consultation with our stakeholders OCAED has revitalised the Teacher Development stream of the EXPLORE portfolio to respond to institutional priorities and staff preferences.

[EXPLORE Accredited Experiential](#) (known previously as the PSF Pathway) and [EXPLORE Accredited Taught schemes](#) are newly accredited by Advance HE to award

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

Why gain Fellowship?

Fellowship is the global professional standard in HE teaching. Evidence suggests Fellowship enhances individual practice (Spowart et al 2020; Turner et al, 2013; Turner and Spowart, 2022), career progression and employability (Lawrence et al, 2022; Lawrence et al, 2023; Lawrence and Herrick, 2019), and furthers an institution's strategic ambitions (Lawrence et al, 2022). Academic development also has a positive effect on staff wellbeing and sense of academic agency (Lawrence and Herrick, 2019).

The Office for Students' conditions of registration insists HE teachers are suitably qualified and continuously developed. Institutions report Fellowships to HESA, these statistics inform several university rankings, including TEF (QAA, 2024). Oxford Brookes aims to

meet the sector benchmark for the number of Fellows in the next year, and the University Alliance benchmark by TEF 2027.

How can I gain Fellowship?

Current staff

[EXPLORE Accredited Experiential](#) (previously the PSF Pathway) is for incumbent staff teaching on a Oxford Brookes programme or at an Associate College Partner institution. This scheme is facilitated in Fellowship cohorts. Online workshops with colleagues completing the same category of Fellowship will help you stay focused, engaged, and connected (Lawrence et al., 2022); once registered, you can achieve Fellowship by the end of the same academic year. This scheme draws on up to 45 hours of your Professional & Scholarly Development time.

To enrol, please complete this [Expression of Interest Form](#), which will enable us to determine the most appropriate Fellowship descriptor for you. The deadline to express an interest is 1 October 2024, we will be in touch after this date.

For more information, visit the [EXPLORE Accredited Experiential webpage](#) or email fellowships@brookes.ac.uk.

New Academic and Teaching Staff

[EXPLORE Accredited Taught](#) is essential for new academic and teaching staff (who arrive without Fellowship) to gain recognition in their first three years. Staff are triaged to work toward Associate Fellowship or Fellowship on EXPLORE Taught, those with appropriate experience will be enrolled on a Senior or Principal Fellowship cohort on [EXPLORE Accredited Experiential](#).

This scheme draws on the EXPLORE Academic Development time allocated to new staff in their first three years (years 1 and 2: 100 hours; year 3: 40 hours). You have the potential to achieve Fellowship within 12 months of enrolment.

If you are new to Brookes on an academic or teaching contract, look out for our email invitation to join an EXPLORE induction.

How can I support my team to gain a Fellowship?

Please enable and encourage academic and teaching staff to utilise their Professional and Scholarly Development, or for new staff EXPLORE: Academic Development, workload for EXPLORE. Professional Service staff can enrol on EXPLORE Experiential and will need up to 45 hours to successfully complete their submission.

See '[Guidance for Line Managers](#)'

For all enquiries contact explore@brookes.ac.uk

Thank you to all colleagues who contributed to our re-accreditation, and especially to OCAED colleagues Taylor Ray, Dr Mary Kitchener SFHEA, and Ben Walker SFHEA.

Talking Teaching Across the Globe

In 2024/25 we will be showcasing the work of Oxford Brookes colleagues via Talking Teaching across the Globe, beginning with the following two sessions:

Wednesday 11 September 2024, 1.00pm - 1.50pm, Dr Laura Novo de Azevedo FHEA on 'GenAI as a writing buddy' [Register now](#).

Thursday 17 October 2024, 1.00pm - 1.50pm, Carmel Capewell SFHEA on 'Introducing a toolkit for supporting students understanding of speech in learning environments'. [Register now](#).

More information is available via the [Talking Teaching Across the Globe webpage](#).

We are looking for further contributions from colleagues across Oxford Brookes and partner institutions, in particular from those of you who have successfully included student partnership in enhancing teaching and learning, developed inclusive approaches to teaching and learning, trialled new forms of assessment and adapted teaching in the face of Generative Artificial Intelligence (GenAI).

If you think you could contribute, please contact Sue Morón-García at smoron-garcia@brookes.ac.uk. She will make a date to talk you through what is required. Dates are available from January 2025.

Join the Educational Leaders Forum

The [Educational Leaders Forum \(ELF\)](#) aims to enable and sustain Programme Leaders and Subject Coordinators in their crucial role. [Sign up](#) for the Educational Leaders Forum (ELF) and join our community of practice.

On **Wednesday 2 October**, 9.00am - 10.00am, Nikki Harford, Deputy Director of Academic and Student Administration (Registry) will speak to us about the new Engagement and Attendance initiative we are launching for this academic year. She will provide more information on the follow up process with students and a chance to meet the Engagement coordinators who will be supporting students to engage and attend their teaching sessions.

GenAI

Following the '[Principles for the effective and ethical use of Gen AI in TLA at Oxford Brookes](#)' and associated evidence-based practices will ensure curricula are 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 Gen AI 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 GenAI 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. Oxford Brookes [data-security training](#) has been updated to include GenAI, and is available on Staff Learning.

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](#)'. Principles and practice are coming soon.

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

GenAI: a reminder about Microsoft Copilot

As we enter 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.

Academic Advising - updates for September 2024

Oxford Brookes launched a new [Academic Advising policy](#) in September 2023 following approval of the [Academic Advising Strategy](#) in February 2023. The aim of both is to enhance practice, increase student engagement, and mitigate any risk associated with student wellbeing.

OCAED's objective is to work with Academic Advisors in developing the academic practice of Advising. Building on the progress made, for this academic year, we will:

- offer an enhanced CPD programme including 'Introduction to Academic Advising', 'Academic Advising - use of Individual Support Plans (ISPs)', 'Academic Advising - how to respond to students in distress', 'Effective Practice in Academic Advising' and 'Academic Advising Q & A Forum'. For further details and to book a place, please visit the [Staff Learning portal](#).
- discuss all things Advising at our 2025 Brookes International Teaching and Learning Conference where the theme will be 'Academic Advising: Nurturing the will to learn'.

For all those with Advising responsibilities, completion of a course on essential Academic Advising practices is a University requirement. If you have not already done so, please complete the online asynchronous [Academic Advising course](#) on Staff Learning. If you are a Stage 1 EXPLORE participant, attending the taught synchronous "Introduction to Academic Advising" workshop (to be held in October 2024) means you are exempt from this course.

To welcome students, direct them to some of the resources and services available for support, and help pre-empt enquiries, these [email templates](#) are useful. They are

designed to be sent at specific times in the academic year (weeks 1, 4, 8 and 12 of Semester 1).

Further information about Academic Advising for this academic year will be given at the Academic briefing on 12 September and can also be found on the [Academic Advising webpages](#).

Student Partner vacancies

The Oxford Centre for Academic Enhancement and Development (OCAED) is looking to employ a number of students as 'Student Partners': A team dedicated to reflecting the diversity of our student community and advocating for inclusion and equity in every aspect of our university. If you think your students would be interested, they can [find out more here](#).

Book a faculty partner drop-in

OCAED Faculty [Partners](#) support Brookes' learning community by offering information, advice and guidance on best academic practice. You can book an informal conversation with your faculty partner by clicking the links below:

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

Note arrangements will change when we move to the 2 Faculty structure in October 2024. Details will be posted in the October Staff Learning and Career Development Newsletter

Brookes Briefings: guides to teaching, learning and assessment practice

As the new semester swiftly approaches, setting the stage for student success starts with solid preparation. To kickstart this process, we have Brookes Briefings - scholarship-led and evidence-based essential guides to teaching, learning, and assessment.



- [Promoting Active Learning: Designing Dynamic Teaching](#)
- [Teaching International Students](#)
- [Creating Engaging Digitally Enabled Teaching and Learning Experiences](#)
- [Apprenticeships](#) is a must-read if you are preparing to teach on one of our Apprenticeship Programmes.
- [Inclusive Learning](#)

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

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.

Wonkhe Mondays

Wonkhe is the home of the UK higher education debate. Start the week with WonkHE's agenda-setting briefing, which includes everything you need to know about what's going on in UK higher education. As Oxford Brookes subscribes to WonkHE you can [sign up today for free](#).

AdvanceHE

Advance HE is a member-led charity 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](#).

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](#). Please see [Member benefit events](#).

Free workshops:

- Sexual Harassment Workshop - Addressing all forms of unacceptable behaviour and applying intersectional practice: 13 November 2024. [Book here](#)
- Sexual Harassment Workshop - Overcoming barriers and resistance to inclusion initiatives: 5 December 2024. [Book here](#)

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, including the latest issue of [Educational Developments magazine](#) (25.2).

The first 'season' of a new initiative focus, SEDAtalk is starting on 7 October, on the impact and implications of [Generative AI for educational change](#).

SEDA papers, on various academic development topics, are also available. The following might help you prepare for the new academic year:

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

- [Ten Ways to Investigate Research Supervision Practice](#)
- [Wellbeing in Higher Education](#)

Learning and Organisational Development

[Calendar of upcoming workshops and events.](#)

Please also see the [What's New dashboard](#) on Staff learning for highlights.



A lot of our learning and development resources are now online making them easier to access at a time and place that suits you. We have created dedicated areas on the Staff Learning platform to help you find the development that suits your needs:

- [Leadership and Management](#)
- [Wellbeing and Personal Resources](#)
- [Equality, Diversity and Inclusion](#)
- [Essential Skills](#)
- [Risk and Compliance](#)
- [Professional and Career Development](#)
- [New Starters](#)

You can find the links to all these areas and more on the [Staff Learning home page](#).

NEW Information Security Awareness Course



We are pleased to announce that the [Information Security Awareness](#) mandatory course in Staff Learning has been updated.

We are aware that there were some broken links in the old course and we thank you for your patience whilst we reviewed it.

If your Information Security Awareness certification has expired or is due for renewal, please log into Staff Learning to renew it.

NEW Leadership and Management

Following the introduction of the [Leadership and Management Framework](#) which sets out what we are looking for our managers to do and how our leaders are expected to show up and behave (our Leadership Qualities). We have been working on a development offer to support managers to build the knowledge, skills and abilities they need through the various stages of their leadership and management journey to support them to do this.

The first part of this offer is an updated [Manager's Induction](#) for managers who are new to Oxford Brookes.

We are also piloting a [New to Management offer](#). This is aimed at managers in the first year of their first management/supervisor position. However, it may also be beneficial to those who haven't had previous management or leadership development.

The online e-learning element is now available and we would welcome your feedback. We will be looking to pilot a face-to-face element later in the year. If you would like to be involved in this please let us know via email at staff-learning@brookes.ac.uk

NEW Essential skills

A skill is the ability to do something. An essential skill is considered important (at some level) to all roles.

The [University's Essential Skills Framework](#) has been developed to support individuals in developing these essential skills; not only for their current role but also given their high transferability, for wider career development. To support both these aspirations, the framework has been aligned with the University's grading structure so that you can see what skill level would support the various stages of your career journey.

The framework covers the following skills: **Communication, Problem-Solving, Creativity, Keeping motivated, Achieving goals, Teamwork, and Leadership.**

A new area in Staff Learning - [Essential Skills](#) - contains a [catalogue](#) of resources to support people in developing these essential skills. This contains e-learning modules as well as playlists of relevant articles from Mind Tools (see below). These have been curated into three levels - foundational, developing and mastering to help guide you.

NEW Mind Tools

We are pleased to announce the addition of a new resource to our Learning and development offer. Colleagues now have access to the [Mind Tools platform](#).

What is Mind Tools?

Mind Tools is a platform that offers over 3,000 resources including videos, audio, fun animations, bite-sized top tips, self-assessments, how-to guides and more. It encourages self-directed learning to help people develop essential workplace skills.

Who is it aimed at?

The range of resources available means there should be something for everyone. By way of overview, the available resources cover the following themes:

- Business skills - including customer service and project management
- Personal Development - covering everything from career skills and communication to wellbeing and time management.
- Leadership and Management - including content applicable to those new to management right through to senior management covering topics from change management to team development.

How do I access the Mind Tools platform?

Access to the platform has been set up via single sign-on. Bookmark the link: [Mind Tools platform](#).

We have also linked directly to Mind Tool resources from within Staff Learning so you will find yourself linking to the platform from various points if you engage with the content available such as [Leadership and Management](#) or [Essential Skills](#) and we will continue to develop and add more over time.

There is a lot on there, how do I know where to start?

As outlined above, we have linked to Mind Tools resources from within our recently created content such as [Leadership and Management](#) and [Essential Skills](#) to help direct you straight to relevant resources. We will continue to do this as we further develop our offer.

If you are interested in using the platform for self-directed learning (which we hope you will) there are various options available:

- An Explore button on the top left of the home page provides a menu of available resources by theme and includes a section on [Getting started](#) which you might find useful.
- A number of [Playlists](#) have been created. These are collections of resources by theme. There is also a [Skills Bite section](#) which contains 18 bite-size courses on a range of topics identified by Mind Tools as ‘common pain points’ for learners.
- There is also an effective search function which means you can easily search for keywords.

We hope you find [Mind Tools](#) a useful resource to develop your skills for your current role as well as your wider career and professional development.

NEW Stress Management

As part of the wider activity supporting the [Wellbeing at Work Strategy](#) a new Prevention and Management of Work-Related Stress Policy has been developed. To support the implementation of the new policy and the accompanying [Stress Management Framework](#), a collection of new Stress Management training has been launched.

There are modules specifically designed for those with line management responsibilities covering both proactive activities to reduce the risk of stress, as well as how to support individuals affected by stress.

There is also a range of new resources aimed at individuals. These can all be found in the [Wellbeing and Personal Resources area](#) in Staff Learning.

Keeping in touch

Oxford Centre for Academic Enhancement and Development

Email: ocaed@brookes.ac.uk

Twitter: [@oxfordcaed](https://twitter.com/oxfordcaed)

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Learning and Organisational Development

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Twitter: [@Staff_Learning](https://twitter.com/Staff_Learning)

Website: <https://www.brookes.ac.uk/staff/people/teams/organisational-effectiveness-and-development>