

# Staff Learning and Career Development

## NEWSLETTER | October 2024



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Dear colleague,

Welcome to the October Newsletter. This month, we are excited to highlight several important updates and opportunities:

- Black History Month is taking place in October, with a keynote from Trevor Sterling and a range of other events and resources to access.
- We're introducing a new area in Staff Learning focused on customer service skills. Please take some time to look at the links provided to resources.
- We are thrilled to announce the launch of our Evaluating and Evidencing Impact: Academic Enhancement Toolkit website! Be sure to explore it and share it with colleagues who may find it useful.

Save the date for the next Talking Teaching Across the Globe session taking place on 17 October, 1.00pm - 1.50pm with Dr Carmel Capewell, SFHEA, Senior Lecturer, Oxford Brookes, 'Introducing a toolkit for supporting students understanding of speech in learning environments'.

We look forward to your participation and engagement in this month's activities!

Best wishes,

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

# Learning and Organisational Development

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

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

We still have spaces on the following October courses:



- [Discovering and using your strengths](#), Wednesday 9 October, 1.30pm - 4.00pm
- [Mental health aware](#), Thursday 17 October 2024, 9.00am to 1.30pm
- [Financial products and services](#), Thursday 24 October 2024, 10.00am - 11.00am

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](#)
- [Customer Service](#)

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

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## Black History Month

Oxford Brookes is proud to celebrate [Black History Month](#) in October 2024. Everyone is welcome to the events and resources to support learning, connection and awareness.

The national theme for Black History Month 2024 is 'Reclaiming Narratives, underscoring a commitment to correcting historical inaccuracies and showcasing the untold success stories and the full complexity of Black heritage.'

Our Black History Month Lecture on Wednesday 16 October is from Trevor Sterling: 'Self-belief and aspiring to be the ladder.'

Trevor Sterling, the first Black Senior Partner at a UK top 100 law firm, will share insights from his personal journey and the importance of self-belief irrespective of social challenges.



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## Stress Awareness Week 4 - 8 November 2024



Stress Awareness week this year is Monday 4 - Friday 8 November 2024. We have a new dashboard in Staff Learning which houses all the available resources on [Stress Management](#).

## NEW Customer Service



### Customer Service

Click here for some useful resources to improve your customer service skills.

We are pleased to announce that we have a new area in Staff Learning: [Customer Service](#). Here you can find additional resources including eLearning from Vinci Works and links to Mind Tools articles and self assessments.

Why not improve your customer service skills today?

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## 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.

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## 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](mailto:staff-learning@brookes.ac.uk)

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## **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.

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## **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.

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## **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.

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## **Teaching, Learning, and Assessment**

Deadline approaching to join one of our EXPLORE accredited schemes to gain Fellowship Recognition during 24/25

Our newly accredited provision offers a range of Fellowship opportunities through our [EXPLORE Accredited Experiential](#) (known previously as the PSF Pathway) Scheme:

- [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 **Monday 7 October 2024**; we will contact you after this date. To manage capacity we are piloting this enrolment process, if a cohort becomes full we will add you to the list for the next.

For more information, visit the [EXPLORE Accredited Experiential webpage](#) or email [fellowships@brookes.ac.uk](mailto: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 Oxford 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 complete their submission.

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

For all enquiries contact [explore@brookes.ac.uk](mailto:explore@brookes.ac.uk)

All colleagues are welcome to attend the '[open offer](#)' workshops.

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## Join our Mentor and Reviewer team for the EXPLORE Accredited Experiential Scheme (2024/25)

Raising the number and profile of Fellowships across the university is a key objective for the university. Mentors and Reviewers ensure we have effective practitioners and leaders of teaching and learning, a fellowship scheme which is fit for purpose and staff (mentees) have a productive and enjoyable experience.

### **Why be a Mentor and/or Reviewer?**

Being a Mentor and / or Reviewer on the EXPLORE Accredited Experiential Scheme contributes to your career development by deepening your understanding of the PSF, giving you mentoring and leadership experience. By enhancing your professional profile it can also contribute towards meeting promotion criteria.

### **What is the time commitment?**

The mentor is a voluntary role requiring an approximate commitment of no more than 5 hours per mentee. We aim for submissions within the academic year unless there are exceptional circumstances. The reviewer is also a voluntary role that requires a minimum commitment of 5 hours per application reviewed. We also require attendance (if available) at two mentor and reviewer briefings per academic year.

### **How do I know I am eligible to be a Fellowship Mentor or Reviewer?**

You can mentor and review submissions up to and including the appropriate descriptor of Fellowship that you hold. If you have not undertaken mentoring or reviewing before, you can still undertake one or both roles this year and will be supported through the aforementioned briefing and supporting materials.

### **How do I register to be a Fellowship Mentor and/or Reviewer?**

If you are already part of our team of mentors and reviewers or want to join us in 24/25, please complete this [Expression of Interest Form](#) by **Friday 11 October**. We anticipate the form will take approximately 5 minutes to complete.

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

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## NEW Evaluating and Evidencing Impact: Academic Enhancement Toolkit

We are pleased to announce the new [Evaluating and Evidencing Impact: Academic Enhancement Toolkit](#) which offers practical guidance on evaluating Teaching, Learning, and Assessment (TL&A) enhancement initiatives and inquiries.

Providing a high-quality learning experience is a collective effort, underpinned by shared values and collaborative activity. Evaluation planning should be integrated from project inception. This chapter of the toolkit includes practical steer for anyone interested in enhancing academic practice. It will help you in evaluating and evidencing impact on student learning, sustaining scholarly engagement, aligning your work with institutional strategies, and facilitating collaboration and dissemination.

Please hold the date for a pilot workshop to launch this chapter of the toolkit: **Wednesday 22 January 2025, 2.00pm - 4.00pm.**

Phase two of the Academic Enhancement toolkit 'Designing and Implementing' will be published in January. Many thanks to our critical friends in faculty for peer reviewing this chapter: Dr Lindsay Williams and Dr Andrea Macrea, SFHEA

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### Join the Educational Leaders Forum

The [Educational Leaders Forum \(ELF\)](#) aims to enable and sustain Programme Leaders in their crucial role. If you would like to join the Educational Leaders Forum (ELF) and our community of practice please email [ocaed@brookes.ac.uk](mailto:ocaed@brookes.ac.uk)

On **Wednesday 2 October**, 9.15am - 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.

On **Wednesday 6 November**, 9.15am - 10.00am, Zephra Webber from the Centre for Academic Development will speak about student evidence-gathering practice: Hidden literacies in the Classroom.

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## Funding opportunity to Develop Educational and Academic Leadership (DEAL)

Calling all Oxford Brookes programme leaders! Don't miss the funding opportunity designed to support your growth as an educational and academic leader.

DEAL supports OCAED's strategic ambition to enable and sustain educational and academic leadership. It aims to develop your programme leader competence (Lawrence and Scott, 2022) to benefit you, your teaching teams, Brookes, and, ultimately, our students.

We **fund opportunities** for programme leaders to:

- Expand educational and academic leadership experience;
- Build knowledge of educational and academic leadership;
- Nurture self-awareness of individual leadership capabilities.

Available funding is up to £500 and must be used by 1 July. If your application is successful, you must provide a brief summary (up to 400 words) at the end of your activity. This summary will outline what you have learned from the funded activity, how you will disseminate this information, and the potential impact of your academic CPD.

**Application deadline: Monday 4 November.** Further information and to submit your bid can be found on the [ELF webpage](#). If you have any questions please contact [ocaed@brookes.ac.uk](mailto:ocaed@brookes.ac.uk)

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## Talking Teaching Across the Globe

In 2024/25 we will be showcasing the work of Oxford Brookes colleagues via Talking Teaching across the Globe:

**Thursday 17 October**, 1.00pm - 1.50pm, Dr Carmel Capewell SFHEA, Senior Lecturer, Oxford Brookes on 'Introducing a toolkit for supporting students understanding of speech in learning environments'. [Register now](#). More information can be found on 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](mailto:smoron-garcia@brookes.ac.uk). She will make a date to talk you through what is required. Dates are available from January 2025.

## National Teaching Fellowship Award (NTF) or Collaborative Award for Teaching Excellence (CATE)

Book here to attend the [Open information session](#) on **Wednesday 30 October**, 10.00am - 12.00pm (online).

Each year Advance HE invites individuals and teams "who have made a significant impact on both student outcomes and the teaching profession in higher education" to apply for the prestigious [NTF and CATE awards](#). This is a highly competitive process.

This open information session will: introduce you to the criteria for each award and the process of proposal, selection and progression; and outline the indicators of a potential application (including evidence of impact and reach). A panel of NTF and CATE reviewers and award winners will also share their experiences of the process and top tips.

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## General Teaching Associates (GTA) course

The [General Teaching Associates \(GTA\) course](#) is a three-day offering for PhD students, Associate Lecturers, Technicians, Affiliates and others embarking on teaching and associated duties and who may wish to progress onto the [EXPLORE Scheme](#) (leading to Associate Fellow/Fellow of Advance HE). The course runs from **Monday 18 to Wednesday 20 November** at Headington Campus. Please complete the [online enrolment form](#). For more information, please email [ocaed@brookes.ac.uk](mailto:ocaed@brookes.ac.uk)

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## IDEAS Programme Design Sprites

[Programme Design Sprites](#) are a set of three in-person workshops structured around the elements of [IDEAS](#). They use Design Thinking methodology to identify rapid, impactful changes that can be made to improve a programme or module. The Sprites are suited for Programme Design Teams engaging with a revalidation/Quinquennial review or the Annual Quality and Monitoring Process (AQMR). The Sprites are also suitable for individuals wishing to review their teaching.

The dates are:

- Tuesday 19 November, Tuesday 26 November, Tuesday 3 December 2024
- Wednesday 29 January, Tuesday 4 and Friday 7 February 2025
- Thursday 1, Thursday 8 and Thursday 15 May 2025

To book your place on one of these 3 day workshops, visit the IDEAS: Programme Design Sprites course on [Staff Learning](#).

## Save the date AI & U October events

AI & U is a series of events being held across Oxford Brookes campuses in October 2024. Designed for students and staff, the events will explore GenAI, its uses, its advantages, its downfalls and its potential as a tool in university life and beyond. Events will be held on the Headington and Harcourt Hill campuses and the Marston Road site in Week 5 and at Swindon in Week 7.

Participants will be able to take part in as much or as little as they want to. All of the activities are drop in and free. Come along and join in the discussion and fun. You can post your opinions, share your creations, test your knowledge and participate in our Gen AI Treasure Hunt.

Students and staff will be able to find out more and register for events on the AI & U web page which will go live at the beginning of October.

We will share the link to the new AI & U webpage in the Teaching and Learning Community. The community is for those who want to hear about opportunities to develop teaching, learning, and assessment for Brookes' programmes. If you would like to join please email [ocaed@brookes.ac.uk](mailto:ocaed@brookes.ac.uk).

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## GenAI Thinkspace

The GenAI and Assessment Thinkspace will meet online to discuss the implications of GenAI and pedagogic principles (e.g. [Oxford Brookes GenAI guidance](#) and the [IDEAS Curriculum Development Model](#)) for your assessments and the development of your students' assessment literacies/GenAI competencies. Led by Martha O'Curry (Deputy Head of the Centre for Academic Development) and Sam Folley, AFHEA (Digital Learning Developer, OCAED) the thinkspace aims to create an informal, supportive forum for discussing concerns, sharing ideas and practice, and working through the challenges/opportunities GenAI presents for assessments on your modules/programmes.

The sessions will run on Zoom through the following links:

- [Thursday 3 October, 12.00pm - 1.00pm](#)
- [Wednesday 16 October, 12.00pm - 1.00pm](#)
- [Tuesday 29 October, 12.00pm - 1.00pm](#)

Please ensure you are logged in to your [Oxford Brookes Zoom account](#) before joining the session.

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## 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.

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## Academic Advising - updates for September 2024

Building on the progress made in 2023-24, 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 can be found on the [Academic Advising webpages](#) and from the [Academic briefing recording](#) which took place on 12 September.

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## Calling all colleagues with an interest in teaching and learning!

The Oxford Centre for Academic Development and Enhancement (OCAED) is looking to establish an '[OCAED Stakeholder Forum](#)'. The aim of the forum is to help shape OCAED's academic enhancement and development offer and ensure we are inclusive, collaborative and compassionate in all we do. Forum members will do this by offering insights on their development needs and preferences, consulting on new and existing initiatives and peer reviewing educational development resources, guidance and communications.

Time commitment: OCAED Stakeholder Forum members will be invited to approximately three consultation gatherings a year and these may be online or face-to-face. In addition, members may receive requests for asynchronous feedback or consultation on new initiatives, activities or to peer review resources.

This opportunity is open to all staff, at any stage in their career, in any role or discipline. We would like the forum to be representative of our community, colleagues from backgrounds historically excluded from HE are particularly welcome. It is a great chance to increase your knowledge and experience of academic development, help shape academic enhancement and development at Brookes and be part of a community of emerging educational leaders and academic development champions across the institution. Prior experience of working with OCAED is not required.

To express your interest in becoming a member of the forum, please send an email to [ocaed@brookes.ac.uk](mailto:ocaed@brookes.ac.uk) telling us a little about yourself and outlining your interest in teaching and learning. If you would prefer to speak to one of our team first, please email: [awallbank@brookes.ac.uk](mailto:awallbank@brookes.ac.uk) to arrange this.

## Faculty Partners

In light of the restructure of the faculties, OCAED have worked with the Deans of Education to rethink how OCAED Faculty [Partners](#) can better support academic practice across the institution. We have pleasure in presenting the revised [terms of reference](#).

- Faculty of Arts Humanities and Social Sciences, [Nik Beer](#) SFHEA
- Faculty of Health and Life Sciences and Technology, [Dr Mary Kitchener](#) SFHEA

We will continue to offer support for individual members of staff in Academic Enhancement Surgeries, details are below.

## Academic Enhancement and Development Surgeries

Throughout Semester 1 we are piloting Academic Enhancement and Development Surgeries. These surgeries offer personalised support for teaching and curriculum development. Facilitated by an OCAED educational developer, colleagues might discuss individual session planning, module design, and programme development. You will receive tailored advice, explore innovative teaching strategies, and discuss challenges in a collaborative environment and in confidence.

Surgeries are held fortnightly, at various times in the week to maximise participation for those with busy teaching schedules.

Click on the calendar link to book a half hour slot. You will need to 'jump to the next available date' to get to the correct date. If slots are full contact [ocaed@brookes.ac.uk](mailto:ocaed@brookes.ac.uk) and we'll make alternate arrangements.

- [Monday 7 October](#), between 11.00am - 1.00pm with Adrian Wallbank SFHEA
  - [Wednesday 30 October](#), between 3.30pm - 5.30pm with Sue Morón-García SFHEA
  - [Friday 15 November](#), between 11.00am - 1.00 pm with Sam Folley FHEA
  - [Tuesday 26 November](#), between 2.00pm - 4.00pm with Louise Rickard SFHEA
  - [Monday 9 December](#), between 2.00pm - 4.00pm with Ben Walker SFHEA
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## 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 a range of Brookes Briefings - scholarship-led and evidence-based essential guides to teaching, learning, and assessment. For the new academic year we have a new Briefing:



- **[NEW Evaluation of Teaching Practice](#)**

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

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## 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 events:

- [Harnessing multimodality in higher education](#), Thursday 10 October, 10.00am - 11.30am
- [QAA's Student Engagement Festival: A pivotal moment for student engagement and representation](#), Monday 14 - Friday 18 October.

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## 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](#). 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](#).

### Advance HE member benefits

Funding Opportunity: The [Collaborative Development Fund](#) for 2024-2025 is now open for applications. This is an opportunity to receive grants of between £10,000 and £15,000 (inclusive of VAT) to fund collaborative projects that reflect varied approaches to overcoming sector-wide challenges. **Application deadline: Friday 8 November.**

Free workshops:

- [Framework for Access, Retention, Attainment and Progression](#), Wednesday 23 October 2024, 12.00 noon. One of four Webinars in a series exploring how to use the Essential Frameworks for Enhancing Student Success.
- [Sexual Harassment Workshop - Addressing all forms of unacceptable behaviour and applying intersectional practice](#): Wednesday 13 November 2024.
- [Sexual Harassment Workshop - Overcoming barriers and resistance to inclusion initiatives](#): Thursday 5 December 2024.

**Please note the Sexual Harassment workshops are run outside of a typical working day.**

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## 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](#) (25.3).

The first 'season' of a new initiative, [SEDA talk is starting on 7 October](#), on the impact and implications of [Generative AI for educational change](#). The publication [Using Generative AI Effectively in Higher Education, Sustainable and Ethical Practices for Learning, Teaching and Assessment](#) is available from Routledge. This text is available to SEDA members with a 20% discount – use the 'SEDA' code at the Routledge online store.

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](#)

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## Keeping in touch

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