

# Oxford Centre for Staff and Learning Development

## Annual Report September 2008-August 2009

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with OCSLD staff



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# Executive summary

OCSLD's mission is to support the University by providing high quality internal and external staff and educational development, and to engage in nationally and internationally recognised research and publication in those areas, as set out in the Oxford Brookes Strategic Plan 2004–10 and the Brookes Student Learning Experience Strategy (BSLES) 2006–10. This report details the contribution that the Oxford Centre for Staff and Learning Development (OCSLD) has made to the University's strategic objectives over the year September 2008–August 2009.

OCSLD has twelve development consultants who offer an impressive range of knowledge, skills and experience in the fields of staff and educational development. This enables us to contribute to the development of policy as well as to its strategic implementation. OCSLD works collaboratively across Schools and Directorates to offer a wide range of staff and educational development opportunities of the highest quality.

In the last academic year, OCSLD continued to offer the Postgraduate Certificate in Teaching in Higher Education (PCTHE) to 40 staff members, as well as the Associate Teachers Course. We also ran and continued to develop a full raft of core courses that service the continuing needs of the University, such as induction, recruitment and selection, personal development review, and leadership and management development. In addition to this core work there were a number of notable achievements during the year:

1. Investors in People status was achieved by all Schools and Directorates of the University and then by the University as an institution. This achievement represented a large investment of time by the project leader, backed-up by the full OCSLD team.
2. The University's mentoring programme was re-launched with training for mentors and mentees and personalised matching by the project co-ordinator.
3. Our Senior Strategic Leadership Programme is now well established in its second year, and a Leadership Development programme for Senior Staff (aimed at Heads of Departments) was launched successfully.
4. The Core Management and Leadership Programme attracted a larger cohort this year, with more staff committing to complete the National Vocational Qualification (NVQ) in Management. Additional sessions were run to accommodate those not taking the NVQ but interested in attending particular sessions to enhance their work performance.
5. The Project Management Programme is now firmly established, with some participants going on to complete the Association of Project Management Introductory Certificate in Project Management.

6. In the e-learning area, the University's wiki environment moved out of its pilot phase into large-scale use across the institution, while several pilot projects on e-portfolios were run. OCSLD developers were leaders in national JISC funded projects and helped author the University e-Learning strategy, including the policy for developing students' digital literacies.
7. The Centre for International Curriculum Inquiry and Networking was launched to bring together the work across the University on internationalising the curriculum, to raise the profile of the initiative and to provide a base for the development of research in the area.
8. The University's adoption of Turnitin software to develop students' understanding of academic integrity issues led to the rollout of training across the institution on issues such as how to upload documents and how to interpret Turnitin reports.
9. Following the reorganisation of the University's Learning and Teaching committee and Quality committee, OCSLD contributed to the establishment of the Minerva forum to discuss issues and plan initiatives concerning learning and teaching. Minerva brings together Brookes Teaching Fellows, ASKe and Reinvention CeTL Fellows, Principal Lecturers in Learning and Teaching and others active in pedagogic research and academic leadership.
10. Three applications were supported this year for National Teaching Fellowships and all three were ultimately successful. In addition, Greg Benfield was appointed as an ASKe Fellow.
11. The new Course Design Initiatives gave programme teams the opportunity to work with OCSLD and across-School experts on the revision of their curricula.

OCSLD is continually developing innovative ways to work with University staff to meet the ever-changing demands of the external and internal environments.

# Introduction

In this report we are pleased to present the achievements of the Oxford Centre for Staff and Learning Development (OCSLD) for the academic year 2008-09. The higher education environment this year has been one of diminishing resources, and OCSLD consultants have looked closely at adapting the results of their externally funded programmes and projects to the culture of Brookes to benefit Brookes staff. OCSLD was formed in 1996 with the merger of the Oxford Centre for Staff Development (OCSLD), the Educational Methods Unit and the training function of HR (then Personnel). OCSLD rapidly grew into the largest provider of staff and educational development for higher education in the UK, with a reputation for innovation in learning and teaching. OCSLD's responsibilities include nearly all staff and educational development within the University. Currently, twelve development consultants carry this responsibility and the centre also offers external consultancy with the assistance of a national network of 35 specialist consultants.

OCSLD's mission is to support the University by providing high quality internal and external staff and educational development, and to engage in nationally and internationally recognised research and publication in those areas. (The principles and values of OCSLD can be seen at Appendix 1.)

In this report, we demonstrate OCSLD's 2008-09 contribution to the Oxford Brookes Strategic Plan 2004–10 and the Brookes Student Learning Experience Strategy 2006–10, and show how our work contributes to the future directions of the University.

## **Oxford Brookes Strategic Plan 2004–10**

The Oxford Brookes Strategic Plan sets out to achieve further excellence, innovation and enterprise in teaching, learning and research. The work of OCSLD contributes to all eight objectives of the Strategic Plan, but this report focuses on the three objectives upon which our work is most concentrated:

- To deliver a distinctive and sustainable academic portfolio of the highest quality
- To develop research excellence in all academic schools
- To develop the quality and increase the diversity of staff

## **Brookes Student Learning Experience Strategy (BSLES) 2006–10**

OCSLD's work is an integral part of the BSLES. For this review we focus on strategic outcomes one and four:

- To provide learning experiences and opportunities for all students which are of the highest quality, and appropriate to their expectations and needs
- To ensure that our staff achieve the highest professional standards

We present our achievements under the headings of:

- A high quality student learning experience through support of teaching excellence
- A high quality student learning experience through support of research excellence
- A high quality student learning experience through support of quality staff
- Enhancing Oxford Brookes' reputation: OCSLD's professional interface

We demonstrate the impact of our work in terms of achievements at Brookes and external dissemination.

# **A high quality student learning experience through support of teaching excellence**

OCSLD supports the maintenance and development of quality teaching at Brookes through a variety of interactions with staff. We offer two Higher Education Academy (HEA) accredited courses: the Associate Teachers course and the Postgraduate Certificate in Teaching in Higher Education, and we contribute to the Westminster Institute of Education's (WIE) MA in Education. OCSLD is at the forefront of blended learning development in the UK and is exploring the use of e-portfolios and the meaning of personal learning environments in an educational context. We have furthered our work on internationalising the curriculum for all students and work closely with the two Centres for Excellence in Teaching and Learning (CeTLs) that are based at Brookes, one in assessment and feedback and the other in research in the undergraduate curriculum. We are working closely with Schools on the implementation of the Academic Progression Initiative through Course Design Intensives (CDIs) with programme teams. We promote and administer the Brookes Fellowship scheme and mentor candidates for National Teaching Fellowships.

## **Postgraduate Certificate in Teaching in Higher Education (PCTHE)**

OCSLD designed and delivers the PCTHE, a one-year, part-time course designed for academic teaching staff in higher education. It is compulsory for all academic staff new to Brookes who have less than five years teaching experience in higher education and who are on a contract of two years or more at a minimum of 0.5 full time equivalent. The programme carries 60 level 7 (master's level) credits (600 hours) and is validated as a postgraduate award through the WIE. The programme is also accredited by the HEA, since it aligns with the UK Professional Standards Framework for teaching and supporting learning in higher education. The PCTHE satisfies the requirements for admission as a Fellow of the HEA.

The course structure is modular, with two compulsory modules:

- p70405, "Learning and teaching in higher education" (20 credits), undertaken in semester 1, aims to give an introduction to pedagogical practice, theory and scholarship and offers a range of practical teaching and assessment strategies. (This module was run a second time in semester two as the Associate Teachers' Course).
- p70406, "Evaluating and investigating your teaching in higher education" (40 credit double module), running across two semesters, is focused on evaluating and investigating pedagogy. Participants are required to explore more deeply learning and teaching in their disciplines through practice, theory and policy and to engage in

evaluating their own practice.

The PCTHE provides an entry route to a MA in Education. The WIE offers a 180 credit MA in Education. On entry to this programme, 60 credits are given for the PCTHE, leaving 120 credits to be gained over two years of part-time study.

This year the programme team was led by George Roberts. Rhona Sharpe and Greg Benfield continued as tutors and were joined by two new tutors, Frances Deepwell and Judith Lyons. Frances Deepwell led on the Associate Teachers' Course with assistance from James Atherton. Forty people participated in the course this year, with 27 graduating and 13 extending. The number of people completing the PCTHE in one year upholds the success of last year. Full details of participation and results are shown in Appendix 2.

## Evaluation of the programme

According to the External Examiner:

*The standards achieved by students on this programme are comparable to standards achieved in other UK institutions providing similar programmes for lecturers in HE... The curriculum and assessment methods are appropriate to national benchmarks and practices, and are aligned with the learning outcomes... The assessment process, including double marking and moderation, is sound and the team are fair in their judgements of students' performance.*

The results of an evaluation survey conducted at the conclusion of the course in July showed that, overall, the participants thought the course was coherent, balanced and varied and that the resources provided were useful, particularly the set books distributed with the course. We note, however, that the set texts need to be more tightly integrated into the programme of teaching and assessment. The course was felt to be *participative* and *practical, well-taught, professional, and motivating* but also *challenging* and *confusing* in equal measure.

Participants particularly enjoyed the opportunity to meet other new lecturers and discuss their experiences:

*The more informal aspects of the course were useful, such as the ability to meet and discuss our experiences as new lecturers with colleagues from different parts of the University in a similar positions.*

*It helped me to learn from other lecturers' experiences, as much as from my own.*

One participant noted that the course provided a rare opportunity for reflection:

*This was in my opinion a very good course, offering useful "pedagogical" information, a range of practical techniques, and perhaps most importantly of all, plenty of space and time for reflection. Thank you.*

Several participants discussed the "theory into practice" focus of the programme:

*It provided useful “pedagogical theory” to underpin the practical elements of teaching within higher education.*

However, the balance of the elements met differing responses:

*The lesson observations, however, were excellent and really genuinely helpful - they made lasting changes to my teaching practice, which has impacted upon student learning, student feedback and class involvement during lectures. More sessions centred on actual practice rather than pedagogical theory would be greatly appreciated. Pedagogical theory, as covered in the course, has limited efficacy when it is not applicable/translatable to the daily cycle of teaching and research.*

*Given that the course is pitched to a group of academics I think there is scope for “amping up” the theoretical content over the practical. At times, the emphasis on seminar exercises as a form of experiential learning seems to be labouring the point.*

Participants also commented on their enjoyment of the different assignments:

*I found the teaching observations to be very useful, and learned a lot from the feedback gained from those.*

*Whilst many of the sessions, both workshops and base-group meetings, could have been much better organised, and much clearer in terms of the objectives of various activities, I did find that the assessments were rather well designed to test the learning outcomes.*

*I really enjoyed the sustained enquiry - background reading, conducting enquiry, and writing it up.*

## **Associate Teachers Course - Learning and Teaching in Higher Education**

The “Learning and Teaching in Higher Education” module or the Associate Teachers’ course fulfils two roles: it is the first module of the PCTHE, and it provides an introduction to learning and teaching in higher education for staff involved in part-time teaching. This includes postgraduate students with teaching commitments and part-time staff who often contribute their current professional expertise to courses. The course carries 20 M level credits. Participants who choose to attend a minimum of 21 hours of face-to-face workshops receive an attendance certificate. Participants who also complete the assignments receive accreditation for the module. Accreditation entitles the participant to become an Associate Fellow of the HEA.

This year the delivery pattern for the Associate Teachers Course changed, and the new course ran in semester 2. In Semester 1, the course runs as part of the PCTHE delivery on Wednesday afternoons. In Semester 2, however, the course is now delivered through five whole day workshops spread across the semester. In Semester 2 of this year, 16 of the 19 students who formally enrolled in the module submitted and passed their assignments. Two previous participants also successfully submitted their work for assessment. A further six participants, who attended the

introduction day and six further hours of workshops, were eligible for a new First Steps into Teaching attendance certificate.

Participants were asked to provide formal feedback at a number of intervals throughout the course and at course committee. In response to a suggestion to invite input from someone currently working as an associate teacher, the course team engaged a former participant in discussion during a later workshop. In a workshop on course evaluation held near the end of the course, participants conducted a focus group evaluation of the Associate Teacher course. From this exercise, it was apparent that participants appreciated the learning community and tutor feedback. Several participants spoke of how the course had sparked in them a passion for teaching and a desire to continue their learning about teaching. Participants appeared to favour delivery of the course through discussion-based and scenario-based activities rather than lectures. In particular, they valued getting feedback on their teaching practice through a microteaching activity. The participants requested more guidance on reading and more specific preparation for the workshops. The points raised were fed back to the course team and, together with other sources of feedback, are being integrated into planning for future instances of the course.

## **MA in Education**

OCSLD contribute two modules to the WIE MA in Education: Supervising and managing student research and Embedding learning technologies in further and higher education. Both are available as part of the master's and as stand-alone modules.

## **Supervising and Managing Student Research**

In response to interest in professional development in the area of research supervision at the undergraduate, master's and doctoral level, a series of six lunch time seminars, open to all Brookes staff, were run this year. This format suited staff seeking practical support rather than those interested in gaining a qualification. Nineteen staff attended the first seminar, and a fluctuating number attended the rest of the series. Most of the staff who attended the seminar series were supervising master's dissertations and were concerned with issues such as a lack of induction into master's supervision in their schools, large numbers of students to supervise across a wide range of topics, and confusion about reasonable expectations for both staff and students.

## **Development of blended and technology-enhanced learning**

The provision of technology-enhanced learning opportunities, both on and off campus and at all programme levels across all schools, is a well-established area of curriculum development at Brookes. We recognise that

learner effectiveness and success results from complex interactions between individuals, services and facilities. The HEFCE-funded Pathfinder project moved us toward our ambition of embedding sustainable applications of technology into our academic programmes in ways which are learner-centred, community-based, and research-informed. e-Learning was a key component of the BSLES, and we are pleased to see it feature strongly in the new University White Paper as a focus of the University's expectations for improving the student experience in the next ten years. We believe in the potential of Information and Communications Technology (ICT) to provide wider and fairer access to higher education and to further enrich the student learning experience by enabling flexible, student-centred learning opportunities. The White Paper envisages developing "graduate attributes for a digital age" and a range of "flexible delivery options" where it is likely that technology-enhanced learning will play an important role. As such, our work makes a major contribution to the achievement of the University's mission.

## **e-Learning Strategy**

OCSLD educational developers, led by Greg Benfield, have worked with Richard Francis, the Head of e-Learning, to ensure that the application of new learning technologies is pedagogically sound. The educational developers were also involved in drafting the e-Learning Strategy 2008-11 (see <https://mw.brookes.ac.uk/display/c4e1/elstrat2008-11>). This work resulted in the proposal "Mapping Graduate Attributes for a Digital Age" (Benfield and Francis, 2008) being incorporated in the University White Paper.

The purpose of using learning technology at Brookes is to empower each individual learner to:

- shape their own learning environment and interactions;
- speak with their own voice within groups and communities of relevance to them;
- fashion diverse modes of engagement with their learning programme flexibly to suit their circumstances and
- experience high quality, professionally authentic learning opportunities.

As well as being learner-centred, our approach to understanding and developing the use of technology in higher education is research-informed, with Brookes practitioners engaging in national research projects such as: a large-scale evaluation of technology use by Brookes students (Ramanau, Sharpe and Benfield, 2008; Benfield, Ramanau and Sharpe, 2009; Ramanau, Benfield and Sharpe, in press); a systematic evaluation of best practice in blended e-learning in Higher Education (Sharpe, Benfield et al., 2006); the JISC Learner Experience with e-Learning programme (Sharpe, Benfield et al., 2005; Sharpe, Beetham et al., 2009); and the HEA's Pathfinder programme.

## **Course Design Intensives**

Our staff development for e-learning continues to emphasise the appropriate selection of technologies within the context of particular courses. This year, we ran Course Design Intensives (CDIs) for course teams from the School of Health and Social Care and the Business School. These events allow course teams to come together for two days to focus on redesigning their curriculum with input from OCSLD consultants and expert peers from other schools. Workshop materials are hosted on a dedicated website at <https://mw.brookes.ac.uk/display/CDIs/Home>. An external evaluation of the CDI format was reported in September 2008 (Dempster, 2008), and its merits have been discussed nationally (Benfield, 2008a; Benfield, 2008b). In 2008-09, our focus was on expanding the appeal of the CDI format beyond e-learning, making it available to any course team. For example, a CDI event was conducted for the Business School in January 2009 to support their implementation of the Academic Progression Initiative. The CDI encompassed e-learning, internationalisation, research pathways and assessment and feedback. Subsequently, in conjunction with ASKe, we have devised a special version of the CDI to support the implementation of the assessment compact. This programme of events is being rolled out in 2009-10.

## **Wiki development**

In 2008-09, the institutional wiki environment, Confluence (see <https://mw.brookes.ac.uk>), moved out of pilot phase into large scale use across the institution. The institutional wiki has been used to support several large scale, national research projects (e.g. the JISC Learner Experiences of e-Learning programme at <https://mw.brookes.ac.uk/display/JISCle2/>, the AHRC-funded “Staging the Henrician Court” project at <https://wiki.brookes.ac.uk/display/STHC/Home>), internal staff projects and student group project work. Greg Benfield, working with the Head of e-Learning, Richard Francis, has been supporting this development. In July 2009, work began to integrate an upgraded version of Confluence into the Brookes e-Learning environment. This involved implementing LDAP (Lightweight Directory Access Protocol) authentication. In the academic year 2009-10, all Brookes users should be able to take advantage of this flexible co-authoring environment for student group work, project work and research.

## **Research and digital assets repository (RADAR)**

OCSLD developers have been supporting preparations for the launch of RADAR, the University’s research and digital assets repository. Rhona Sharpe, Greg Benfield and Jane Hudson have worked with the RADAR team to create a Pedagogic Research Collection (based on the Pedagogic Research Register collated last year), to showcase Brookes pedagogic research within RADAR. Rhona, Greg and Elizabeth Lovegrove have been working to create a collection of digital assets from the JISC Learner Experiences of e-Learning programme. This RADAR collection will allow filtered searches of over 300 assets including research reports, staff

development activities, guides, videos and other materials generated by the two-year programme. By holding both research outputs and learning and teaching resources in the same searchable repository, RADAR links research with blended learning and teaching.

## **e-Portfolio and social networking trials and pilots**

Nationally, there is growing interest in the implementation of e-portfolios at all levels of education. Brookes has been active in research in this field through the Petal and myWorld projects. Brookes has been among the leaders in understanding the learner experience in technology rich environments. Our work is leading us to model how learners develop as effective e-learners and what resources and opportunities we need to provide learners to encourage them on their journey. World-wide, the use of profiling and community building tools such as Facebook, Orkut, Elgg and mySpace is becoming ubiquitous (there are over 11,000 *declared* Brookes Facebook users) and, through the Emerge project, Brookes is engaged at a national level in understanding the role that the related concepts of portfolios, profiling and community building should play in higher education learning environments. In 2008-09, George Roberts steered pilot projects using the PebblePad e-portfolio in the Business School and WIE.

## **Web 2.0 lunchtime sessions**

In collaboration with the media workshop, OCSLD ran a successful series of lunchtime sessions on using social software in learning and teaching in both semesters this year. The materials from these sessions constitute a useful, free-standing resource that we will be adding to and publicising more widely in the coming year. Web 2.0 session materials can be seen at:  
<https://mw.brookes.ac.uk/display/c4el/Resources+from+the+Web+2+lunchtime+sessions>

## **eL@B**

eL@B is a special interest group for Brookes staff involved in e-learning (such as school e-learning coordinators and learning technologists). Supported by OCSLD and the Media Workshop, it provides a forum where staff can share and generate ideas about technology-enriched learning. The group is open to all, and there are currently over 50 members. It meets three times a semester and is facilitated by Patsy Clarke.  
<https://mw.brookes.ac.uk/display/c4el/eLaB>

Full details of e-Learning externally funded projects are show at Appendix 3.

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## **Online staff development opportunities**

Online courses provide an opportunity for Brookes staff to interact with colleagues internationally as they develop their professional skills. We continue to offer four free places to Brookes staff on any of the OCSLD online staff development courses. Last year, we ran ten online courses on topics from “Engaging learning with social software” to “Internationalising the curriculum”. Each course recruited at least one participant from within Brookes. Over the year, 20 Brookes staff took part in an online course.

## **Internationalisation of the curriculum**

Following the Brookes Internationalisation Strategy 2007, which initiated the embedding of internationalisation in the curriculum at Brookes, the new White Paper reiterates this intention:

We will implement a fully internationalised curriculum across all disciplines to support and promote a rich diversity amongst our staff and students. This will encompass curriculum development, teaching strategies and assessment processes, and should lead to an understanding of the intersection of local, national and global perspectives and contrasting value systems. Most graduates will find themselves working in a multicultural environment and will therefore benefit from a curriculum with a internationalised focus.

The work on Internationalisation of the curriculum being undertaken at Brookes was consolidated and given focus with the establishment of the Centre for International Curriculum Inquiry and Networking (CICIN). The Centre was launched in October 2008, with Valerie Clifford as inaugural director and a steering executive representing three schools. Funding was obtained from the BSLES for an administrative/research assistant, four research projects, members meetings and a conference. The projects involved OCSLD, WIE, Brookes International, the School of Social Sciences and Law, the School of Health and Social Care and the Business School. Members meetings were contributed to by Arts and Humanities, OCSLD, Brookes International, the Business School, the School of Social Sciences and Law and WIE. In addition, staff development workshops were held with the Business School, the School of Social Sciences and Law, and the School of Life Sciences.

A conference held in June 2009 was titled “Internationalising the Home Student”. As there is little research in this area, an innovative format intended to generate future research was used. Trigger papers were commissioned and circulated to delegates to be read in advance of the conference. The conference took a discussion-based format, leading to the development of research groups and the subsequent writing of research proposals. The trigger papers are to be published in a Special Issue of *Higher Education Research and Development* in 2010. In June 2009, the previous year’s conference papers were published in a double edition of *Journal of Studies in International Education*. Valerie is guest editor for both special issues.

# Centres of Excellence in Teaching and Learning

OCSLD is involved with and liaises with the work of the University's two CeTLs (ASKe and the Reinvention Centre) through the secondment of Chris Rust for two days a week to each (and also, for the first three years, through the secondment of Jude Carroll for two days per week to ASKe). The Assessment Compact was launched at the BSLE conference this April and, in the coming year, OCSLD and ASKe will be working jointly to provide CDIs focussed on the implementation of the Brookes Assessment Compact to schools around the University.

## Academic integrity

Academic integrity at Brookes continues to be managed through a series of inter-related activities linked to induction, assessment design, and effective management of cases. In the last 12 months, however, the primary focus has been introducing the use of Turnitin, a text matching tool, in all schools. We collaborated with the Media Workshop to ensure access to Turnitin through Brookes Virtual and ran 28 three-hour training programmes for teachers on how to upload work and interpret Turnitin reports. Discussions on monitoring and evaluating the use of Turnitin continue in the Academic Conduct Officers Forum. OCSLD supports the Forum's work by training and inducting new ACOs. Jude Carroll from OCSLD and Kate Williams from Upgrade jointly wrote a guide for students on referencing and plagiarism. Judith Lyons provided advice and conducted the Turnitin training during the year in Jude's absence.

## Minerva forum

During the past year, we have worked to establish Minerva, a new forum to support current and aspiring teaching fellows through a range of events and through sharing ideas and resources in a secure wiki space. Members include the Brookes Teaching Fellows (university and national), ASKe and Reinvention CeTL Fellows and others who are active in pedagogic research, academic leadership and innovations generally.

The Minerva forum holds a number of events each year, which are open to all. In 2009, Minerva hosted a series of lunchtime talks on contemporary higher education research. These included:

- Pete Smith and Chris Rust, Reinvention CeTL: "What research tells us about research in the undergraduate curriculum"
- James Atherton: "Threshold concepts as discipline-based pedagogic scholarship"
- Berry O'Donovan with colleagues from the ASKe CeTL: "Concepts underpinning the assessment compact: what research tells us about assessment and feedback - a seminar with ASKe"
- John Brennan, CHERI, Open University: "What is learned at

University? The implications of research into student learning”

In 2009-10, Minerva Forum will focus on consolidating the community of its members, articulating the expertise and interests within the forum, and encouraging others to become involved in its activities in support of teaching excellence.

## **Brookes Student Learning Experience Conference**

The Brookes annual learning and teaching conference was organized this year in collaboration with the Student Union. The date was brought forward to April to accommodate students, and it was held on their “turf”, in the Student Union. Frances Deepwell assisted Valerie Clifford in convening the conference. The morning of the conference featured three plenaries designed to support the Academic Progression Initiative (research in the undergraduate curriculum, assessment and feedback and internationalisation of the curriculum). Each plenary was responded to by students. In the afternoon, staff presented papers on their current learning and teaching practices. The Academic Vice-President of the National Union of Students presented on “Feedback on assessment - student opinion”. Video of the plenaries and the NUS sessions can be seen at: <http://www.brookes.ac.uk/services/ocsd/bsle/conf09/programme.html>

## **International Student Learning Symposium**

“Improving Student Learning – Through the Curriculum” was the theme of the 16<sup>th</sup> ISL Symposium run by Oxford Brookes University at Durham University. The primary aim of the Symposium is to provide a forum which brings together those who are primarily researchers into learning in higher education and those who are primarily practitioners, concerned more pragmatically with improving their practice. Papers are only accepted if they take a sufficiently scholarly, research-based approach. The theme for this symposium, “through the curriculum”, was intended to challenge contributors to consider the role of course design in improving student learning in the “taught” curriculum and also the effects of the wider, “hidden” curriculum. The plenary speakers addressing these issues were: George D. Kuh, Indiana University; Professor Alan Jenkins, University of Warwick and Oxford Brookes University; and Maggi Savin-Baden, Coventry University. The symposium was attended by 97 people from 12 different countries.



# **A high quality student learning experience through supporting research excellence**

## **Research-teaching nexus**

OCLSD consultants offers Brookes access to the most up-to-date knowledge and ideas about learning, teaching, assessment and curriculum development through the range of our pedagogical research interests. Current research priorities include assessment, plagiarism, internationalisation of the curriculum, encouraging undergraduate research, developing learning technologies, e-portfolios, student learning and communities of practice. These topics form the basis of our teaching practices. (A full list of our research interests and recent publications is at Appendix 4).

Two members of staff are currently studying for their PhDs, several have been invited as keynote speakers at international conferences, and all the educational development consultants are publishing locally, nationally or internationally.

## **Pedagogical research and dissemination**

OCSLD is part of three areas of major government funding for pedagogic research: the CeTLs, JISC and HEA funded e-learning projects (see Appendix 3). In relation to these projects, OCSLD staff work as leaders in collaborations with institutions across the UK. This is an incredible achievement for such a small unit and is in some part attributable to the profile and international reputation that the Centre has gained through its external consultancy work.

Currently, OCSLD is currently engaged in the following activities:

- Primary research (with ASKe) to understand assessment standards, plagiarism and the role of feedback. This work has led to multiple academic publications about a social model of assessment and the Assessment Compact
- Institutional case studies on internationalisation, funded by BSLES, which led to the creation of CICIN and have informed the White Paper target to “implement a fully internationalized curriculum across all disciplines” (p. 9)
- The Reinvention Centre for Undergraduate Research CeTL, co-hosted by the University of Warwick, which promotes research-based teaching, the redesign of learning spaces, and which funds and publishes undergraduate research
- Research into learners’ experiences of e-learning as well as the synthesis and dissemination of existing research programmes and

literature. This includes projects funded by the HEA and JISC. It has led to publications, the creation of ELESIG and the White Paper commitment to “develop a set of appropriate graduate attributes for a global and digital age” (p.8)

- Small scale local evaluations of staff development activities at Brookes, including performance management courses, 360° feedback for managers, the development of a blended recruitment and selection course and an evaluation of Upgrade
- Research into and reviews of how higher education professionals learn, develop and make changes in their practice as individuals, with course teams and across institutional networks. The research, funded by JISC and the HEA, has led to the development and evaluation of the CDIs
- Mentoring, supervising and examining research students both within and outside of Brookes, and organising support on topics such as qualitative analysis, evaluating e-learning, supervision and academic writing
- Synthesis and benefits realisation projects, working with national organisations to analyse outputs and synthesise new understandings from funded research and development programmes.

The OCSLD team disseminate their research locally through reports in *Teaching News*, contributions to the BSLE Conference and the *Brookes electronic Journal of Learning and Teaching (BeJLT)*, as well as through reports to the University and contribution to strategic developments. We also publish internationally and present at international conferences. This year, four members of staff delivered keynote presentations (Jude Carroll, Valerie Clifford, Chris Rust and Rhona Sharpe). We are also involved in peer review and editorial activities for national and international journals in higher education and related fields.

## **Pedagogical research register**

OCSLD contributed a pilot collection in RADAR, the Brookes open access repository, by building on a 2007-08 BSLES-funded project for establishing a searchable web database of pedagogical research at Brookes. The RADAR collection currently has 77 entries of pedagogic research outputs authored by Brookes staff. See [www.brookes.ac.uk/go/radar](http://www.brookes.ac.uk/go/radar)

## **Research supervision training**

Following the success of last year’s lunchtime seminars “Supervising and managing student research”, the series was run again this year. Topics included the student-supervisor relationship, ethical dilemmas, academic writing and cross-cultural supervision. Up to 19 staff attended each seminar and evaluated them well. With the expansion of master’s programmes and the introduction of research into undergraduate curricula, there appears to be a need for forums to discuss supervision issues at all levels of student research.

## **Developing pedagogic research skills**

For Brookes staff wishing to pursue pedagogic research, the development of appropriate research skills is imperative. OCSLD takes seriously its role as mentor in this area. The PCTHE is based on pedagogic scholarship, and during their studies participants begin to explore the possibilities of research on their own teaching. Staff who wish to follow this research path beyond the PCTHE can go straight into the WIE MA in Education programme, which has a compulsory module in research methods that OCSLD has helped to re-develop into a blended learning module.

We also nurture new researchers through research supervision. In 2008-09 we supervised the following projects:

- MA Education Major Project, “What is the impact of social media on my professional learning?” (Rhona Sharpe)
- PhD on Second Life (Frances Deepwell).

In collaboration with Learning Resources, Patsy Clarke has been running a linked set of 3 ½ day training sessions on using NVivo for qualitative analysis. OCSLD staff also mentor researchers through their work as reviewers and editors, as detailed in the professional interface section.



# **A high quality student learning experience through supporting quality staff**

Brookes values its staff and demonstrates this by the provision of a large repertoire of staff development opportunities. Not only has the University sought and gained Investors in People status across the University, it also features an annual personal development process linking into courses which articulate into the National Occupational Standards (NOS) Framework from level 2 through to Level 5. These include: leadership and management programmes; performance management; personal skills development; mentoring; personal profiling; occupational skills development; project management; and consultancy skills.

## **Investors in People**

OCSLD leads the University's work with Investors in People (IiP), an award which recognises an organisation's commitment to improving performance through developing people.

From April to October 2008, twelve schools and directorates joined the pilot areas of Human Resources, the School of the Built Environment and Senior Management Team, in achieving IiP. Following this achievement, a strategic review was undertaken by the IiP Assessor, in November 2008, resulting in Oxford Brookes University being accredited with the IiP standard.

OCSLD continues to work with all schools and directorates to build on the current standard and achieve IiP Gold standard by November 2011. Regular meetings take place with the operational and strategic leads in all schools and directorates to maintain networks. Rosemary Botcherby, acting as the University's IiP adviser, advises the Investors Steering Group (composed of all the deans and directors) and facilitates the operational IiP Action Learning Set. During the period September 2008 to August 2009, OCSLD consultants dedicated 177 hours to support the achievement of University wide IiP, including assessments, pre-assessment health checks, one-to-one meetings, group presentations and away days.

## **Leadership and management development**

### **Senior Staff Development Programme (SSDP)**

Our "Senior strategic leadership programme" (SSLP) is now well established. Our third cohort, comprising sixteen senior staff, completed the programme of tailored workshops, action learning sets and individual engagement with a confidential 360° feedback process. Action research

projects encourage delegates, working in groups of four, to reflect upon what it means to be a leader at Oxford Brookes and how that might change in the future. Feedback from delegates indicates that colleagues welcome the chance to “think and talk about things that I've never thought or talked about before” and that the programme provides “an excellent opportunity to meet colleagues across the University”. The use of practical frameworks “to address real issues” helps to facilitate the transfer of learning to the workplace, as does the role of the Action Learning Sets, which continue to meet regularly long after the completion of the workshop programme. Individuals’ continuing professional development (CPD) is the focus of their engagement in the 360° process, which uses a confidential online questionnaire, completed by up to ten “supporters” (managers, peers and team members). The resulting data is presented in a personalised report, during individual one-to-one feedback sessions with an accredited OCSLD facilitator.

At the time of writing (September 2009) our new programme, “Leadership development for senior staff” is being piloted and provides an opportunity for members of the wider senior staff community to engage in some of the elements featured in the SSLP. The new programme will feature workshops and action learning activity, with individual support via the 360° questionnaire and a personal profiling exercise using the Myers-Briggs Type Indicator (MBTI). This programme includes opportunities for delegates to consider their preferred leadership styles, situational leadership, and the implementation of change projects. It also helps them plan and organise to manage change.

It is anticipated that, as a result of engaging in elements of the SSDP, colleagues will develop and maintain new relationships, leading to the establishment of a self-managed community of practice which will grow as the programme continues and expands. Delegates from earlier cohorts continue to organise their own reunion and networking events, both formal and informal.

## **Core Management and Leadership Programme**

### **CMLP levels 3–4**

The Core Management and Leadership Programme (CMLP) has been running since 2003-04. It is designed to develop the skills and confidence of first line and middle managers. The CMLP comprises a NVQ in Management (at levels 3 and 4) and a series of workshops designed by OCSLD to support the skills, knowledge and behaviours identified in the National Occupational Standards (NOS) for management and leadership. Workshops include MBTI profiling, managers' ethical and legal responsibilities, leadership and facilitating change. Seventeen members of staff successfully attained a management qualification in 2007, and a further 26 are currently undertaking the programme.

We also run the CMLP workshops for “open” delegates, which enables any member of staff to book onto a workshop for “pick and mix” management

development to meet their needs, as discussed in their Personal Development Review. This option proves to be popular, as 46 places were filled in 2008.

In 2008-09 we developed a wiki to support the CMLP, including a manager's discussion forum, questions and answers, and workshop resources. We have also introduced 360° feedback and coaching support for NVQ Level 4 candidates, using the OCSLD designed 360° report based on the NOS. This has helped participants to focus on their personal development, and has enhanced the connections between the workshops, the strengths participants bring to their roles, and their current needs. The evaluation of the 2008 programme confirmed the effectiveness and relevance of the programme; comments included:

*I now have respect for different management techniques.*

*I have confidence in myself and my job.*

*I have expanded my vision of the University – the programme breaks down barriers between areas and academic/support staff.*

*Workshops very useful and informative.*

## **CMLP level 2**

The success of the 2007-08 CMLP cohort at level 2 fuelled demand for a similar programme to run in the 2008-09 period. Interested applicants are interviewed for the programme and a heavy investment is made in front-end activity around group-building through Appreciative Inquiry and through the use of the MBTI. ICT skills development is built in, according to need, and an emphasis is placed on building confidence. This year, we used Jean Roberts' photo collection to encourage conversation around learners' experience of the organisation and of change.

The programme consists of six workshops built around the management and leadership themes in the NOS. The assessment process is a blend of taped "professional" conversation, workplace observation and portfolio-building activity, backed by a coaching relationship that lasts through the course. Managers of the learners are encouraged to give testimony regarding performance and to support the process by gently introducing tasks and projects that stretch participants and enable them to take increased responsibility at work. Six out of the nine learners have achieved the full qualification this year, with others near to completion of their Institute of Leadership and Management validated qualification (Team leader 2).

This addition to the management and leadership development offerings at Brookes furthers our objective of equipping as many staff as possible with skills, behaviours and knowledge directed towards the future. Participants have commented that the programme is life-changing: line-managers have made similar observations of newly motivated staff.

## **Performance management**

Performance management workshops are scheduled three times a year. In 2008-09, 38 managers attended, which brings the total attendance figure to 324 since the programme began in 2003-04. The workshops focus on proactive performance management, helping participants to develop skills in managing under-performance in line with University policy. The workshops use forum theatre to enable safe practice of the under-performance meeting. The workshops are a joint initiative with the HR Management team. Performance management advice is also available for schools and directorates. Performance management development supports the HEFCE (02/14) priority area of “Action to tackle poor performance” (HEFCE, 02/14 Rewarding and developing staff in higher education. Good practice in setting HR strategy).

## **Work-based skills development**

OCSLD continues to develop and strengthen partnerships with regional further education and private training providers to offer staff the opportunity to obtain professional NVQs. After initial consultation with learners and their managers, colleagues are enrolled in programmes, assigned an assessor/coach and given an induction into NVQ processes. The participants plan a development route with their assessor/coach and build credits for tasks performed in their work roles. They add skills and knowledge at further and enhanced levels using training opportunities within Brookes. This activity connects professional development for staff across all areas of Brookes with the NOS and the Qualifications and Credits Framework, validating in-work development in terms of quality and transferability. The Core Management and Leadership Programme is a popular example of this type of professional development, and leads to Institute of Leadership and Management NVQs at levels 2, 3, 4 and 5. The OCSLD work-based qualifications project also connects staff to, and supports staff through, the following professional NVQ programmes:

- Administration 2 and 3
- Customer services 2 and 3
- AAT Finance 2, 3 and 4
- Catering 2
- Cleaning 1 and 2
- Horticulture 2
- Maintenance Operations 2
- Caretaker 2
- Housekeeping 2

In addition to these popular programmes, the project can advise on the NVQ process and framework in general, and build or source programmes to suit localised need. Collaborations have been built within Brookes and with further education partners to respond directly to specific requests coming

from our schools and directorates, via the performance development and review process.

Occasionally, Brookes is able to take advantage of Train to Gain funding, heavily reducing costs for staff wishing to take NVQs. The University continues with its commitment to the principle of enabling all staff to develop towards level 2 of the National Qualifications and Credits Framework. In practice, this endeavour has resulted in a series of initiatives helping learners who are not ready to take part in the NVQ process to develop essential skills including language (ESOL), literacy and computing—with this sort of essential skills development dovetailing with NVQ programmes. This means that all staff are included, no matter their starting point, and can follow progression routes through from basic to general to higher skills development with the help of OCSLD.

## **Personal development and review**

The University-wide Personal Development and Review (PDR) scheme continues to evolve. Managers are now encouraged to adopt a coaching style, and to draw on the NOS Framework to support their development as managers and leaders.

To support the University's PDR scheme, OCSLD offers workshops, supplemented by web-based guidance, to provide development for reviewers and reviewees that will enable them to get the most out of the PDR process. PDR training was delivered to 140 delegates this year (see Appendix 6). Special PDR training sessions are also available for colleagues in non-office based posts or those who work special shifts. These abbreviated workshops support the “Talk Time” version of the PDR, a form of PDR that is undertaken in groups with frontline workers in Estates and Facilities Management.

## **Personal skills development workshops**

We run regular personal skills development workshops, including:

- Communicating effectively
- Time management
- Managing conflict
- Minute taking
- Customer care
- Presentation skills
- Retirement planning

Full details of our personal skills development workshops are in Appendix 6.

## **Mentoring scheme**

The Brookes mentoring scheme was re-launched in June 2009 to provide a valuable support and developmental opportunity for staff. Partnerships between staff, which are part of a culture of continuous learning and development, can be developed through mentoring. This is particularly appropriate when staff are newly appointed to the University, promoted or moving to a different role, adopting a management/leadership role for the first time, moving to a senior post (e.g. directors, pro vice chancellors, deans), undertaking a formal course, or developing a research profile.

The Brookes Mentoring Scheme is a voluntary scheme and, as people can benefit from mentoring at different stages in their career, it is open to everyone in the University. Induction and ongoing support are given to mentors and mentees through a one-day introduction to mentoring and to the scheme. Mentors are invited to three meetings during the year where they can discuss issues that have arisen for them, network with other mentors and receive support.

Details of the scheme can be found at:

<http://www.brookes.ac.uk/services/hr/mentoring/index.html>

## **Recruitment and selection**

Recruitment and selection training supports the University policy that all interview panel members must have had appropriate training. During this report period 155 delegates have received training:

- 80 delegates attended the two day Introduction to Recruitment and Selection
- 75 delegates attended the one day refresher

The continual changes in employment legislation mean that members of staff engaged in recruitment and selection should undertake refresher training approximately every three years. Our records indicated that of the 851 members of staff who have previously attended a training course 347 (40%) should now consider a refresher before next sitting on an interview panel.

A blended learning refresher course using Brookes Virtual was successfully piloted with colleagues in the School of Built Environment. One feature of the e-learning portion of the course is the assignment of individual case work and quizzes. Evaluation feedback indicated that this resulted in learners being more thorough in their reading of the Oxford Brookes Recruitment Policy and other related material contained within the course booklet. Some of our pilot delegates indicated that the presence of quizzes and scored exercises provided an incentive to do well to gain a credible score or even to be competitive amongst their peers. Through tailored feedback, delegates were also able to gain greater insight when questions were answered incorrectly.

To supplement ongoing support to recruiters within the University, we launched a web page dedicated to recruitment and selection. This includes the question bank where a repository of generic questions can be stored to aid interview preparation. A review is presently underway to consider the provision of Recruitment and Selection training in the future.

## **Project management**

The project management programme continues to draw interest from a wide cross section of the University. The programme consists of six modules and supports the University's aim to become more project-focused. Three complete programmes were delivered during the report period, with a total of 213 delegate training days recorded. This included a dedicated programme delivered for staff at the WIE.

The programme benefits from using case studies linked to Brookes. It is closely aligned to the Association of Project Management's (APM) body of knowledge. Quality assurance is assessable in the growing number of programme delegates who go on to take and pass the APM's Introductory Certificate in Project Management.

With the programme now fully established, OCSLD has expanded its support to those staff involved in managing live projects. This has included a dedicated workshop for Senior Management Team to develop the business case for the 2020 strategy, and a review of the Brookes House of Lords visit with Corporate Affairs. In conjunction with the University projects manager, a programme of support has been offered to support sponsors and their teams involved with the New Library and Teaching Building.

## **Introduction day**

We continue to welcome new staff to Oxford Brookes with an introduction day facilitated by OCSLD. This report period saw 209 new staff attend what is now a half day (previous evaluation indicated new staff experienced "information overload" when the session lasted a whole day). The introduction provides delegates with an overview of the University and a chance to meet a member of the Senior Management Team, to hear about Brookes from a student perspective, and to learn about the importance the University places on equality and diversity. A review of many of the courses associated with the induction of new staff into Brookes, including the Introduction day, will be undertaken shortly.

## **Other opportunities**

### **English language support**

English language lessons were provided this year for staff interested in developing work-based speaking, reading, listening and writing skills. Assessment is provided for all learners, who then proceed to join classes and work towards appropriate Skills for Life accreditation. The distinction

between the literacy needs of learners whose mother tongue is English, and those for whom English is a second (or third....) language, is recognised in the setting up of the classes. Likewise, if learners have dyslexia or related needs, this is also recognised in the approach to tuition. Classes run on a weekly basis and the commitment is to attend sets of 30 lessons. Line-managers are involved in their staff commencing classes and have been very supportive in offering their staff time out of work and, in cases where learners are not eligible under Train to Gain, funding.

## **ICT development and European Computer Driving License**

Brookes continued to run a highly successful ECDL test centre this year, where OCSLD collaborates with Computer Services to offer staff ICT training and accreditation at the following levels:

- ECDL Essentials (level 1)
- ECDL (level 1 and 2)
- ECDL Advanced (level 3)

ECDL delivery was originally developed as an electronic distance learning process, but we have modified it into a learning experience geared to the Brookes environment that can take complete beginners through to workplace competence. Many Brookes staff have used this blended learning process to fill gaps in learning and to strengthen IT confidence. The ECDL Advanced modules offer further challenge to experienced users. ECDL and pre-ECDL modules are also used in conjunction with NVQ programmes such as the level 2 Team Leader programme.

## **Cyclescheme**

OCSLD collaborated with the Directorate of Estates and Facilities Management to bring this very popular scheme to Brookes. It features now as a regular and expected concession to staff, and one of a suite of Brookes salary-sacrifice initiatives.

The scheme enables Brookes staff to purchase bicycles and related safety equipment to the value of £1,000, via salary sacrifice (i.e. tax- and partly NI-free). The contractual and legal work that we did to set this up has contributed positively to the user-friendliness of the scheme and, hence, take-up at Brookes. The scheme also reflects Brookes' commitment to the Government's Green Transport Strategy, and to the well-being of staff and the environment.

## **Lunchtime language lessons**

OCSLD continues to administer lunchtime language classes for staff in Italian, French and Spanish. Classes are for beginners and more experienced speakers and are held at several campuses.

## **OCSLD resource centre**

OCSLD has its own resource centre specialising in pedagogy, higher education issues and staff development. The resource centre is available to University staff and has a reading and work area for visitors together with TV, video and DVD facilities. Books and other materials can be searched for via the Library Talis catalogue and can be ordered through OCSLD and delivered via the internal post.

OCSLD has published over 50 books on learning and teaching and has a range of web-based resources available on its website at:

[www.brookes.ac.uk/services/ocsd/2\\_learntch/](http://www.brookes.ac.uk/services/ocsd/2_learntch/)

We publish three issues of *Teaching News* a year, showcasing learning and teaching activities within Brookes. *TN* is available at

[www.brookes.ac.uk/go/teachingnews/](http://www.brookes.ac.uk/go/teachingnews/)

We edit the *Brookes electronic Journal of Learning and Teaching* (BeJLT) available at: <http://bejlt.brookes.ac.uk/>

## **Special initiatives**

### **Brookes Future Leader Programme**

The Brookes Future Leader Programme was successfully run to a full house of 50 students in January 2009. This “employability” programme aims to add a distinctive career-enhancing strand to the student portfolio, and focused on preparation for work and on leadership as a core employability skill.

OCSLD collaborated with the Student Careers Service to set up an ILM (Institute of Leadership and Management) centre to endorse the programme. Certificates were given to students successfully completing the two days of formally assessed activity and reflection.

Two further programmes have been planned for October 2009 and January 2010, with the October weekend already fully booked.



# Enhancing Oxford Brookes' reputation: OCSLD's professional interface

## External consultancy

The excellent reputation of Brookes in learning and teaching continues to draw many requests for OCSLD staff to provide consultancies to other universities. These activities also provide income for the University: £72,000 this year. We continue to build our website to advertise our workshops, consultancy and online courses, adding course programmes, feedback from participants, and pages dedicated to the CDIs developed by OCSLD.

We are continuing to expand the online courses we offer. This year we ran 10 online courses (up from seven last year). We achieved a 33% increase in numbers of participants, with a total of 147 people experiencing an OCSLD online course during the year. The online courses tackle topical issues for staff in further and higher education, including assessment and feedback, deterring plagiarism, internationalising the curriculum, reflective learning, online tutoring, social software and researching and evaluating e-learning.

Online courses are tutored by a team of OCSLD staff and 11 external consultants, who are supported by Liz Lovegrove, acting as our OCSLD learning technologist.

We also continue to design and run bespoke online courses for the London School of Hygiene and Tropical Medicine and the Staff and Educational Development Association (SEDA). We reserve four free places for Brookes staff on our online courses, with 20 Brookes staff taking up places in 2008-09.

The number of external workshops run by OCSLD is down this year, from 102 to 60. This is partly a result of financial constraints in the sector and the transfer of some of our events to ASKe (this year we administered 13 events for ASKe). We worked with 20 different institutions (down from 37 last year) including Cranfield, Cardiff, Oxford, Coventry and Aberystwyth.

In light of the declining market for workshops, we are continuing to expand the range of consultancy OCSLD can provide. This year we bid successfully to undertake a review of JISC final project reports (Rhona Sharpe and Greg Benfield, £3000) and to provide consultancy supporting JISC curriculum projects (Helen Beetham (external) and Rhona Sharpe, £12000).

## Visitors to OCSLD

Another effect of our high external profile is the interest from visitors to meet with us and to discuss how we approach our work and to establish collaborations. This year Valerie addressed 16 Presidents and Vice-

Presidents from Western China (a visit organised by Oxford Brookes International). Other visitors have included:

- Dr Wendy Green, the Educational Development Institute, University of Queensland, Australia (5 day visit to CICIN)
- Dr Rosemary Clerehan, Medical School, Monash University, Australia (3 day visit to CICIN)
- Randy Schnack, independent consultant USA re blended learning, March.
- Dr. Joanne Nakonechny, Director and Research Associate, Skylight (Science Centre for Learning and Teaching), University of British Columbia

# Looking forward

Adapting to change has become an on-going process in the UK higher education sector. It is important that OCSLD staff continually “scan the horizon” to educate themselves for the future, so that they can provide the most current ideas and practices to Brookes staff. We are also mindful of the government’s new Higher Education Framework *Higher Ambitions*, and the new Brookes White Paper and forthcoming Strategy from 2010-2020. We need to continue to support the initiatives in assessment and feedback, internationalisation of the curriculum, and research in the undergraduate curriculum as well as continuing to offer a solid foundation in learning and teaching theory and practice to new staff at Brookes. Currently, OCSLD staff are working on a Continuing Professional Development initiative for all teaching staff in learning and teaching, developing a research strategy to encourage and support pedagogical research across Brookes, and encouraging the growth of coaching and mentoring as “everyday practice” for managers and peers. Core programmes are constantly revised and enhanced and new areas developed. All this would not be possible without the interest, dedication and talent of the OCSLD development consultants and the support of the administrative team.



# Appendices



# **Appendix 1: OCSLD's principles and values**

The work of OCSLD should be underpinned by a commitment to the following principles and values:

- Being client-centred, helpful and responding positively
- High quality standards based on scholarship, research, reflection and evidence-based practice
- Valuing diversity and promoting equal opportunities
- Putting the team first, through co-operation, sharing and generosity
- Enjoying our work and celebrating success
- Supporting reasonable risks that stretch and challenge
- Continuing personal and professional development



## Appendix 2: Postgraduate Certificate in Teaching in Higher Education Participation

### PCTHE Enrollees by School 2006-08

School	2006	2007	2008	Total
Arts and Humanities	3	7	8	18
Built Environment	6	1	4	11
Business	5	3	6	14
Health and Social Care	3	3	5	13
Life Sciences	1	3	2	6
Social Science and Law	2	7	8	17
Technology	1	1	1	3
WIE	5	2	0	7
Oxford Institute of Legal Practice	4	-	(in SSL)	4
Externals	1	4	6	11
Totals	31	31	40	102

### PGCTHE Results by Year 2006-08\*

In 2008-09 35 participants graduated, of whom eight had previously extended. There are 21 continuing with their studies.

Year	Graduated	Extended	Withdrawn	Failed later	Total
2006	16 (6)	14 (7)	1 (1)	0	31
2007	21(8)	8	2	1	31
2008	27(8)	13 (8)	0 (4)	0	40

\*Figures in brackets indicate subsequent results of participants who extended



## **Appendix 3: e-Learning externally funded projects 2008-09**

### **New projects this year**

#### **Create: Support Synthesis and Benefits Realisation for the JISC Institutional Innovation Programme**

The purpose of the Create JISC Institutional Innovation SSBR project is to deliver Support, Synthesis and Benefits Realisation (SSBR) services to a large national R&D programme: JISC Institutional Innovation and its constituent projects. Create SSBR currently supports more than 40 projects in three phases. The Create team acts as critical friends to the programme, conducts face-to-face and online events, publishes a newsletter (<http://newsletter.inin.jisc-ssbr.net/>) and is engaged in a major synthesis study of institutional innovation across the English and Welsh higher education sector.

Further information: <http://inin.jisc-ssbr.net/>

Project team: George Roberts, Patsy Clarke, Judith Lyons, and Caroline Coultas with a team of 8 OCSLD consultants.

Funding £400,000 Oct 2008 – March 2011

#### **CURLIEW - Coventry University Research into Learning in Immersive Educational Worlds**

The CURLIEW project is funded by the Leverhulme Trust (£513, 310) to investigate conceptions of and decisions about the way in which teaching and learning manifests itself at the socio-political boundaries of reality. The study is led by Professor Maggi Savin-Baden, Coventry University, and focuses on the exploration of three main themes:

1. Students' experiences of learning in immersive worlds.
2. Pedagogical design.
3. Learner identity.

Further information: <http://cuba.coventry.ac.uk/leverhulme/>

Project team at Brookes: Frances Deepwell

Funding: £28,809 Sept 2008 – Aug 2011

## Ongoing projects

### **CABLE Transfer**

OCSLD was approached by the CABLE Transfer project at the University of Hertfordshire to undertake the evaluation for this HEA-funded project. The project seeks to embed blended learning into the curriculum through a series of workshops and events for four UK Universities. The evaluation examined documents from project reports and websites, undertook observation at CABLE events and conducted interviews with the project team and team leaders from each of the participating institutions. The evaluation was undertaken in the spirit of positive appreciation, where the strengths and unique characteristics of developments are drawn out and important lessons highlighted.

Project team: Greg Benfield and Jacqueline Dempster.

Funding: £10,000, January - July 2008

### **Common Institutional Repositories for Collaborative Learning Environments (CIRCLE)**

CIRCLE is a research and development project funded by the JISC (March 2007-09). CIRCLE is exploring the organisational, cultural, procedural and technical challenges in creating a singular repository to fulfil the roles usually provided by discrete Learning Object Management, Open Archive and scholarly repository systems.

Further information:

[www.jisc.ac.uk/whatwedo/programmes/programme\\_rep\\_pres/repositories\\_sue/circle.aspx](http://www.jisc.ac.uk/whatwedo/programmes/programme_rep_pres/repositories_sue/circle.aspx) or contact Stuart Brown, Deputy Director of Learning Resources & Head of CIS [sbrown@brookes.ac.uk](mailto:sbrown@brookes.ac.uk)

Project team: George Roberts

Funding: £122, 000

### **ELESIG**

The ELESIG project is funded by the HEA. The crux of this project is the creation of ELESIG: Experiences of E-Learning Special Interest Group for those involved in investigations and evaluations of learners' experiences of e-learning. The three collaborating institutions, Oxford Brookes University, University of Bradford and University of Greenwich, are all actively involved in research in this area. ELESIG will support the investigators as they develop their research, building capacity within the sector as well as providing rigorous research to support evidence informed practice. The work of ELESIG will be made public, to the benefit of practitioners and researchers throughout the sector.

Further information: <http://elesig.ning.com/> or contact Rhona Sharpe on [rsharpe@brookes.ac.uk](mailto:rsharpe@brookes.ac.uk)

Funding: £45,000, January - July 2008

### **Emerge**

Emerge is the support project for the JISC Users and Innovation Programme. The aim of the Emerge Project is to support the JISC's forming of an "effective and sustainable community of practice" around the Users and Innovation Development Model. The community will play a formative role in owning and refining the approach and providing heuristics on the use of the method.

Further information: <http://reports.jiscemerge.org.uk/> or [www.brookes.ac.uk/services/ocsd/teachingnews/emerge.html](http://www.brookes.ac.uk/services/ocsd/teachingnews/emerge.html) or [www.jisc.ac.uk/whatwedo/programmes/programme\\_users\\_and\\_innovation/emerge.aspx](http://www.jisc.ac.uk/whatwedo/programmes/programme_users_and_innovation/emerge.aspx)) or contact George Roberts, OCSLD at [groberts@brookes.ac.uk](mailto:groberts@brookes.ac.uk)

Funding: £400,000, March 2007–2009

### **Higher Education Academy E-learning Research Observatory Consultation**

The HEA is setting up a research observatory, and e-learning will be one of the first strands of activity. OCSLD is leading a landscaping study to inform the observatory. This work will involve consultation with practitioners, key stakeholders and e-learning experts about whether and how they use e-learning research. It will also involve scoping existing research observatories and reviewing key sources of e-learning research. We will be making recommendations on the process for identifying, gathering and disseminating resources to the sector at the end of March 2008.

Project team: Rhona Sharpe, Greg Benfield, Helen Beetham.

Further information: contact Rhona Sharpe on [rsharpe@brookes.ac.uk](mailto:rsharpe@brookes.ac.uk)

Funding: £30,000, Sept 2007 - March 2008

### **Learner Experiences of e-learning Support & Synthesis Project**

Funded by the JISC e-Learning and pedagogy programme and partnered with Ellen Lessner of Level Learning, the National Institute of Adult Continuing Education and Helen Beetham, this project will support the seven research projects funded under Phase 2 of the Learner Experiences of e-learning strand. It will also synthesise and disseminate their work.

Further information:  
[www.jisc.ac.uk/whatwedo/programmes/elearning\\_pedagogy/elp\\_support1.a.spx](http://www.jisc.ac.uk/whatwedo/programmes/elearning_pedagogy/elp_support1.a.spx) or contact Rhona Sharpe on [rsharpe@brookes.ac.uk](mailto:rsharpe@brookes.ac.uk)

Project team: Rhona Sharpe, Ellen Lessner, Greg Benfield, Helen Beetham,  
Eta DeCicco.

Funding: £120,000, March 2007-2009

## Appendix 4: Research interests and publications

One of the OCSLD principles and values is "high quality standards based on scholarship, research, reflection and evidence-based practice". As such, pedagogic research forms a core element of our work. Brookes has a long history of commitment to institutional and national pedagogic research. This represents an important aspect of the University's research portfolio and is one way in which Brookes ensures links between teaching and research.

OCSLD developers conduct research themselves and champion and co-ordinate work with discipline-based staff in schools to evaluate, investigate and improve teaching, learning and assessment in higher education.

Current areas of research activity are:

- Assessment standards and feedback: we are conducting research into improving student learning through active engagement with assessment feedback, and the significance of both explicit articulation and socialisation processes in improving students' understanding of assessment requirements and assessment feedback. (Chris Rust, Jude Carroll)
- Internationalisation of the curriculum: BSLE funding was gained to launch the Centre for International Curriculum Inquiry and Networking and to run four research projects and a conference. The projects included curriculum development and the fostering of dialogue between local and international staff. (Valerie Clifford)
- Experiences of e-learning: we have been working with the HEA and the JISC to evaluate the experiences of learners in technology-rich environments and the digital literacies they need to learn well in such environments. This work has included literature reviews, support and synthesis for funded projects, our own primary research and capacity building for research in this field through setting up an international special interest group. (Rhona Sharpe, Greg Benfield, Patsy Clarke)
- Designing for e-learning: understanding the processes which occur when teachers design learning activities and courses and how best to support them. (Greg Benfield, Rhona Sharpe)
- Deterring student plagiarism: investigating the impact of introducing new procedures for managing cases on consistency and transparency in managing cases, drawing parallels with the efforts to ensure reliable assessment decisions. (Jude Carroll)
- Effectiveness of staff development intervention: design and development of the 360° questionnaire aligned to the NOS for Leadership & Management. (David Langston)
- Collaboration and community development in technology-rich environments: the EMERGE project conducted an appreciative

inquiry of the processes of using social networking (Web 2.0) applications for community development. (George Roberts, Rhona Sharpe, Patsy Clarke).

<https://mw.brookes.ac.uk/display/EMERGEAI/Home>

- The design, development and use of social learning space in universities: recently, we have started exploring the design, development and use of social learning space in universities, and also the development of research-based learning in the undergraduate curriculum, and its potential effect on university organization. (Chris Rust)

## **Research interests of OCSLD staff**

Greg Benfield

- Technology mediated group work
- Student experiences of e-learning
- Online assessment

Rosemary Botcherby

- Mentoring and coaching in higher education

Jude Carroll

- Deterring student plagiarism
- Effective teaching strategies for international students
- The links between deterring student plagiarism and effective teaching strategies for international students
- Internationalisation of the curriculum

Valerie Clifford

- Internationalisation of the curriculum
- Reflective practice in multi-cultural environments
- Research supervision

Frances Deepwell

- Innovation and sustainable change in higher education

Robyn Dollman

- Performance management

David Langston

- Leadership and development programmes for senior staff

Anna Meachin

- Management development
- Interventions and application of positive psychology

George Roberts

- Collaboration and community development in technology-rich environments
- Experiences of e-learning
- Designing for e-learning
- Community development education and adult education
- Personal learning environments and e-portfolios
- CPD for university teaching
- Education policy

Chris Rust

- Assessment
- Developing research activity in the undergraduate curriculum
- The design and use of social learning space

Rhona Sharpe

- Evaluating learners' experiences of e-learning
- Designing for e-learning
- Effective staff development interventions and resources
- Community based staff development interventions

Ian Whiting

- Nurturing a project management ethos within higher education institutions

Kay Tillyer

- Career progression and career change using the NOS

## **Publications**

### **Teaching News**

Published three times per year with informal, non-peer-reviewed articles about learning, teaching and assessment within Oxford Brookes.

### **Brookes electronic Journal of Learning and Teaching**

Published twice a year with peer reviewed research and practice articles about learning, teaching and assessment.

### **Books**

- Carroll, J. (2007). *A handbook for deterring plagiarism in Higher Education*. 2nd edition. Oxford: Oxford Centre for Staff and Learning Development, Oxford Brookes University.
- iPED Research Network,(2009). *Academic Futures: Inquiries into Higher Education and Pedagogies*. Newcastle: Cambridge Scholars Publishing.

### **Chapters in books**

- Benfield, G. and De Laat, M. (in press). Collaborative knowledge building, in R. Sharpe, H. Beetham and S. de Freitas (eds.), *Rethinking Learning for a Digital Age*, London: Routledge
- Carroll, J. (2008). Assessment issues for international teachers and their students, in R. Attfield and P. Kemp (eds.) *Enhancing the International learning experience in Business, Management and Tourism*, Newbury: Threshold Press.
- Carroll, J. (2008). *Credit where credit is due: citation and plagiarism, in G. Hall (ed.), A handbook for postgraduate research students*, London: Palgrave Macmillan.

- Carroll, J. (2008). Dealing with student plagiarism in transnational teaching, in M. Wallace and L. Dunn (eds.), *Teaching and learning in transnational Higher Education: Offshore and international students*. London: Routledge.
- Carroll, J. (2008). Plagiarism as a threat to learning: an educational response, in G. Joughlin (ed.), *Assessment, Learning and Judgement*, London: Springer.
- Carroll, J. and Appleton, J. (2007). Support and Guidance for international students: what is good practice? in E. Jones and S. Brown (eds.), *Internationalising the university*, London: RoutledgeFalmer.
- Clifford, V.A. (2010). The Internationalised curriculum: (dis)locating students. In E. Jones (ed.) *Internationalisation – the Student Voice*. London: Routledge.
- Clifford, V.A. (in press). Moving from multicultural to intercultural education in Australian Higher Education, in C. Grant and A. Portera (eds.) *Multicultural and intercultural education: Enhancing global world interconnectedness*. London: Routledge.
- Clouder, L, Deepwell, F and King, V (2009) “I” and “We”: Individual Identity within Communities of Inquiry, in iPED Research Network (eds.) *Academic Futures: Inquiries into Higher Education and Pedagogies*, Newcastle: Cambridge Scholars Publishing, 80-95.
- Deepwell, F. and King, V. (2008). Collaborating across Borders: Conflict And Compromise In Multi-Institution Education E-Research Projects, in J. Salmons, L. Wilson and P.A.Hershey (eds.), *Handbook of Research on Electronic Collaboration and Organizational Synergy* IGI Publishing.
- Oliver, M., Roberts, G., Beetham, H., Ingraham, B., Dyke, M. and Levy, P. (2007). Knowledge, society and perspectives on learning technology, in M. Oliver and G. Conole (eds.) *Contemporary perspectives in e-learning research: themes, methods and impact on practice*, Open and Flexible Learning. Abingdon, Oxon: Taylor and Francis.
- Sharpe, R. & Pawlyn, J. (2008). The role of the tutor in blended e-learning: experiences from interprofessional education in R. Donnelly & F. McSweeney (eds.) *Applied eLearning and eTeaching in Higher Education*. New York: Information Science.

#### **Refereed journals and refereed conference proceedings**

- Benfield, G., Ramanau, R. and Sharpe, R. (2009). Student learning technology use: preferences for study and contact. *Brookes eJournal of Learning and Teaching* 2(4).
- Benfield, G. (2008). e-Learning Course Design Intensives: disrupting the norms of curriculum design. *Educational Developments*, 9(4), 20-22.

- Benfield, G. and Prior, J. (2007). Virtual teamwork within a campus based team skills module. *Second International Blended Learning Conference: Supporting the Net Generation Learner*, The Fielder Centre, University of Hertfordshire, University of Hertfordshire.
- Carroll, J. and Seymour, D. (2008). Evaluating the effect of a tariff on consistency in penalty decisions, *Proceedings of the 2nd International Plagiarism Conference*, Newcastle, UK, June 2006.
- Clifford, V.A. (2009). Engaging the Disciplines in Internationalising the Curriculum, *International Journal of Academic Development*, 14(2), 133-143.
- Clifford V.A. (2009). Guest Editorial Using formal and informal curricula to improve interactions between home and international students. *Journal of Studies in International Education*, 13, 203-204.
- Clifford, V.A. (2009). The necessity to empower students to challenge and reshape Higher Education curricula in a global age. *Reflecting Education*, 5 (1) 4-15 (2009). Available at <http://www.reflectingeducation.net/index.php?journal=reflecting>
- Deepwell, F. and Malik, S. (2008). On campus, but out of class – an investigation into students' experiences of learning technologies in their self-directed study. *ALT-J* 16, (1).
- Macdonald, R., and Carroll, J. (2006). Plagiarism - a complex issue requiring a holistic institutional approach, *Assessment and Evaluation*, 31(2), 233-245.
- Mitchell, T. and Carroll, J. (2007). Academic and research misconduct in the PhD: issues for students and supervisors, *Nurse Education Today*.
- O'Donovan, B., Price, M. and Rust, C. (2008). Developing student understanding of assessment standards: a nested hierarchy of approaches, *Teaching in Higher Education*, 13(2), 205-217.
- Price, M., O'Donovan, B., Rust, C. and Carroll, J. (2008). Assessment standards: a manifesto for change. *Brookes eJournal of Learning and Teaching*, 2, (3).
- Price, M., O'Donovan, B and Rust, C. (2007). Putting a social-constructivist assessment process model into practice: building the feedback loop into the assessment process through peer-feedback. *Innovations in Education and Teaching International*, 44(2), 143-152.
- Ramanau, R., Benfield, G. and Sharpe, R. (in press). Looking for patterns in the use of online media by undergraduate students: relationships with age, discipline and year of study. *British Journal of Educational Technology*.

- Ramanau, R., Sharpe, R. and Benfield, G. (2008). Exploring patterns of student learning technology use in their relationship to self-regulation and perceptions of learning community. *Proceedings of Sixth International Networked Learning Conference*, 5-6 May 2008, Halkidiki, Greece.
- Roberts, G. (2007). The new covert curriculum: a critical, actor-network approach to learning technology policy, in S. Banks, P. Goodyear, V. Hodgson, C. Jones, V. Lally, D. McConnell, et al. (eds.), *Networked Learning 2004 (Proceedings of 4<sup>th</sup> international Conference*, University of Lancaster, 5-7 April 2004). University of Sheffield and University of Lancaster.  
[http://www.networkedlearningconference.org.uk/past/nlc2004/proceedings/individual\\_papers/robert](http://www.networkedlearningconference.org.uk/past/nlc2004/proceedings/individual_papers/robert)
- Rust, C. (Ed). (2008). *Improving student learning: 15 Improving student learning – for what?* Oxford: Oxford Centre for Staff and Learning Development, Oxford Brookes University.
- Rust, C. (2007). Towards a scholarship of assessment. *Assessment and Evaluation in Higher Education*, 32(2), 229-237.
- Rust, C. (Ed.) (2007). *Improving student learning: 14, Improving student learning through teaching*, Oxford: Oxford Centre for Staff and Learning Development , Oxford Brookes University.
- Smith, P., and Rust, C. (2007). Students' expectations of a research-based curriculum. *Brookes eJournal of Learning and Teaching*, 2(2). Available at:  
[http://bejlt.brookes.ac.uk/article/students\\_expectations\\_of\\_a\\_research\\_based\\_curriculum/](http://bejlt.brookes.ac.uk/article/students_expectations_of_a_research_based_curriculum/)
- Whiting, I. (2009). Being practical with project management, MOLIE, Management Observatory for Leadership and Innovation. *Leadership*, 2(1).

## Reports

- Beetham, H., Sharpe, R., & Benfield, G. (2008) *Landscape study for the e-Learning Research Observatory: a consultation undertaken for the Higher Education Academy*. March 2008.
- Benfield, G. (2008). *Oxford Brookes University, Pathfinder Briefing Paper 2: Course Redesign Intensives Higher Education Academy Pathfinder Programme, Pilot phase project*. Retrieved 9 April, 2008, from  
<http://elearning.heacademy.ac.uk/weblogs/pathfinder/wp-content/uploads/2008/02/OxfordBrookesPathfinderBriefings.zip>
- Carroll, J. (2006). *Proposals for the management of student plagiarism*, Submitted to Leeds Metropolitan University Strategy Committee, April 2006.
- Sharpe, R. and Benfield, G. (2009). *An Analysis of Learner Experiences of the e-Learning in JISC E-learning Capital Funded Projects*. Report to the JISC, 28 May 2009

## Non-refereed conference presentations and publications

- Carroll, J. & Li, R. (2008). Normative guidance on assessed group work in culturally diverse groups: useful and/or appropriate? in *Using formal and informal curricula to improve interactions between home and international students*, Oxford Brookes University, 20 June.
- Carroll, J. & Li, R. (2008). Assessed group work in culturally diverse groups, *Higher Education Assessment Conference*, University of Cumbria, 9 July.
- Carroll, J. (2007). Do national statistics about plagiarism tell you about your students? *LINK Newsletter on Academic Integrity, the Hospitality, Sport and Leisure Subject Centre*, 18, 3-9.
- Carroll, J. (2007). Reclaiming plagiarism, *EARLI Conference*, Budapest, Hungary 28 August - 1 September.
- Carroll, J. (2006). The reason I came here was to study, *IAEA conference with UKCOSA*, Basel Switzerland, 13 September.
- Carroll, J. (2006). International visits and international visitors: maximising benefits and managing conflicts. Paper presented at the *6th Conference of the International Consortium for Educational Development*, Sheffield Hallam University, June.
- Carroll, J. (2006). Dealing with Student Plagiarism, *SWAP News*, 10:Spring.
- Clifford, V. (2007). Approaching internationalisation of the curriculum for all students. "Top Down" and "Bottom Up". Paper presented at *Strategic Approaches to Internationalisation of the Curriculum*, Leeds Met University, June.
- Clifford, V. (2008). Internationalising the curriculum. Invited speaker at *International Forum*, University of Birmingham, March
- Clifford, V.A. (2007). The necessity to empower students to challenge and reshape higher education curricula in a global age. *Learning Together Conference. Institute of Education*, University of London. July.  
<http://www.ioe.ac.uk/calendar/cttes/CONFERENCE>
- Clifford, V.A. and Vakamocea, L. (2006). The academic as student: Cultural confrontation in reflective practice. Paper presented at the *6th Conference of the International Consortium for Educational Development*, Sheffield Hallam University, June.
- Deepwell, F. and Roed, J. (2009). Metaphorical, virtual and real journeys to other lands: tales from a teaching enhancement programme. *Workshop presented at the 13<sup>th</sup> Annual SEDA Conference 2008*, Birmingham, November

- Dunbar-Goddet, H., Gibbs, G., Law, S and Rust, C. (2006). A methodology for evaluating the effects of programme assessment environments on student learning, paper presented at the *Third Biennial Joint Northumbria/EARLI SIG Assessment Conference*, Northumbria University, UK.
- Emerson, L., Davis, M. and Carroll, J. (2007). Improving learning or just teaching them to cheat?; case studies in using Turnitin with students, *EARLI Conference*, Budapest, Hungary 28 August - 1 September.
- Greenwood, M., O'Donovan, B. and Rust, C. (2007). A small-scale experiment in the development of social-learning space, paper presented at the *Second Annual Social-learning Space Symposium*, Warwick University, UK.
- Meachin, A. & Langston D., (2007). Core Management and Leadership Programme. *Engage, The Leadership Foundation for Higher Education*, Issue 10 Q2.
- Roberts, G. (2009). Lives in transition through community IT: Biographical narratives from the IT "hub" on a large estate with multiple deprivation indices. Manchester: UK. *ALT Open Access Repository* <http://repository.alt.ac.uk>
- Roberts, G. (2009). Emerging practice and institutional change symposium: a user-centred, learning technology R&D support-community network, in *Association for Learning Technology Conference*. Nottingham: Association for Learning Technology.
- Roberts, G. (2009). What do you do with your community IT centre? Community IT and its role in social inclusion. Biographical narratives from the IT "hub" on a large estate with multiple indices of deprivation. 4-year observer-participant, qualitative, ethnographic study. *Conference University of Southampton, Faculty of Law, Arts and Social Sciences, School of Education, Dept of Post Compulsory Education and Training*.

## Reviews

- Clifford, V. (2006). Book review of "Non-Western educational traditions. Indigenous approaches to educational thought and practice" by T. Reagan, 3rd edition. New Jersey, Lawrence Erlbaum Associates, 2005. <http://escalate.ac.uk/2697> 18.08.06
- Rust, C. (2007) Book review of "Innovative Assessment in Higher Education" by C. Bryan and K. Clegg (Eds.) in *Psychology Teaching Review*, 13 (1), 56-57.

## Keynote addresses

- Carroll, J. (2008). Dealing with plagiarism, *All-Sweden conference on Pedagogic Development*, University of Stockholm, Sweden
- Carroll, J. (2008). Plagiarism as an international issue, *3<sup>rd</sup> Int'l Plagiarism Conference, JISC Plagiarism Advisory Service*, 19-21 June, Newcastle, UK

- Carroll, J. (2007). Getting a grip, *Annual Pan-Scandinavian Summer School for HE Librarians*, Reykjavik, Iceland 12-13 June.
- Carroll, J. (2007). (translation) *1st all-Sweden conference on student plagiarism*, KTH, Stockholm, 1 June.
- Carroll, J. (2007). Institutional policies and procedures for dealing with plagiarism, *ASKe one-day national conference*, Oxford Brookes University, 2 April.
- Carroll, J. (2007). Why student plagiarism is different, Beyond the Search Engine, *University of Oxford*, 23 March.
- Carroll, J. (2006). Deterring student plagiarism, *Opening Day Three of a Teaching and Learning Conference*, University of Nottingham.
- Carroll, J. (2006). Keeping up with plagiarism, *Association of Learned and Professional Society's Symposium*.
- Carroll, J. (2006). Opened six one-day conferences on deterring student plagiarism at the universities of Linkoping, KTH (Stockholm), Boras, Malmo, Lulea and Umea in Sweden. Each conference followed the same format and began with a two hour interactive keynote.
- Clifford, V.A.(2009). Invited Plenary. International Education in Higher Education in the UK: Moving beyond economic rationalism to an internationalised curriculum for all students. *Learning and Teaching Conference*, Arts University College Bournemouth, 3 July.
- Clifford, V.A. (2009). Invited Speaker, Bringing an international dimension to the curriculum of Canadian Universities: Policies and practices leading to effective change. *Association of University and Colleges of Canada Conference*, Ottawa, 27-28.
- Clifford, V. (2008). Invited Speaker. Interaction between home and international students: A review of current ideas and work in progress. *SRHE Student Experience Network Symposium Enhancing the International Student Experience* 14 Nov.
- Haigh, M. and Clifford, V. (2009). Plenary speaker. Beyond employability: educating cosmopolitan citizens. *Brookes Student Learning Experience Conference*, Oxford Brookes University, April.
- Rust (2008). Teaching big classes, *Teaching & Learning Conference*, University of KwaZulu Natal, South Africa.
- Rust (2008). Assessment: lightening the load while increasing the learning, *Learning and Teaching Conference*, University of Exeter.
- Rust (2008). Engaging students with assessment, *10<sup>th</sup> Anniversary ELATE Conference*, Coventry University.

- Rust (2008). Engaging students with assessment, *Learning and Teaching Conference, School of Science and Technology, Nottingham Trent University*.
- Rust (2008). Conference keynote on assessment and moderator. *Learning and Teaching Conference, Central School of Speech & Drama*.
- Rust, C. (2007). Rethinking assessment, *Curriculum Structure and Assessment for Learning Conference, Buckinghamshire Chilterns University College*.
- Rust, C. (2007). Assessment: lightening the load and increasing the learning. *Pedagogical Inspiration-day*. B.I. Norwegian School of Management, Oslo.
- Rust (2007). Being scholarly in our assessment practice, *Learning and Teaching Conference, University of Lund, Sweden*.
- Rust (2007). Being scholarly in our assessment practice, *Learning and Teaching Conference, University of Iceland, Reykjavik*.
- Rust, C (2006). What's gone wrong with assessment? *Learning and Teaching Conference, Leeds Trinity College*.
- Rust, C (2006). Rethinking assessment, *Annual Learning and Teaching Conference, University of Portsmouth*.
- Rust, C. (2006). *4th VC's Learning and Teaching Conference, University of Portsmouth, 30 June*.
- Rust, C. (2006). *Learning and Teaching Conference, University of Luton 19 June*.
- Sharpe, R. (2008). Learning from the learners' experiences. *E-learning@Green*

## Appendix 5: School and directorate based consultancies

These figures relate to a wide range of face-to-face consultancy activities from input into policy, to individual consultations, to facilitating away days, to running workshops. They do not include preparation time.

<i>School/ Directorate</i>	<i>Face-to-face activities in hours</i>				<i>Total hours</i>
	<i>Investors in People</i>	<i>Educational development</i>	<i>Staff development</i>	<i>Research</i>	
AH	15.0	8.0	26.0	0.0	49.0
LS	0.0	20.5	1.3	0.0	21.8
BE	1.0	27.0	10.5	0.0	38.5
BS	14.5	25.5	30.0	0.0	70.0
HSC	1.0	80.8	52.5	2.0	136.3
SSL	1.5	25.0	17.0	0.0	43.5
Technology	35.0	12.5	18.0	0.0	65.5
WIE	0.0	16.0	10.0	3.0	29.0
ASA	1.0	14.5	44.5	0.0	60.0
CA	0.5	2.0	63.5	0.0	66.0
EFM	43.8	0.0	229.0	0.0	272.8
FLS	0.0	0.0	66.0	0.0	66.0
HR	9.0	0.0	96.0	0.0	105.0
LR	2.0	3.0	81.5	0.0	86.5
SU	20.0	1.0	20.0	0.0	41.0
SMT	0.5	6.0	6.0	0.0	12.5
University- wide	32.0	61.0	187.0	2.0	282.0
<b>Total Hours</b>	<b>176.8</b>	<b>302.8</b>	<b>958.8</b>	<b>7.0</b>	<b>1445.4</b>



# Appendix 6: Staff development workshops Sept 2008– Aug 2009

Expressed as number of delegate training days

Area		%	Number of delegate training days			
			2008-09	2007-08	2006-07	2005-06
Recruitment and selection		16.3%	<b>235</b>	273	256	320
PDR training		2.6%	<b>37</b>	142	82	82
Management		23.9%	<b>343</b>	464	258	193
Management break down	SSDP (workshops and action learning sets)	7.4%	105	256	114	40
	CMLP	13.9%	200	190	121	107
	Performance management	2.6%	38	18	23	46
Coaching and Mentoring		4.4%	<b>63</b>	12	29	0
Project management		14.8%	<b>213</b>	118	154	15
Personal development workshops		13.5%	<b>195</b>	94	196	116
Introduction (half) days		7.3%	<b>105</b>	69	64	60
Turnitin workshops		10.8%	<b>155</b>			
Other		6.4%	<b>92</b>	54	24	61
Total			<b>1,438</b>	1,226	1,063	847

- Training day = one person attending one course for one day
- Fractional days rounded to nearest whole day.
- The majority of this data was extracted from PIP

Course	Days	Date	Number of attendees
<b>Recruitment and selection</b>			
Recruitment and selection	2 days	02 -03 Oct 08	10
Recruitment and selection	2 days	17- 18 Nov 08	10
Recruitment and selection	2 days	11 - 12 Dec 08	8
Recruitment and selection	2 days	05 - 06 Feb 09	9
Recruitment and selection	2 days	30 - 31 Mar 09	11
Recruitment and selection	2 days	11- 12 May 09	11
Recruitment and selection	2 days	10 - 11 Jun 09	11
Recruitment and selection	2 days	08 - 09 Jul 09	10
Recruitment and selection (Refresher)	1 day	25 Nov 08	10
Recruitment and selection (Blended learning pilot)	1 day	17 Nov to 03 Dec	6
Recruitment and selection (Refresher) (LRMT)	1 day	30 Jan 09	5
Recruitment and selection (Refresher)	1 day	06 Mar 09	8
Recruitment and selection (Refresher) (CA)	1 day	22 Apr 09	10
Recruitment and selection (Refresher) (CA)	1 day	26 May 09	15
Recruitment and selection (Refresher) (HSC)	1 day	24 Jun 09	13
Recruitment and selection (Refresher)		29 Jul 09	8

## **PDR training**

PDR reviewees (LR extended hours staff)	¼ day	16 Sep 08	4
PDR reviewers (SU)	½ day	16 Oct 08	7
PDR reviewees and reviewers (SU)	½ day	29 Oct 08	2
PDR reviewees	¼ day	27 Jan 09	14
PDR reviewers	¼ day	27 Jan 09	6
PDR reviewees	¼ day	11 Feb 09	14
PDR reviewers	¼ day	11 Feb 09	7
PDR reviewees	¼ day	05 Mar 09	9
PDR reviewees	¼ day	18 Mar 09	13
PDR reviewers	¼ day	18 Mar 09	4
PDR reviewees	¼ day	23 Apr 09	15
PDR reviewers	¼ day	23 Apr 09	4
PDR reviewees	¼ day	28 Apr 09	12
PDR reviewers	¼ day	28 Apr 09	5
PDR reviewees	¼ day	19 May 09	15
PDR reviewers	¼ day	19 May 09	4
PDR reviewees (BE)	¼ day	21 May 09	3
PDR reviewers (BE)	¼ day	21 May 09	2

## **Management**

### **Senior Strategic Leadership Programme (SSLP)**

SSLP Cohort 4	7 days	Nov 08 – Apr 09	15
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### **Core Management and Leadership Programme (Levels 3 and 4)**

Developing others	1 day	01 Oct 08	7
Developing others	1 day	15 Oct 08	11
Finance for managers	½ day	05 Nov 08	11
Customer management	½ day	05 Nov 08	8
Customer management	½ day	19 Nov 08	8
Outro workshop	1 day	3 Dec 08	15
Introductory workshop	1 day	21 Jan 09	23
Time and self management	½ day	04 Feb 09	12
Time and self management	½ day	18 Feb 09	10
Self Development	½ day	04 Feb 09	12
Self Development	½ day	18 Feb 09	10
Managing the work of your team	1 day	04 Mar 09	13
Managing the work of your team	1 day	18 Mar 09	8
Managing the work of your team	1 day	13 May 09	13
Managing lawfully	1 day	01 Apr 09	21
Leading your team	1 day	06 May 09	13
Leading your team	1 day	20 May 09	9
Leading your team	1 day	28 May 09	11
Making communication work	1 day	03 Jun 09	7
Making communication work	1 day	17 Jun 09	12
Facilitating Change	1 day	01 Jul 09	8
Facilitating Change	1 day	01 Jul 09	11

### **Performance management**

Performance management	1 day	09 Oct 08	12
Performance management	1 day	10 Feb 09	14
Performance management	1 day	07 Apr 09	6
Performance management	1 day	18 Jun 09	6

## Project Management

Focused project manager at Brookes	1 day	24 Sep 08	16
Practical tools and techniques	1 day	08 Oct 08	15
Role of the project sponsor (SMT)	1 day	12 Oct 08	5
Microsoft project essentials	1 day	14 Oct 08	6
Microsoft project essentials	1 day	28 Oct 08	6
People dimensions in project management	1 day	22 Oct 08	12
Risk management	½ day	07 Nov 08	11
People dimensions in PM (MBTI)	½ day	27 Nov 08	6
Focused project manager at Brookes (WIE)	1 day	08 Jan 09	14
Focused project manager at Brookes	1 day	12 Feb 09	15
Practical tools and techniques (WIE)	1 day	19 Feb 09	12
Practical tools and techniques	1 day	26 Feb 09	18
Risk management (WIE)	½ day	04 Mar 09	13
People dimensions in PM (MBTI) (WIE)	½ day	04 Mar 09	12
Risk management	½ day	12 Mar 09	10
People dimensions in PM (WIE)	1 day	19 Mar 09	13
Microsoft project essentials (WIE)	1 day	24 Mar 09	8
People dimensions in PM	1 day	26 Mar 09	14
Microsoft project essentials (WIE)	1 day	31 Mar 09	6
Negotiation skills	½ day	09 Apr 09	10
Microsoft project essentials	1 day	08 May 09	10
The focused PM at Brookes (Student Union)	1 day	03 Jul 09	5

## Learning sets

House of Lords project review	¼ day	13 May 09	6
APM Intro Certificate (lunch time)	¼ day	29 Jun 09	6
APM Intro Certificate (lunch time)	¼ day	16 Jul 09	4
APM Intro Certificate (lunch time)	¼ day	24 Jun 09	4

## Coaching and Mentoring

### Manager as coach

Manager as coach (Pilot with Technology)	1 day	06 May 09	19
Manager as coach	1 day	23 Jun 09	8
Manager as coach	1 day	27 Jul 09	9
Manager as coach	1 day	18 Aug 09	8

### Mentoring

Mentor workshop	1 day	16 Jun 09	16
Mentee workshop	½ day	29 Jun 09	6

## Personal development workshops

Presentation skills part 1	1 day	23 Oct 08	3
Presentation skills part 2	½ day	30 Oct 08	3
Presentation skills part 1	1 day	12 Mar 09	5
Presentation skills part 2	½ day	19 Mar 09	5
Presentation skills part 1	1 day	23 Apr 09	5
Presentation skills part 2	½ day	30 Apr 09	5
Presentation skills part 1	1 day	27 May 09	5
Presentation skills part 2	½ day	04 Jun 09	5
Presentation skills part 1	1 day	16 Jun 09	4
Presentation skills part 2	½ day	23 Jun 09	4
Time management	½ day	28 Oct 08	8

Time management	½ day	11 Mar 09	13
Time management	½ day	16 Apr 09	13
Managing conflict	1 day	09 Feb 09	7
Communicating effectively	1 day	26 Nov 08	12
Communicating effectively	1 day	29 Jan 09	13
Communicating effectively	1 day	29 Apr 09	13
Assertiveness communication	1 day	25 Mar 09	9
Chairing meetings	1 day	14 Oct 08	6
Chairing meetings	1 day	25 Feb 09	6
Chairing meetings	1 day	04 Aug 09	3
Minute taking part 1	½ day	10 Oct 08	10
Minute taking part 2	½ day	07 Nov 08	13
Minute taking part 1	½ day	13 Feb 09	15
Minute taking part 2	½ day	13 Mar 09	12
Train the Trainer part 1	2 days	02 – 03 Apr 09	7
Train the Trainer part 2	½ day	08 May 09	4
Preparing for retirement	2 days	12 -13 Nov 09	18

### Introduction days

Introduction day	½ day	15 Sep 08	15
Introduction day	½ day	28 Oct 08	21
Introduction day	½ day	10 Dec 08	22
Introduction day	½ day	23 Jan 09	26
Introduction day	½ day	06 Mar 09	31
Introduction day	½ day	27 Apr 09	21
Introduction day	½ day	02 Jun 09	29
Introduction day	½ day	15 Jul 09	24
Introduction day	½ day	24 Aug 09	20

### Turnitin training

Turnitin training	½ day	19 Feb 09	11
Turnitin training (SS&L)	½ day	20 Feb 09	17
Turnitin training (SS&L)	½ day	26 Feb 09	15
Turnitin training (SS&L)	½ day	27 Feb 09	13
Turnitin training	½ day	18 Mar 09	5
Turnitin training	½ day	27 Apr 09	8
Turnitin training	½ day	29 Apr 09	2
Turnitin training (H&SC)	½ day	05 May 09	3
Turnitin training (LS)	½ day	06 May 09	18
Turnitin training (H&SC)	½ day	08 May 09	8
Turnitin training (Technology)	½ day	11 May 09	13
Turnitin training (Technology)	½ day	12 May 09	13
Turnitin training (Learning Resources)	½ day	19 May 09	18
Turnitin training (A&H)	½ day	21 May 09	7
Turnitin training (A&H)	½ day	22 May 09	8
Turnitin training (H&SC)	½ day	22 May 09	9
Turnitin training	½ day	27 May 09	7
Turnitin training (WIE)	½ day	28 May 09	8
Turnitin training (Technology)	½ day	02 Jun 09	12
Turnitin training (WIE)	½ day	03 Jun 09	16
Turnitin training (H&SC)	½ day	04 Jun 09	11
Turnitin training (H&SC)	½ day	08 Jun 09	15
Turnitin training (BE)	½ day	10 Jun 09	11
Turnitin training (Business)	½ day	12 Jun 09	17
Turnitin training (H&SC)	½ day	16 Jun 09	8
Turnitin training (Business)	½ day	29 Jun 09	21

Turnitin training	½ day	30 Jun 09	4
Turnitin training (Business)	½ day	01 Jul 09	11

### Other courses

Foundations of customer care (ES)	1 day	12 May 09	18
Introduction to Dreamweaver	1 day	07 Oct 08	5
Introduction to Dreamweaver	1 day	13 Mar 09	7
Introduction to Dreamweaver	1 day	15 May 09	8
Introduction to Dreamweaver	1 day	09 Jun 09	7
NVIVO part 1	½ day	02 Mar 09	13
NVIVO part 2	½ day	20 Mar 09	8
NVIVO part 3	½ day	28 Apr 09	7
NVIVO part 1	½ day	07 May 09	13
NVIVO part 2	½ day	14 May 09	11
NVIVO part 3	½ day	18 May 09	8
Finance workshop 1	½ day	13 Oct 08	9
Finance workshop 2	½ day	29 Oct 08	6
Finance workshop 3	½ day	11 Nov 08	5
Finance workshop 1	½ day	03 Feb 09	8
Finance workshop 3	½ day	02 Mar 09	3

Presentation skills part 1  
 Presentation skills part 2  
 Presentation skills part 1  
 Presentation skills part 2  
 Presentation skills part 1  
 Presentation skills part 2  
 Presentation skills part 1  
 Presentation skills part 2  
 Presentation skills part 1  
 Presentation skills part 2  
 Presentation skills part 1  
 Presentation skills part 2  
 Time management  
 Time management  
 Time management  
 Managing conflict  
 Communicating effectively  
 Communicating effectively  
 Communicating effectively  
 Assertiveness communication  
 Chairing meetings  
 Chairing meetings  
 Chairing meetings  
 Minute taking part 1  
 Minute taking part 2  
 Minute taking part 1  
 Minute taking part 2  
 Train the trainer part 1  
 Train the trainer part 2  
 Preparing for retirement



## Appendix 7: External workshops Sept 2008 – Aug 09

Date	Location	Title
<b>September</b>		
8&9 Sep 08	Glasgow School of Art	Plagiarism and intercultural sensitivity
11&12 Sep-08	LSE	Teaching in HE
11-Sep-08	DARDNI	Designing & developing MCA's
12-Sep-08	Institute of Tech. Tallaght	Assessment for learning
17-Sep-08	Cardiff University	Assessment
17-Sep-08	University of Sheffield	Teaching & learning experience
22&23 Sep 08	Nottingham Trent University	Cultural diversity & internationalising curriculum
23-Sep-08	Aberystwyth University	Assessment
24-Sep-08	Aberystwyth University Nottingham Trent University	Research based teaching
30-Sep-08	University	Keynote
<b>October</b>		
08-Oct-08	Cranfield University University of Waes, Newport	Dev eff learn environ & learn sup (Cran)
08-Oct-08	Newport	WAG training for e-learning tutors
09-Oct-08	Cranfield University University of Waes, Newport	Dev eff Learn environ & learn sup (Shriv)
09-Oct-08	Newport	WAG training for e-learning tutors
23-Oct-08	LSHTM	Distance learning f2f
<b>November</b>		
03-Nov-08	LSHTM	Distance learn. Online course
17-Nov-08	University of Essex Norwegian School of Management	Teaching small and large groups
28-Nov-08	Management	Teaching skills
28-Nov-08	Oxford University	CeTL Stage 2 teaching skills
<b>December</b>		
01-Dec-08	Oxford University	CeTL Stage 2 teaching skills
18-Dec-08	Cardiff University	Assessment
<b>January</b>		
14-Jan-09	Hull University	Critical thinking & progression of student learning
20-Jan-09	Coventry University	Research and evaluation
22-Jan-09	Cardiff University	Designing activities for online learning
26-Jan-09	LSHTM	Distance learning online course
27-Jan-09	Cardiff University	Lecturing skills
<b>February</b>		
20-Feb-09	Oxford University	CeTL Stage 2 teaching skills
27-Feb-09	Oxford University	CeTL Stage 2 teaching skills
<b>March</b>		
04-Mar-09	LSHTM	DL tutoring
09-Mar-09	Aberystwyth University	Encouraging active learning

10-Mar-09	Coventry University	Research & evaluation
17-Mar-09	Coventry University	Research & evaluation
26-Mar-09	Coventry University	Research & evaluation
<b>April</b>		
20-Apr-09	Cardiff University	PCUTL - assessment
23-Apr-08	Cranfield University	Teaching methods and strategies
24-Apr-08	Cranfield University	Teaching methods and strategies
24-Apr-09	Canterbury Christchurch	Plagiarism
<b>May</b>		
05-May-09	University of Essex	Peer assessment/group assessment
08-May-09	Cardiff University	Lecturing skills
11-May-09	UCL	Internationalisation/equality
12-May-09	Cardiff University	Lecturing skills
26-May-09	Aberystwyth University	Linking teaching and research
	JISC	Learner needs review
<b>June</b>		
03-Jun-09	UEA CSED	Student assessment
08-Jun-09	Cranfield University	Course/module and lesson design
09-Jun-09	Cranfield University	Assessment principles and practice
15-Jun-09	Oxford University	CeTL Stage 2 teaching skills
15-Jun-09	Cranfield University	Course/Module and lesson design
22-Jun-09	Oxford University	CeTL Stage 2 teaching skills
30-Jun-09	Hartbury College, Glous	International students
<b>July</b>		
01-Jul-09	Cardiff University	Assessment
15-Jul-09	Cranfield University	Open and distance learning
17-Jul-09	Brooklands College	Plagiarism
22-Jul-09	Cranfield University	Open and distance learning

# Appendix 8: OCSLD committee membership

## University-wide committee activities

- Academic Enhancement and Standards Committee (VC)
- National Teaching Fellowship Applications and Selection Committees (CR)
- Student Experience Advisory Group (CR)
- Cultural Equivalence and Assessment Equity Group (CR)
- International Board (VC)
- Experiential and Work-Based Learning Committee (VC)
- Upgrade Committee (RS)
- Learning and Teaching Representatives Group (VC)
- *Brookes electronic Journal of Learning and Teaching* Editorial Committee (RS, VC - Editor)
- Brookes Student Learning Experience Conference Advisory Group (VC - chair)
- Centre for International Curriculum Inquiry and Networking Steering Executive (VC - chair)
- Academic Conduct Officers Forum (JC)
- Open Award Board (JC)
- Investors in People Steering Group (RB)
- Senior Staff Development Steering group (DL)
- Senior Staff Development Advisory Group (DL - chair)
- e-Learning Forum (GR, RS, GB)
- Centre for e-Learning (GR, RS, GB)
- Learning Communities Progress Group (GR)
- Minerva Forum (FD)
- Turnitin Implementation Group (GB, JL)

## School committees

- Arts and Humanities Academic Enhancement and Standards Committee (FD)
- Arts and Humanities Staff Development Committee (FD)
- Built Environment Teaching and Learning Committee (JL)
- Business Learning, Teaching and Assessment Committee (FD)
- Health and Social Care e-Learning Sub-Committee (JL)

- Health and Social Care Staff Development Committee (JL)
- Life Sciences Academic Enhancement and Standards Committee (VC)
- Social Science and Law e-learning Committee (GR)
- Social Science and Law Academic Development Committee (RS)
- Technology Learning and Teaching Group (GB)
- WIE Examining Board (GR)
- WIE Teaching and Learning Committee (GR, RB)

### **Directorate Committees**

- Learning Resources liP Committee (RB)
- Finance & Legal Services Staff Development and Communication Group Committee (IW)
- Estates and Facilities liP Group (RB)
- Human Resources liP Group (RB)

### **National and regional committees, boards and networks**

- International reference group member for Carrick funded research project “Facilitating staff and student engagement with graduate attribute development” assessment and standards in Business Faculties led by University of Technology Sydney (CR)
- Co-Director, Centre for Excellence in Learning and Teaching: ASKE (CR, JC)
- Co-Director, Centre for Excellence in Learning and Teaching: Reinvention Centre (CR)
- Higher Education Academy Advisory Group on Assessment (CR)
- Steering Group; Hospitality, Leisure, Sport, Tourism Subject Network (CR)
- Heads of Educational Development Group (VC)
- Associate Editor Higher Education Research and Development (VC)
- Plagiarism Advisory Service Board, JISC funded (JC)
- Round Table of Advisors, Plagiarism Advisory Service (JC)
- External Evaluator, FDTL5 project based at the University of Lancaster and LSE investigating the link between plagiarism and international students (JC)
- Higher Education Academy, member (JC)
- Association for Learning Technology Publications Committee (RS)
- ALT-J, Research in Learning Technology Editorial Board (RS)

- JISC E-learning and Teaching Practice Experts Group (RS, GB)
- JISC Users and Innovation/ Emerge Network (GR)
- E-learning Learner Experience Special Interest Group (ELESIG) (RS, GR)
- Association of Project Management, lead contact for Oxford Brookes (IW)
- Chartered Institute of Personnel and Development, chartered member (IW, RB)
- National HE Organisational Development Group, member (RB)
- Architects' Registration Board Review of Assessment Criteria (CR-consultant)
- Student Assessment and Classification Working Group (SACWG) (CR- convenor)
- SEDA Executive committee (FD)
- SEDA Scholarship, Research and Evaluation Committee (FD)
- iPED Research network (FD)
- Innovation in Education and Teaching International Editorial Board (FD)

## **Conference organisation**

- 16th Improving Student Learning Conference, Durham, Sept 2008 (CR, JC, FS, LF, RG)
- Brookes Student Learning Experience Conference April 2009 (VC, FD, LD RG)
- Centre for International Curriculum Inquiry and Networking Conference, Internationalising the Home Student, June 2009 (VC, LA-S, JH)