NEWSLETTER MARCH 2019 ISSUE

CONTENTS
Please click on the interactive links below:

- Workshop dates at a glance
- OCSLD supporting the new Performance and Development Review (PDR) process
- The Brookes Learning and Teaching Conference 2019 - call for proposals (date extended)
- The Brookes Teaching Excellence Fellowship and Innovation Project Awards 2019
- Embedding Employability, external event
- Advance HE Fellowship Category Tool
- The Inclusive Sandpit Workshop
- Finance for Non-Financial Managers
- Interview practice needed?
- Prevent Training
- Leadership and Management ILM Levels 3 and 5
- Join the Teaching Excellence Alliance (TEA)
- TEA Webinar - Addressing the attainment gap for black and minority ethnic students, Dr Louise Bunce, Faculty of Health and Life Sciences

WORKSHOP DATES MARCH - MAY 2019 AT A GLANCE

<table>
<thead>
<tr>
<th>Workshop/programme/course</th>
<th>Date</th>
<th>Book online</th>
</tr>
</thead>
<tbody>
<tr>
<td>TEA Webinar - Addressing the attainment gap for black and minority ethnic students, Dr Louise Bunce, HLS</td>
<td>12 March 2019</td>
<td>See page 8</td>
</tr>
<tr>
<td>Springboard Women’s Development Prog.</td>
<td>1 April 2019</td>
<td>Full</td>
</tr>
<tr>
<td>Welcome to Brookes</td>
<td>3 April 2019</td>
<td>By invitation</td>
</tr>
<tr>
<td>Health and Safety</td>
<td>3 April 2019</td>
<td>By invitation</td>
</tr>
<tr>
<td>First Aid annual update</td>
<td>11 April 2019</td>
<td>Book now</td>
</tr>
<tr>
<td>Introduction to Project Management</td>
<td>15 April 2019</td>
<td>Book now</td>
</tr>
<tr>
<td>Display Screen Equipment (DSE)</td>
<td>17 April 2019</td>
<td>By invitation</td>
</tr>
<tr>
<td>First Aid 3 day</td>
<td>24 April 2019</td>
<td>Book now</td>
</tr>
<tr>
<td>PDR for reviewers</td>
<td>25 April 2019</td>
<td>Book now</td>
</tr>
<tr>
<td>Writing retreat</td>
<td>2 May 2019</td>
<td>Book here</td>
</tr>
<tr>
<td>PDR for reviewers</td>
<td>15 May 2019</td>
<td>Book here</td>
</tr>
<tr>
<td>Effective workplace presentations</td>
<td>14 May 2019</td>
<td>Book now</td>
</tr>
<tr>
<td>PDR for reviewers</td>
<td>21 May 2019</td>
<td>Book here</td>
</tr>
</tbody>
</table>
PREPARING FOR PERFORMANCE AND DEVELOPMENT REVIEW

The annual Performance and Development Review (PDR) is a key University driver.

For the University it is about ensuring there is alignment between Faculty/Directorate plans and individuals key objectives. It is also important that individuals have the right attributes and capabilities to be effective in what they do.

A POSITIVE RESPONSE TO THE 2018 CHANGES TO THE PDR SCHEME

Last year saw a major update to the PDR scheme. Anecdotal evidence from both reviewees and reviewers indicate that the simplification of the scheme has been well-received.

All the information relating to this year’s PDR scheme can be found on the new HR webpages which are in the process of being launched.

See: www.brookes.ac.uk/human-resources/working-here/learning-and-career-development/pdr

OCSLD SUPPORTING THE NEW PDR PROCESS

In response to the new PDR scheme, OCSLD has revised its training support for reviewees and reviewers.

FOR REVIEWEES (AVAILABLE FROM 18 MARCH 2019)

Making the most of your PDR (an online module).

OCSLD has launched a new online module (via your Moodle log in) which will be available to access from 18 March 2019.

The module consists of a series of short presentation clips which guides staff members through the PDR process from an initial overview to what should happen after the PDR meeting. Primarily aimed at new staff this module can also be accessed by existing staff as a point of reference.

There are choices built into the module ensuring staff can access the most relevant information. Going online provides a number of benefits which includes time and location convenience (with no intersite travel).

If you have any questions or need support using this online module then please get in touch with us at ocsld@brookes.ac.uk
FOR REVIEWERS

Coaching Skills for PDR Reviewers  Book now

The Coaching Skills for PDR Reviewers continues to be a mandatory training requirement for any staff member designated with the responsibilities of being a reviewer. A key premise of the 2½ hour workshop relates to reviewers adopting a coaching approach to PDRs unlocking a person’s potential to maximise their own performance.

Workshop dates:

- 25 April 2019, 10.00 - 12.30 pm, Headington
- 15 May 2019, 10.00 - 12.30 pm, Headington
- 21 May 2019, 1.30 - 4.00 pm, Headington
- 12 June 2019, 10.00 - 12.30 pm, Headington
- 26 June 2019, 10.00 - 12.30 pm, Headington

A TIME TO CONSIDER THE WIDER PERSPECTIVES OF YOUR DEVELOPMENT

Your PDR is a great opportunity to be creative in thinking about your development. Requesting a training course represents just a small fraction of what could potentially constitute your development.

Why not take a look at your profession’s recognition frameworks and see what skills, attributes and capabilities they are promoting to aid and progress your chosen career.

This may subsequently entail you having a conversation with your reviewer regarding the opportunities to shadow, deputise or undertake a secondment. It could entail seeking a mentor or a coach, organising a visit to another University or taking some diarised time out for reflective thinking.

CAREER AND DEVELOPMENT

The tools and links on this Career development website can help you to think about your next steps, your future ambitions and increase your skills and knowledge.

BROOKES COACHING POOL

You may, as a result of your PDR session, decide that some coaching would be very helpful as part of your professional development.

We have a group of professionally qualified Brookes coaches who offer coaching on a range of issues including career development, management development and other work-related issues.

To register for coaching, please see: www.brookes.ac.uk/ocsld/coaching/brookes-coaching-pool

If you are seeking an external coach, please contact OCSLD on coaching@brookes.ac.uk
Brookes Teaching Excellence Fellowships and Innovation Awards

Colleagues from all areas of the University are invited to apply to become a Brookes Teaching Excellence Fellow or submit an Innovation Project Proposal.

There are two categories of Teaching Excellence Fellowship:
- Brookes Teaching Excellence Fellowship.
- Brookes Associate Teaching Excellence Fellowship.

There are two categories of Innovation Project awards:
- Individual award.
- Team award.

The Brookes Teaching Excellence Fellowship recognises outstanding and effective work to enhance the experience of our students from specific departments and across disciplines. This Fellowship is a prestigious accolade that comes with funding for professional development.

The Innovation Project Award provides funding for fresh and exciting new initiatives designed to enhance any aspect of the Brookes Student Experience. For 2019, project proposals are encouraged which seek to tackle a specific issue relating to Equality, Diversity, or Inclusion at Oxford Brookes.

Deadline: Your completed application must be submitted by email to ocsld@brookes.ac.uk, before the 31 May 2019 at noon.

For more information, please see the Brookes Teaching Excellence Fellowships and Innovation Awards webpage.

1:1 Support for you: contact the scheme lead, Dr Mary Deane via mdeane@brookes.ac.uk for an initial informal chat.

The call for proposals has been extended until 18 March 2019.

Thank you, everyone, who has submitted a proposal to the Brookes Learning and Teaching Conference 2019 "Rising to the Challenge". Ray Land, one of our two keynote speakers has submitted his abstract. Professor Land writes:

In preparing to face [today's] challenges students ... need to encounter a certain strangeness and knowledge that is uncomfortable, challenging and troublesome. It would seem irrational to approach such complexity through curricula emphasising only greater linearity and certainty.

We have had more than 20 excellent submissions already. We would particularly welcome papers which address the “uncomfortable, challenging and troublesome” themes of:

Assessment, all aspects of summative and formative assessment and self, peer or teacher-generated feedback are encouraged. Innovative practices that can be scaled-up and replicated in other contexts are particularly welcomed.

Resilience including academic and social support; connectedness and belonging; self-efficacy and confidence; negotiating change and transitions; dealing with uncertainty and ambiguity across academic thresholds.

“Beyond the classroom” innovations in contexts beyond that of the classroom. For example, extra-curricular activities undertaken by current students, and/or initiatives with alumni or other external stakeholders. Innovative activities undertaken outside of the classroom such as field trips, work experiences, etc. are also appreciated.

We suggest these themes are persistent and wicked territories where solutions are elusive and rarely without downsides. Remember it is your conference. Pecha Kucha, Posters and ePosters are very welcome.

Dr Berry O’Donovan, Business School
Dr George Roberts, OCSLD
Conference Co-Chair
www.brookes.ac.uk/bltc19

CONFERENCE CALL EXTENDED

Brookes Learning and Teaching Conference 2019 “Rising to the Challenge”. Ray Land, one of our two keynote speakers has submitted his abstract. Professor Land writes:

In preparing to face [today's] challenges students ... need to encounter a certain strangeness and knowledge that is uncomfortable, challenging and troublesome. It would seem irrational to approach such complexity through curricula emphasising only greater linearity and certainty.

We have had more than 20 excellent submissions already. We would particularly welcome papers which address the “uncomfortable, challenging and troublesome” themes of:

Assessment, all aspects of summative and formative assessment and self, peer or teacher-generated feedback are encouraged. Innovative practices that can be scaled-up and replicated in other contexts are particularly welcomed.

Resilience including academic and social support; connectedness and belonging; self-efficacy and confidence; negotiating change and transitions; dealing with uncertainty and ambiguity across academic thresholds.

“Beyond the classroom” innovations in contexts beyond that of the classroom. For example, extra-curricular activities undertaken by current students, and/or initiatives with alumni or other external stakeholders. Innovative activities undertaken outside of the classroom such as field trips, work experiences, etc. are also appreciated.

We suggest these themes are persistent and wicked territories where solutions are elusive and rarely without downsides. Remember it is your conference. Pecha Kucha, Posters and ePosters are very welcome.

Dr Berry O’Donovan, Business School
Dr George Roberts, OCSLD
Conference Co-Chair
www.brookes.ac.uk/bltc19
EXTERNAL EVENT
EMBEDDING EMPLOYABILITY

Places are still available for a free workshop. The workshop is free to attend but places are limited and must be booked in advance. Workshops will run from 12.30 am to 4.30 pm. A buffet lunch will be available from 12.00 noon.

For further details, and to book a place, go to www.le.ac.uk/nat-sci-resources.

We are offering a series of half-day workshops delivered by winners of the 2017 Higher Education Academy Collaborative Award for Teaching Excellence (CATE)

The workshops will be a guide to embedding “employability” in the curriculum based on research commissioned by HEA, the hands-on experience of the Natural Sciences CATE team at Leicester and examples from various institutions.

The dates and locations for the future series of workshops are:
- University of Hull, Tuesday, 14 May 2019
- University of Liverpool: Wednesday 5 June 2019

ADVANCE HE
THE NEW FELLOWSHIP CATEGORY TOOL

Which category of HEA Fellowship is right for you?

https://www.advance-he.ac.uk/form/fellowship-decision-tool

Advance HE is proud to launch the Fellowship Category Tool. The online tool has been designed to assist colleagues in selecting the category of Fellowship that is the closest match to their current practice.

The tool consists of a set of statements that are aligned to the UK Professional Standards Framework (UK PSF) and its different Descriptors and Dimensions. This self-analysis tool will ask about professional activities in teaching and/or supporting learning in higher education. The submitter will be asked about the range of activities they undertake in their practice.

By using the tool to consider current practice, the choice of statements should help to determine which category of Fellowship is most appropriate.

THE INCLUSIVE SANDPIT WORKSHOP

27 June 2019  Book now

09.30 am - 4.00 pm
Headington Campus, Gipsy Lane Campus

The Inclusive Sandpit Workshop aims to give individuals and programme teams time to be intensively creative to inspire and be inspired to co-construct a curriculum, responsive to inclusion to produce graduates that have an enhanced and accessible learning experience. The intention is that The Inclusive Sandpit Workshop will pool and capture collective expertise and progressive circular work. Team members can be drawn from faculty programme teams, academic and professional roles across Brookes. The Inclusive Sandpit Workshop will be dedicated time for all to enhance their curriculum offer, share good practice, network, as well as highlight innovative inclusive pedagogy within Brookes.

Heads of Departments and Programme Leaders may wish to select their Inclusive Sandpit teams prior to the day or individuals may decide to work cross-disciplinary and be assigned a team on the day.

A note for Professional Services: please encourage your colleagues to join us on the day to support their faculty link areas.

The Sandpit will be facilitated by Dr Graham Holden, former Director of Learning and Teaching at Sheffield Hallam University and Deputy Director of the University Alliance’s Teaching Excellence and with colleagues from OCSLD.

More details to follow in our April newsletter. For further information please see the OCSLD webpage.
FINANCE FOR NON FINANCIAL MANAGERS

7 May 2019 half-day  Book here

Delivered by colleagues from the Directorate of Finance and Legal Services.

This very practical and interactive workshop will address two key aspects of finance for non-financial managers at Brookes:

- How does University finance work and what do you need to know about it?
- How do you manage your budget at Brookes?
- Topics covered include:
  - Overview of how finance works at Brookes and the financial year
  - Financial Regulations and how they impact finance at Brookes
  - Constructing, managing a budget and procurement issues

Participants should bring calculators to the course; other materials will be provided.

DO YOU NEED SOME INTERVIEW PRACTICE?

We need interviewee volunteers for our Recruitment and Selection course on 10 April 2019.

The benefits include a ‘practice’ interview, feedback on your performance and a £20 Marks and Spencer token. For more details please contact ocsld@brookes.ac.uk

NEWSLETTER FEEDBACK

We are continually seeking ways to improve our latest issue. We would really like to hear your ideas of what you would like to see and engage with.

The OCSLD Team

CONNECT WITH OCSLD

Twitter: @ocsld
Email: ocsld@brookes.ac.uk
Tel: 01865 485910

PREVENT TRAINING

A new Prevent Awareness training module on Moodle has been created and must be undertaken by all staff within the University (even if they have recently had more in-depth training).

Please access Moodle here.

There is not a definitive deadline, and the module will continue to run for the foreseeable future, we will be monitoring numbers receiving general awareness training, so the more who can complete the better.

If you have any questions, please do not hesitate to contact ocsld@brookes.ac.uk

LEADERSHIP AND MANAGEMENT ILM AWARD LEVELS 3 AND 5

You can take the workshops below individually or combine them to obtain a level 3 or 5 Award in Leadership and Management.

- 15 April 2019 - Introduction to Project Management  Book here
- 14 May 2019 - Effective Workplace Presentations  Book here

The workshops above are £125 per participant per workshop. The assessment route will cost £600 + £250 for the workshops.

For more information please contact ocsld@brookes.ac.uk
The Teaching Excellence Alliance (TEA) is a collaborative venture which brings together Alliance universities to promote excellent teaching and learning, and to better understand and define— as well as champion and showcase— excellent teaching at Alliance institutions.

https://www.unialliance.ac.uk/teaching-excellence-alliance/

Collaborative Professional Development to provide access to events and support for staff to remain in good standing.

Find out more here

Special interest Groups and Accelerator Projects support cross-institutional enhancements projects

Find out more here

Join the TEA! Access to all discussions, events, fora and resources is available to you through the TEA Network, hosted by the OneHE Platform.

It is completely free for you to join—just follow the link which will take you to a registration form: http://eepurl.com/gfJAXP

If you are a member of staff in a TEA University, you will receive an automatic invitation to join the private group from OneHE. The invitation will ask you to create an account, which you can link to an existing profile you may already have, e.g. another OneHE Network, or LinkedIn. Your information will only be visible to others in the TEA Network.

We look forward to meeting you on the platform.

The PRC provides critical friend support, mutual challenge and development on professional practice and course design.

Find out more here

Intensive and innovative curriculum development through collaborative events based on the original TEA Sandpit

Find out more here

Collaborative Professional Development to provide access to events and support for staff to remain in good standing.

Find out more here
Addressing the attainment gap for black and minority ethnic students

Tuesday 12th March at 2pm

To take part, go to https://zoom.us/
click on ‘join a meeting’ and enter meeting id: 7697813074

There is a significant, persistent, and unfair attainment gap of approximately 15% between students from black, Asian and minority ethnic (BAME) groups who achieve a first or upper second class degree and white students.

This webinar will discuss research-informed approaches to support BME students, within and outside the classroom, to achieve their full potential and begin to close this gap.

This webinar will be presented by Dr Louise Bunce, CPsychol, AFBPS, FHEA, Senior Lecturer, and Teaching Excellence Fellow at Oxford Brookes University.