OCSLD Annual Report

September 2009 – August 2010

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Introduction

In this report we are pleased to present the activities and achievements of the Oxford Centre for Staff and Learning Development (OCSLD) for the academic year 2009-2010. OCSLD continues to provide nearly all of the staff and educational development for Oxford Brookes, drawing on the expertise of our thirteen development consultants and seven support staff. Our activities support staff members from new interns to senior managers, on topics as varied as plagiarism detection and project management. We also coordinate a network of specialists, providing workshops to educational institutions and organisations in the UK and beyond.

Our developers work at all levels in the institution, with both individuals and teams, supporting them in their own personal and professional development, developing their skills in managing people and projects and encouraging them to make pedagogically sound choices about how to teach and support learning. We provide frameworks, environments, examples and resources which inform and guide our colleagues in devising and implementing policy, in conducting pedagogic research, and in improving processes and practice.

OCSLD mission

OCSLD’s mission is to support the University through the provision of high quality internal and external staff and educational development, and to engage in nationally and internationally recognised research and publication in those areas.

OCSLD principles and values

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

• Being client-centered, 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 cooperation, sharing and generosity
• Enjoying our work and celebrating success
• Supporting reasonable risks that stretch and challenge
• Continuing personal and professional development

Strategic context

A revised Brookes business case was launched in May 2010 incorporating the objectives from the University Strategy 2010-2020 White Paper together with an Equality Impact Assessment screening template. In conjunction with the University Projects Manager, OCSLD has been supporting a variety of projects linked to the University objectives including the new learning and teaching building and the university restructuring.
This year also saw the publication of the Strategy for Enhancing the Student Experience (SESE). In both the White Paper and the SESE, there was explicit support for many of the activities which have preoccupied OCSLD staff over previous years. For example, following the Brookes Internationalisation Strategy 2007, which started embedding internationalisation into the curriculum at Brookes, the 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.*

OCSLD had also contributed to drafting the university e-Learning Strategy 2008-11, and subsequently to the incorporation of its key elements into the SESE. We are pleased that our national research work on digital literacies has been recognised in the adoption of digital and information literacy as a Brookes graduate attribute and look forward to working with programmes across the University to support this.

*The curriculum will be enriched by technologies that empower students’ development as self-regulating, digitally literate learners, able to shape their own learning interactions and author their own digital artefacts. [SESE 3.4.5]*

The framework for Continuing Personal Professional Development (CPPD) was also developed this year, with cross-university consultation. This framework has been designed to address the imperative in the SESE that

*All staff who support student learning are required annually to undertake appropriate professional development. (SESE 4.4.2)*

In particular, the CPPD framework strengthens developments in the University to foster peer enhancement of learning and teaching within departmental and programme teams. This will be a significant development that OCSLD will support in the coming year.

This report is informed by these strategic objectives in the White Paper and the SESE, and is organised into the following four sections:

1. Enhancing the student experience
2. Supporting quality staff
3. Increasing the quality of our research
4. Creating sector-leading, high quality services for the future
Section 1. Enhancing the student experience

OCSLD aims to support the University strategy to enhance the student experience by ensuring the curriculum is challenging, internationalised and relevant for the 21st century, and by encouraging student involvement.

This section of the report is organised around our work in:
   a. preparing staff for teaching and supporting learning
   b. internationalisation
   c. course and assessment design
   d. technology enhanced learning
   e. sharing and disseminating teaching developments
   f. identifying development needs through the link role

a) Preparing staff for teaching and supporting learning

Postgraduate Certificate in Teaching in Higher Education (PCTHE)

OCSLD designed and delivers the PCTHE, a one-year, part-time course 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 Westminster Institute of Education. The programme is accredited by the Higher Education Academy (HEA) and 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 can be followed alone as the Associate Teachers Course and is run a second time in semester 2).

- **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.

In 2009-10, the programme team, led by George Roberts, included Juliet Henderson, seconded from Westminster Institute of Education. As a previous participant on the course as well as an experienced teacher, Juliet brought valuable perspectives to the course. Subsequently Juliet served on the Programme Development Team, which will be re-developing the programme for 2011-12.
In 2009-10, 34 people enrolled on the course and 17 were continuing from previous cohorts. A total of 51 people participated in the course (full details of participation and results are shown in Appendix 1):

30 completed,
2 failed to complete
8 withdrew
3 were referred
8 received extensions and continue in good standing.

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From the evidence that I have seen presented to the March SEC this course appears to be an excellent introduction to teaching and learning in higher education, with clear links to the UK Professional Standards Framework, and I am looking forward to working with the course team.

Extract from the PCTHE External Examiner’s report, March 2010

Student representatives conducted a focus group this year. The feeling was that the course was well received and benefits were seen by all. Comments to consider included that some people were discouraged by the use of the wiki, some had access problems getting in to it, others thought that there was not enough instruction given on the tasks. Base groups were ‘brilliant’. Student representatives reported that these went down very well and some good contacts were made within the group – so much so that a joint bid had been made for funding from people within one base group, which had been successful.

In respect of the learning technologies used on the course, we persisted with the use of the wiki, though last year’s experience was not universally positive. The early signs are that there is a technology/competence maturity factor at work. Each year the level of digital literacy of the participants appears higher. The wiki is considerably less problematic this year than previously.

www.brookes.ac.uk/services/ocsld/staffcourses/learning_teaching/cthe.html

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**Associate Teachers**

The Associate Teachers course continues to run in the format introduced in 2008, namely both within the semester one PCTHE delivery and separately as a five-day course spread through semester two. Feedback from participants indicates that the course has a beneficial impact on the teaching that they do. A further benefit comes from the professional and social interactions that participants have with each other.

In semester one, four participants successfully completed the accredited certificate, and fifteen in semester two. These participants also receive Associate Fellowship of the Higher Education Academy. A further five received an Associate Teachers attendance certificate, indicating that they had attended all sessions but did not wish to pursue accreditation; another eleven receiving the First Steps into Teaching in Higher Education certificate for attending at least two sessions.

The course team wishes to thank colleagues across the University for their input into well-received sessions on the course, for example Berry O’Donovan and Karen Handley on assessment and feedback; Sue Robbins on academic support.

www.brookes.ac.uk/services/ocsld/staffcourses/learning_teaching/pgat.html
Online courses
As part of our external activities (see Section 1e) OCSLD ran four online courses this year on:
- Online tutoring
- Engaging learning with social software
- Internationalisation of the curriculum
- Reflective learning
Free places are offered to Brookes staff and 24 staff took advantage of this offer and participated.

b) Internationalisation of the curriculum

Centre for International Curriculum Inquiry and Networking (CICIN)
CICIN continues to provide a focal point for the internationalisation of the curriculum. As well as working in schools, a members’ meeting was held in December 2009 looking at different ways for staff to develop their international selves. This meeting attracted Brookes staff and outsiders from as far away as Northumbria and Bristol. Research groups continue to bubble nationally and internationally following the initiation at the 2009 conference. The trigger papers from the 2009 conference are to be published in a Special Issue of *Higher Education Research and Development* in 2011, guest edited by Valerie Clifford. Members of the CICIN Steering Executive have also been in demand for conference plenaries around the UK and overseas.

www.brookes.ac.uk/services/ocsld/ioc/

CICIN Conference
The third CICIN Conference was held on 17-18 June, on the theme ‘Internationalising the Curriculum for Global Citizenship: Policies, Practices and Pitfalls’. The plenary speakers grappled with the contested term of ‘global citizenship’. A range of papers and workshops challenged the concept of global citizenship and addressed the theme from staff and student perspectives. Policy implications were considered as well as innovative practices in a range of disciplines. Other offerings included: a research forum which addressed issues of research methodologies; a poetry wall contributed prior to the conference leading to a discussion that found that the poetry offered a medium to capture succinctly the intense feelings of many forms of border crossing; a play written fully from interview transcripts from research on international staff, bringing an immediacy to the academic issues; and a tour of Oxford led by Jude Carroll from OCSLD looking at ‘How the world lived and lives in Oxford’. Planning is now underway for a book based on the conference theme that will draw together policy, research and practice in the curriculum that attempts to address the troublesome nature of the concept of global citizenship.

www.brookes.ac.uk/services/ocsld/ioc/events/conf10/
c) Course and assessment design

Course Design Intensives (CDIs)
We continue to meet a demand for staff development for technology-enhanced learning using CDIs. This year we ran CDIs for course teams from the School of Health and Social Care and Westminster Institute of Education. 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. CDIs frequently lead to OCSLD helping programme teams to evaluate their innovations, as is planned for at least one MSc distance learning programme in the School of Health and Social Care. https://wiki.brookes.ac.uk/display/CDIs

Assessment compact
OCSLD coordinated a programme of ‘Assessment Design Intensives’ (ADIs) to support programme teams in redesigning their assessment strategies in line with the Brookes Assessment Compact. Versions of the CDI process adapted for the Assessment Compact, the ADIs were whole day workshops for schools and programme teams co-delivered by OCSLD and ASKe. These workshops were attended by over 200 academic staff. www.brookes.ac.uk/aske/BrookesACompact/

Turnitin
In 2010, Media Workshop simplified student uploading and the requirement to create an access point and created a course using examples which allowed participants to be hands-on and interactive. This result was a focus on interpreting reports and on using the software for formative feedback, in line with the Assessment Compact. Formative use was further encouraged by the APQO quality review of Turnitin use which encourages even wider formative use in the future.

Since open-generic courses recruited poorly, we switched to responding to departmental requests. This meant that courses were close to point of use and included discussion between colleagues. Many commented very favorably on the experience, despite low levels of motivation at the start. OCSLD will continue to offer this level of reactive provision to departments.

Academic Integrity Conference
June 2010 saw Jude Carroll organising and heading up the fourth annual one day conference on academic integrity. This event in the Buckley building attracts 100 people and concentrated on policy and procedure for managing plagiarism. It was based on pioneering Brookes work in 2002 and was originally supported by ASKe, drawing also on OCSLD connections and expertise. The event showcased others’ practice as they develop their own versions of ‘the Brookes way’ and started with a keynote from the Director of the Office of Independent Adjudicators who implied that all higher education institutions need to be equally systematic. About half of the participants had attended one or more previous events and we are encouraging the development of a community of practice around academic integrity. A further event is planned for 2011.
d) Development of technology-enhanced learning

OCSLD plays a major role in supporting and developing technology-enhanced learning, both on and off campus, at all programme levels, and across all schools. We believe that thoughtful use of technology can provide wider and fairer access to higher education and further enrich the student learning experience by enabling flexible, student-centred learning opportunities.

We take a research-informed approach to understanding and developing the use of technology in higher education, with Brookes practitioners engaging in national research projects such as:

- contributions to the JISC Curriculum Design and Delivery programmes, ‘Transforming Curriculum Design and Curriculum Delivery through Technology’
- contributing case studies to the JISC Learning Literacies in a Digital Age (LLiDA) project (see www.jisc.ac.uk/whatwedo/projects/elearningllida.aspx)
- leading the JISC-funded Supporting Learners in a Digital Age (SLiDA) project (see https://wiki.brookes.ac.uk/display/slidacases/SLiDA+Home)

Supporting the development of new technologies

OCSLD developers continue to play a role in trialing and supporting the institutional rollout of new learning technologies. We played an important role in 2008-09 in supporting the institutional wiki environment, Confluence, moving out of pilot phase into large-scale use across the institution. We did this using a combination of internal support to academic projects that wanted to use the technology, and employing it ourselves for our own courses and national projects (e.g. the SLiDA project).

This year we continued the work of supporting innovative new technologies by working on pilots of the use of the Wimba Pronto and Classroom video-graphic technologies for educational web-conferencing.

We also continued the work we began last year to support the introduction of a University research and digital assets repository (RADAR). As well as lodging and cataloguing in RADAR over 250 digital assets from the JISC Learner Experiences of e-Learning programme, we created an open collection of Brookes pedagogic research (see Section 3e).

eL@B

eL@B is a special interest group for Brookes staff involved in technology-enriched 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. The themes for meetings this year included: using the new wiki to support community development, planning a small scale pedagogic research study, lecture capture alternatives and a meeting held entirely via web conferencing (recording available). https://wiki.brookes.ac.uk/display/elab/
Embedding learning technologies in further and higher education

OCSLD offers a module ‘Embedding learning technologies in further and higher education’, available as part of the WIE MEd and as stand-alone module.

www.brookes.ac.uk/services/ocsld/staffcourses/learning_teaching/elearning_module.html

e) Sharing and disseminating

External educational development activities

In addition to our in-house staff and educational developers, OCSLD manages a national network of specialist consultants. Our consultants offer courses in teaching, learning and assessment for universities in the UK and overseas. This year we ran four online courses with a total of 57 external participants. Our most popular courses were Internationalisation of the Curriculum and Reflective Learning. There remains good take up of free places for Brookes staff with 24 Brookes staff taking advantage of the opportunity to participate. London School of Hygiene and Tropical Medicine continue to commission our bespoke online courses. This year we ran two six week courses on distance tutoring and a new four week online course on supervising master’s projects. OCSLD consultants also ran 57 workshops for 12 different institutions. We continue to try to expand the range of consultancy OCSLD can provide to include conducting evaluations, building communities and authoring/editing.

www.brookes.ac.uk/services/ocsld/online/

Teaching News

Three issues of Teaching News were published. Summer 2010 was the last issue in its current format, as the magazine is now merging with BeJLT (Brookes eJournal of Learning and Teaching) (See Section 3e).

https://mw.brookes.ac.uk/display/teachingnews/

Learning and teaching conference

The learning and teaching conference took place on 25 June 2010 sharing innovations and provoking alternative thinking about our teaching in order to improve the learning experiences of all who work, study or collaborate with the University. This event was held at Harcourt Hill on a beautifully sunny day and was attended by over 100 delegates. There is a record of the conference programme, with abstracts and PowerPoint slides on the OCSLD website. There is also a rich multimedia site compiled by Richard Francis and the Media Workshop team, located in the Minerva forum space for the conference at www.brookes.ac.uk/services/ocsld/bsle/

https://wiki.brookes.ac.uk/display/minerva/Home

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’s visitors have included:
• Dr Wendy Green, the Educational Development Institute, University of Queensland, Australia, 15-16 June 2010
• Professor Michelle Barker, Griffith Institute of Higher Education, Griffith University, Brisbane, Australia, 13 June 2010
• Ray Hibbins, Griffith Business School. Griffith University, Brisbane, Australia, 13 June 2010
• Kun-Mao Zhong, Longyan University, China, July – December 2010

f) Link role

We operate a link role system where each school and directorate has an OCSLD link development consultant who can provide advice in planning staff and educational activities, or bring in the expertise of the others within the OCSLD team. In practical terms the link role might involve:

• proactively working with the school or directorate management team on their policies and plans which have staff development implications e.g. responses to SESE, IiP action plans
• attending relevant school or directorate committees (see Appendix 2)
• being the point of contact for requests for staff development arising from individuals or teams (see case study below)
Section 2. Supporting quality staff

The OCSLD team draws upon its wide range of specialists to support training and development at University, school, directorate and individual level.

This section of the report is organised as follows:
   a. Frameworks for supporting staff
   b. Staff development programmes
   c. Staff development workshops and events
   d. Sharing and disseminating staff development
   e. Link role case study

a) Frameworks for supporting staff

Investors in People

The University achieved Investors in People (IiP) accreditation in November 2008. Lead by an OCSLD Staff Development Consultant, the University set the goal of achieving IiP Gold award by November 2011. In October 2009 the University achieved the Bronze award, followed by the Silver award in May 2010.

The OCSLD Staff Development Consultant has been working with the IiP Steering Group, Action Learning Set and individual schools and directorates, supported by the OCSLD and HR Business Partnership teams.

Continuing Personal Professional Development in Learning and Teaching (CPPD)

The aim of the CPPD framework is to foster a culture where teaching and learning is highly valued and widely discussed, where professional capabilities are developed, and good or excellent practice is investigated, identified, disseminated and rewarded. During this year, the framework has been discussed widely and refined to accommodate a variety of perspectives. The framework was approved in 2010 and OCSLD is supporting its introduction through the HR Business Partnership teams.

In brief, the CPPD framework comprises an annual cycle of three core processes as shown in Figure 1. As a minimum, all teaching staff are to engage with the following:

- Personal Development Review (PDR) – including a review of teaching and learning practice and discussion of plans for enhancement
- Peer supported enhancement of learning and teaching (PETL), as defined in each school/directorate;
- A professional dialogue, or critical conversation, to investigate personal academic development needs and opportunities with a significant other.

Most staff undertake a range of individual, team or discipline-based development activities throughout the year, which can feed into this teaching enhancement framework. The CPPD framework endorses moves for formal recognition for those who are in a position to lead or mentor other colleagues in teaching and learning, and OCSLD has put forward a pathway for
accreditation by the Higher Education Academy at level three of the UK Professional Standards Framework.

More information and guidance on the CPPD framework is being developed in the coming year. OCSLD is also involved in an academic development project on Peer Enhancement in Teaching and Learning sponsored by PVC Student Experience.

Figure 1: the three core processes of CPPD in context of professional development

Teaching Fellows
The Brookes Teaching Fellowship scheme recognises individual excellence in teaching and learner support. A further eight awards were made this year in a highly popular round for applications. Brookes Teaching Fellows become members of the Minerva Forum, which OCSLD supports. OCSLD co-ordinates the annual fellowship application procedure and provides support for prospective applications. In this year, OCSLD introduced a ‘den’ where applicants pitched their project ideas in front of a panel, for feedback to help firm up their applications. This proved popular and will be repeated in the 2011 round.

For Jude Carroll, the highlight of the year was attending the award ceremony for National Teaching Fellows alongside two other Fellows and the Vice-Chancellor. Oxford Brookes was the only higher education institution to have all three nominees be successful. “My son came as my guest and we spent the evening discussing effective teaching with him, a newly qualified secondary school teacher. Good memories.”

The Minerva Forum supports current and aspiring teaching fellows through a range of meetings and seminars, and through sharing ideas and resources. Coordinated by Media Workshop and OCSLD, 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.

In the past year, the Minerva Forum has enabled this cross-university network of leaders in teaching to draft a co-ordinated response to a draft Student Experience Strategy. Minerva also ran a joint seminar with eL@b on how staff might prepare themselves to support digital literacies. This opened up a rich dialogue on how teams can share practices to enhance the digital experience of learners.
Mentoring scheme
The Brookes Mentoring Scheme is run by OCSLD. It 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, with three mentoring lunches throughout the year including guest speakers.
www.brookes.ac.uk/services/hr/mentoring/

Workbased skills and NVQs
The Workbased Qualifications Project in OCSLD assists and supports staff to obtain technical, professional and skills-based NVQs, Awards, Certificates and Diplomas to build their skills profiles. Skills enhancement is of major importance to career development as staff move along their chosen occupational pathways or adapt to new challenges.

Qualifications exist nationally for over 900 occupational titles, with many of the traditional chartered institutes and professional bodies offering workbased routes to qualifications only previously available through academic channels. Qualifications exist at all nine levels of the Qualifications and Credits Framework (QCF), representing skillsets performed at very early or basic levels to skillsets performed at the most senior or strategic levels. The OCSLD project can link staff to a wide range of providers and centres in order to get qualified, and the existence of the nine levels means that Brookes can work to realise its offer to develop a person from where they are to a stage further on in their personal and professional journey. For some colleagues this may be a first, significant achievement within the education system.

After an initial consultation and skills analysis, staff use OCSLD interventions and the richness of the Brookes work environment in a planned way to meet the demands of the National Occupational Standards that underpin their chosen professional framework. Managers encourage this activity, and are encouraged themselves to coach staff in the use of learning opportunities. OCSLD structures many of its core interventions with the National Occupational Standards and workbased qualifications firmly in mind.

Some favourite workbased qualifications at Brookes are:
- AAT (Association of Accounting Technicians) certificate (level 2); diploma (level 3) and diploma (level 4)
- Advice and Guidance (QCF NVQs at levels 2, 3 and 4)
- Business and Administration (NVQs at levels 2 and 3)
- Cleaning Business Interiors (NVQ level 2)
- Customer Services certificate (level 2) and diploma (level 3
- ECDL standard (level 2) and Advanced (level 3)
- Maintenance Operations (NVQ level 2)
- Management (QCF NVQ level 2 team Leader, QCF NVQ level 3 Leadership and Management, and QCF NVQ level 5 Leadership and Management (for additional details see Core Leadership and Management Programme below)

People like workbased accreditation routes because learners:
- get credits for actual tasks performed in the workplace
- get credits for experience and practice – rather than only “knowledge”
- qualify in work time, using work-based resources
- learn from a “critical friend” or assessor/coach, who is experienced in their occupational area
- build a portfolio of evidence from the work place that is used for assessment (most have no exams and any classroom content is built around their job)
- get credits that accumulate on a national credits system and take them across thresholds – between vocational and academic pathways and between achievement levels

The project responds and adapts to the different demands and focus of individuals and the organisation. Student groups from mainstream university programmes now have exposure to this style of accreditation through the Brookes Future Leaders Award which is endorsed by the Institute of Leadership and Management (ILM): the project also manages the learning plans of the university’s growing group of apprentices and advanced apprentices.

b) Staff development programmes

Senior Staff Development Programme
This programme of development activities is open to all those colleagues on senior staff grades. From time to time and in exceptional cases staff on other grades may be nominated to attend (at the discretion of their Dean/Director and with the agreement of the programme’s steering group).

www.brookes.ac.uk/services/ocsld/staffcourses/ssdp/

Core Management and Leadership Programme
OCSLD is committed to the use of the National Occupational Standards for management and leadership to support management and leadership development across the University. The National Occupational Standards for management and leadership define the outcomes, behaviours and knowledge required by managers and leaders for a range of levels and functions. The Core Management and Leadership Programme has been designed to develop the knowledge and skills underpinning the standards. You can engage in the programme in three ways:

- Leadership and management workshops and a management qualification including personality profiling and 360° or emotional intelligence feedback and coaching
- Leadership and management workshops and personality profiling and 360° or emotional intelligence feedback and coaching
- Access the leadership and management workshops that you need

www.brookes.ac.uk/services/ocsld/staffcourses/management/cmlp/

Intern Development Programme
2009-10 was the first year that Oxford Brookes ran an intern scheme, for which OCSLD ran a comprehensive development programme. A number of workshops were run by OCSLD consultants, as well as specialist external consultants, on a diverse range of areas such as presentation skills, time management and job applications. The group also benefited from developing
more self-awareness through the use of MBTI questionnaires and reflective learning techniques.

Out of the 16 interns who attended the programme, four went on to secure employment within Oxford Brookes, with the rest leaving feeling confident that the skills they had learnt on the development programme would be an asset when finding employment. Due to the success of the programme, a similar development scheme is being set up for the group of interns for 20010-11. www.brookes.ac.uk/services/hr/internships/

**European Computer Driving Licence (ECDL)**

ECDL is an internationally recognised qualification which enables people to demonstrate their competence in computer skills. The record breaking ECDL is the fastest growing IT user qualification in over 125 countries.

OCSLD and Computer Services jointly manage the delivery of the British Computer Society (BCS) accredited ECDL suite of IT qualification. There is a steady flow of staff and student users coming to our university-based centre, with the additional opportunity for members of the public to use this facility.

The ECDL syllabus and the learning materials are accessed online after sign-up, so staff can achieve this qualification remotely; however, learners who need the support of a tutor can visit drop-in sessions – something that is very important to new computer users and non-office-based staff who are developing IT skills outside of their standard job requirements.

The Centre offers:

- ECDL standard (level 2) comprising seven modules
- ECDL Advanced (level 3) comprising four modules

ECDL is a popular general introduction to workbased computer use: learners can then proceed to develop a wide range of IT and digital technology skills through interventions that are offered by the Computer Services team.

Many Brookes staff have used this programme to develop their first computer skills; many more have refreshed, updated and upgraded through contact with this qualification.

www.brookes.ac.uk/services/cs/ecdl

**c) Lunchtime language sessions**

OCSLD continued to provide lunchtime language courses for staff, and some students, at both Headington and Wheatley campuses. Interest is very high and we were able to offer sessions for beginners and post-beginners French, beginners Spanish and beginners and post-beginners Italian. It is hoped to extend these in the future to other campuses and possibly also include other requested languages such as Mandarin. The sessions take the form of a 20 week course for one hour at lunch times.
d) **Staff development events**

OCSLD runs general staff development courses throughout the year. There has been an increase in requests for workshops on positive psychology and team development, reflecting a desire for staff to approach upcoming changes with a positive mindset and a team mentality. See Appendix 3 for the full list that ran this year.

www.brookes.ac.uk/services/ocsld/staffcourses/general/

For Claire Burgess the highlight of the year has been the Positive Psychology workshops. She says “I’ve been greatly encouraged by the response to the Positive Psychology workshops, as it’s been a topic which many have grasped and really got on board with – so much so that there have been recommendations from areas of the University to others to have something similar run for them. It may reflect a need for staff in times of change to want to take some control back and to be able to find the positive in a negative economic climate, but both written evaluation forms and feedback sent to me personally have shown that a lot of people are taking these theories away and using them to their advantage.”

**Performance management**

Performance management workshops are scheduled three times a year. In 2009-10, 21 managers attended, which brings the total attendance figure to 345 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).

In 2010-11, we plan to two new workshops – ‘Positive management and motivation’ and ‘Managing underperformance’ – to supplement the performance management workshop, reflecting demand and interest.

**Project management**

There was an unprecedented demand for project management training courses, with 75 members of staff received some form of training in project management this academic year (totalling 188 training days). The programme consists of six modules and supports the University’s aim to become more project focused and increase our general capability in this area. The overwhelming number of evaluation questionnaires continue to rate the workshops as "excellent". In addition to the two scheduled programmes further dedicated workshops were delivered to ASA, the Business School and EFM.

The programme benefits from using case studies closely linked to Brookes and is closely aligned to the Association of Project Management’s (APM) body
of knowledge. Quality assurance can be in part assessed by the growing number of programme delegates who go on to take and pass the APM’s Introductory Certificate in Project Management (20 members of staff in this report period).

In conjunction with the University Projects Manager, OCSLD has been supporting a variety of projects linked to the new library and teaching building (NLTB). We have facilitated eight workshops enabling project teams to compile their business cases. Further support will be offered to project teams during the life span of the NLTB build.

www.brookes.ac.uk/services/hr/project/training/

Introduction day
We continue to welcome new staff to Oxford Brookes with an introduction day which OCSLD facilitates. This is now a half day session: previous evaluation indicated that a whole day induced information overload for delegates. The introduction session provides delegates with an overview of the University, a chance to meet a member of the Senior Management Team, hear about Brookes from a student perspective, and to be aware of the importance the University places on equality and diversity.

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 there was a higher than expected demand for training and this resulted in additional courses being arranged. Over 200 delegates have received training: 104 delegates attended the two day Introduction to Recruitment and Selection and 97 delegates attended the one day refresher. Evaluation questionnaires consistently rate the training as excellent.

The continual changes in employment legislation mean that members of staff who are actively engaged in recruitment and selection should undertake refresher training every three years. Our records indicated that of the 908 members of staff who have previously attended a training course 434 (48%) should now consider a refresher before next sitting on an interview panel.

The HR department is currently reviewing the training offer in light of recent changes to employment legislation. A revised package of workshops is planned to be launched during Semester 2 (2011).

www.brookes.ac.uk/services/ocsld/staffcourses/essential/recruitment.html

e) Sharing and disseminating

Regional networks
OCSLD is an active member of the Midland Staff Development Partnership (MSDP) representing staff development practitioners in 25 universities. The MSDP acts as a channel of communication and co-operation on HE staff development activities and provides a forum for discussion and dialogue with the Leadership Foundation and other bodies. MSDP is linked nationally to the Staff Development Forum.
OCSLD staff participated and delivered in a national one day conference on coaching and mentoring in practice. This has generated further collaborations within the group.

In 2010 the University briefly became a member of HEaTED (Higher Education and Technicians Education and Development). We identified approximately 65 members of staff within the University who would sit within this constituency. A consultation exercise was carried out to gauge the appetite for technicians at Brookes to form a Techfor community (Technicians forum) adopting similar approach to Adfor (Administrators forum). The results of the consultation concluded that there was no appetite for such a forum. With a considerable hike in annual subscription fees it was decided not to renew our membership.

f) External staff development activities

In June 2010, OCSLD were awarded £32,000 from the HEIF funding scheme to help us to promote our long-running staff development courses to an external market. This will be used for the employment of a full-time fixed-term member of staff to promote our courses, primarily to higher and further education institutions, as well as the development of a range of marketing materials. This initiative will start in September 2010. We intend to build on the excellent track record of the educational development team for external work, as well as the reputation of our staff development courses, to make this a sustainable project for the long term.

g) Other opportunities

Cyclescheme
The Cyclescheme initiative at Brookes, managed by OCSLD, continued to run successfully this year, actively demonstrating the University’s continuing commitment to personal fitness and well-being, and also to greener travel. There were 58 customers of the scheme this year. The scheme enables staff members to obtain cycles and equipment at reduced cost, via salary sacrifice. This year saw the celebration of our 250th customer, Tracey Warr, who received £250 in shopping vouchers and had her happiness levels (“positive psychology” is an important dimension of the OCSLD portfolio) increased in the process.

The Government has since changed rules about fair market value in relation to the scheme, but we hope to continue to offer this popular tax break as usual.

h) Link role
Each school and directorate has an OCSLD link development consultant who can provide advice in planning staff and educational activities, or bring in the expertise of the others within the OCSLD team. Much of the link role work in this academic year has begun to focus on the upcoming university restructure.
Section 3. Increasing the quality of our research

a) OCSLD Research and Knowledge Transfer Strategy
One of the OCSLD principles and values is ‘high quality standards based on scholarship, research, reflection and evidence-based practice’. As such, research forms a core element of our work. We adopt a research informed approach to our work, conducting primary evaluations and investigations as appropriate, drawing on relevant literature in the design of our practice and disseminating our findings within Brookes and beyond. In December 2009 we published OCSLD’s first Research and Knowledge Transfer Strategy, prompted by the amount and quality of research activity being undertaken within, and supported by, OCSLD.
https://wiki.brookes.ac.uk/display/pedres/Research+strategy

b) OCSLD staff research achievements

Research qualifications and awards
Greg Benfield was awarded his PhD from Lancaster University, titled ‘Students’ experiences of technology-mediated, assessed, group work’

Chris Rust was awarded a Professorship.

Supervision and examination
Frances Deepwell is supervising a full-time PhD student on a Leverhulme scholarship on the topic of pedagogical design in virtual world learning, based at Coventry University’s Learning Innovation Group.

Other scholarly activity
Jude Carroll was appointed as Visiting Professor for the Centre for Academic Practice and Research in Internationalisation of Higher Education (CAPRI) at Leeds Metropolitan University and as co-director of the HEA Teaching International Students project, a two year project funded by the Prime Minister’s Initiative to enhance the learning experience of international students.

Valerie Clifford is Associate Editor, Higher Education Research and Development

Frances Deepwell is Chair of SEDA’s Scholarship, Research and Evaluation Committee and member of the Editorial Board of IETI, the SEDA journal.

Publications

Refereed journal articles
Price, M., Carroll, J., O'Donovan, B. and Rust, C. (2010) If I was going there I wouldn't start from here: a critical commentary on current assessment practices, **Assessment and Evaluation in Higher Education** First published on: 20 April 2010 (iFirst)

Books

Chapters in books

Reports


**Conference presentations**


Currant, B, Benfield, G and Lessner, E. (2010). Supporting learners to be more effective in a digital age. *JISC Conference 2010*


Keynote addresses


Rust, C. (2009) Invited speaker. Engaging students with assessment and feedback. Faculty of Health and Social Care, University of Salford Staff development conference.


Rust, C. (2010) Invited speaker Engaging students with assessment and feedback University of Leeds, School of Education Learning and Teaching away-day

Rust, C. (2010) Engaging students with assessment and feedback Cardiff Law School, Learning and Teaching away-day

Rust, C. (2010) Engaging students with assessment and feedback University of Stirling, Learning and Teaching conference


c) OCSLD research projects

Evaluation of revised model of student support

In December 2009 OCSLD were approached by Student Services to collaborate on an initial evaluation of the new models of student support. The aim of the evaluation is to explore the impact of the revised student support arrangements on the student experience, and the work of school based staff who offer support.

https://wiki.brookes.ac.uk/display/pedres/Student+Support+Evaluation
Evaluation of implementation of assessment compact

OCSLD has played a leading role in developing and implementing the Oxford Brookes University Assessment Compact, including contributing to its authoring. Since its adoption by AESC, a team consisting of Chris Rust and Greg Benfield of OCSLD and Margaret Price of the Business School, have led the monitoring of its implementation. This team gathered feedback from schools about their activities to implement the Compact and delivered a report to AESC. This report contained several recommendations, including for a two-year Assessment Compact evaluation strategy. A draft proposal was presented to AESC and adopted after some minor revisions. The team was tasked with carrying out the evaluation.

https://wiki.brookes.ac.uk/display/pedres/Evaluation+of+the+Assessment+Compact

Coventry University Research into Learning in Immersive Educational Worlds (CURLIEW)

Frances Deepwell continues to spend a day a week on the CURLIEW (Coventry University Research into Learning in Immersive Educational Worlds) project, funded by the Leverhulme Trust 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: students' experiences of learning in immersive worlds, pedagogical design and learner identity.

http://cuba.coventry.ac.uk/leverhulme/

Study of how UK FE and HE institutions are supporting effective learners in a digital age (SLiDA)

This JISC funded project is investigating how institutions are creating and enabling opportunities that promote the development of effective learning in a digital age. The main deliverables of the study will be ten institutional case studies and a final report with recommendations for further and higher education on how to develop effective institution-wide strategies and practices which better support effective learners in a digital age. There is an opportunity here to build capacity in researching learners' needs and experiences. The project team are working collaboratively with each institution to assess what evidence they have available and what further evaluations they could conduct.

http://wiki.brookes.ac.uk/display/slidacases

d) Staff development for researchers

Research supervision training

The “Supervising and Managing Student Research” seminar series is now a regular feature of our continuing professional development opportunities. As well as being run centrally it was adapted for delivery in SHSC and SSL this year. Topics included the student-supervisor relationship, ethical dilemmas, academic writing and cross-cultural supervision. With the continuing 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. The seminar series may lead to accreditation through a module of the same name, available either as a module on the WIE MEd or as a standalone module.

www.brookes.ac.uk/services/ocsld/staffcourses/learning_teaching/supervisor_module.html

Writing groups
OCSLD has been running its own writing group since 2008, which meets monthly. We can also help to set up writing groups with schools, by facilitating the first few meetings.

“The OCSLD facilitated group was valuable protected time for some very worthwhile personal and peer development.”

Marion Waite, School of Health and Social Care

NVivo training
OCSLD and Computer Services have collaborated to run a three part training course on using NVivo, the qualitative data analysis software. The training is led by Patsy Clarke, an educational developer with OCSLD and an accredited international trainer with QSR NVIVO software.

https://www2.brookes.ac.uk/services/cs/training/nvivo.html

e) Sharing and disseminating pedagogic research

Pedagogic Research Collection on RADAR
We worked with the RADAR team to produce a collection of published pedagogic research produced by staff at Oxford Brookes and collated by OCSLD. This is located within the RADAR research archive and currently contains 112 separate research outputs. This is a showcase for the pedagogic research being conducted by staff and Brookes and a record of outputs which we will be able to use as we prepare for the Research Excellence Framework in 2014.

http://radar.brookes.ac.uk/radar/access/home.do

Brookes eJournal of Learning and Teaching (BeJLT)
OCSLD publishes BeJLT, with the support of the Editorial Board and the Publishing Department. This year the editorial team, led by Valerie Clifford, published one issue in January 2010 with six papers around the theme ‘Reflecting on our Learning’. In September 2010, Rhona Sharpe will take over the editorship of the journal.

http://bejlt.brookes.ac.uk/

Improving Student Learning Conference (ISL)
The 17th Improving Student Symposium, held at Imperial College, London in September 2009, attracted 122 participants from over 62 institutions and 15 different countries.

The major 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, but from whichever starting point, papers are only accepted if they take a sufficiently scholarly, research-based approach.

The theme for this symposium – “for the 21st century learner” – was intended to challenge contributors to consider the changing nature of universities, and university learning, including: the increasingly diverse nature of the student body, due to massification and widening participation strategies; moves to mixed-mode and blended course delivery methods, and the possibilities offered by technological developments; and also the comparatively recent and increasingly common additions to the curriculum such as employability, lifelong learning and global citizenship.

The three keynotes each focused on different aspects of the 21st century learner.

- Simon Barrie considered the changing needs of today’s learners for the societies of tomorrow, and in particular his work in Australia in identifying graduate attributes, and using this to drive curriculum change and renewal.
- David Kember based his keynote on a study he had undertaken in Hong Kong looking at students’ beliefs about teaching, learning and knowledge which they come with from school, and how students may be helped to change their views and develop, and make the transition to the more sophisticated, multiple perspectives necessary for higher education.
- The third keynote was given by Betty Collis. Betty focused on where, when and how today’s learners go about learning activities, and the different ways that they make use of the range of technologies now available to them.
Section 4. Creating sector-leading, high quality services for the future

Reviewing and improving our processes and procedures to ensure the very best cost-effective services.

Finance

We were praised by central finance for achieving the target of £22k cost savings in 2009/10. We are continuously working to improve the way we work, and are looking at our external pricing this year, to be competitive as well as value for money.

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 also 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/ocsld/resources

Community-based support

OCSLD has been proactive in exploring new ways of organising and delivering support. We are building on our experiences of externally funded projects to develop expertise in facilitating community-based support.

Create

The JISC-funded Create project, led by George Roberts, provides Support, Synthesis and Benefits Realisation services to the JISC Institutional Innovation Programme and its constituent projects. The programme currently has over 60 projects in three phases. The projects are aimed at supporting existing institutional strategies by providing solutions to institution-wide problems, based upon proven practices, technologies, standards and services.

During the period of this report, the Create project published three synthesis reports:

- Initial Synthesis Report. An approach to understanding institutional innovation in higher education
- Cycle 1 Thematic Report. Strategic drivers and areas of IT concern: a taxonomy of institutional innovation
- JISC Dissemination Agendas: portfolio of exemplars. This report takes the ten JISC thematic dissemination agendas and illustrates these with exemplars drawn from the projects.

http://inin.jisc-ssbr.net/
The Evaluating Learners’ Experiences of E-Learning Special Interest Group (ELESIG)

ELESIG began as a consortium between Oxford Brookes University and the Universities of Greenwich and Bradford, funded by the Higher Education Academy. Rhona Sharpe has chaired the group since its inception. The group aims to build capacity for undertaking learner experience research and increase the impact of this research. This is achieved through sustaining a community of over 1000 members with events, resources, publications and small grants, to enable the members to develop learner experience research methods, share their findings and build connections with others.

www.elesig.net
Appendices

Appendix 1: Postgraduate Certificate in Teaching in Higher Education Participation

PCTHE enrolments by school 2004/5 to 2010/11

<table>
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<th>School</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
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<td>3</td>
<td>7</td>
<td>8</td>
<td>6</td>
<td>5</td>
<td>35</td>
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<td>Built Environment</td>
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<td>2</td>
<td>6</td>
<td>1</td>
<td>4</td>
<td>3</td>
<td>2</td>
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<td>3</td>
<td>6</td>
<td>5</td>
<td>7</td>
<td>35</td>
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<tr>
<td>Health and Social Care</td>
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<td>4</td>
<td>3</td>
<td>3</td>
<td>5</td>
<td>5</td>
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<tr>
<td>Life Sciences</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>0</td>
<td>4</td>
<td>11</td>
</tr>
<tr>
<td>Social Science and Law</td>
<td>4</td>
<td>6</td>
<td>2</td>
<td>7</td>
<td>8</td>
<td>4</td>
<td>4</td>
<td>35</td>
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<tr>
<td>Technology</td>
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<td>1</td>
<td>1</td>
<td>4</td>
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<tr>
<td>Westminster IoE</td>
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<td>5</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>7</td>
<td>31</td>
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<tr>
<td>Oxford Institute of Legal Practice</td>
<td>3</td>
<td>5</td>
<td>4</td>
<td>(now in SSL)</td>
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<td></td>
<td></td>
<td>12</td>
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<tr>
<td>Externals</td>
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<td>0</td>
<td>1</td>
<td>4</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>20</td>
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<tr>
<td>Others (Learning Resources)</td>
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<td>31</td>
<td>31</td>
<td>40</td>
<td>34</td>
<td>35</td>
<td>244</td>
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Appendix 2: OC SDLD committee membership

University-wide committee activities

• Academic Enhancement and Standards Committee (VC)
• International Steering Group (VC)
• Brookes eJournal of Learning and Teaching Editorial Committee (RS,
  VC – editor)
• Brookes Student Learning Experience Conference Advisory Group (FD
  – chair)
• Centre for International Curriculum Inquiry and Networking Steering
  Executive (VC – chair)
• Finance Administrators Forum and Administrators Forum (LF, CC)
• New Library and Teaching Building Project Assurance committee (IW)
• Investors in People Steering Group (RB)
• Upgrade Steering Group (RS)

School and directorate committees

• Life Sciences Academic Enhancement and Standards Committee (VC)
• Social Sciences and Law Academic Enhancement and Standards
  Committee (RS)
• School of Technology Academic Enhancement and Standards
  Committee (GB)
• Finance and Legal Services Staff Development and Communication
  Group (IW)
• Learning Resources Staff Development Committee (RB)
• Estates and Facilities Management IIIP Project Group (RB)

National and regional committees, boards and networks

• Association for Learning Technology, Publications Committee (RS)
• Association of Project Management, lead contact for Oxford Brookes
  (IW)
• Business, Management, Accounting and Finance Advisory Board, HEA
  (VC)
• Chartered Institute of Personnel and Development, chartered member
  (IW, RB)
• Heads of Educational Development Group (VC)
• JISC Learning and Teaching Practice Experts Group (RS, GB)
• Midlands Staff Development Partnership (IW)

Conference organisation

• Brookes Student Learning Experience Conference April 2009 (VC, FD,
  LD, RG)
• Centre for International Curriculum Inquiry and Networking Conference,
  Internationalising the Curriculum for Global Citizenship, June 2010
  (VC)
• Improving Student Learning – For the 21st Century Learner,
  September 2009 (FS)
• Centre for International Curriculum Inquiry and Networking Conference,
  Internationalising the Home Student, June 2009 (VC)
<table>
<thead>
<tr>
<th>Staff initials</th>
<th>Names</th>
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<tbody>
<tr>
<td>FD</td>
<td>Frances Deepwell</td>
</tr>
<tr>
<td>IW</td>
<td>Ian Whiting</td>
</tr>
<tr>
<td>RB</td>
<td>Rosemary Botcherby</td>
</tr>
<tr>
<td>LF</td>
<td>Lynn Farrell</td>
</tr>
<tr>
<td>LD</td>
<td>Liz Drewett</td>
</tr>
<tr>
<td>FS</td>
<td>Fiona Smith</td>
</tr>
<tr>
<td>RG</td>
<td>Roy Grant</td>
</tr>
<tr>
<td>RS</td>
<td>Rhona Sharpe</td>
</tr>
<tr>
<td>GB</td>
<td>Greg Benfield</td>
</tr>
<tr>
<td>CC</td>
<td>Caroline Coultas</td>
</tr>
<tr>
<td>VC</td>
<td>Valerie Clifford</td>
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Appendix 3: staff development workshops Sept 2009 – Aug 2010

Expressed as number of delegate training days

<table>
<thead>
<tr>
<th>Area</th>
<th>%</th>
<th>Number of delegate training days</th>
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<tr>
<td></td>
<td></td>
<td>2009/10</td>
</tr>
<tr>
<td>Recruitment and selection</td>
<td></td>
<td>305</td>
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<tr>
<td>PDR training</td>
<td>42</td>
<td>343</td>
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<tr>
<td>Management</td>
<td></td>
<td>119</td>
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<tr>
<td>SSDP (workshops and action learning sets)</td>
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<td>200</td>
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<tr>
<td>CMLP</td>
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<tr>
<td>Coaching and Mentoring</td>
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<td>38</td>
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<tr>
<td>Project management</td>
<td>188</td>
<td>213</td>
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<tr>
<td>Personal development workshops</td>
<td>231</td>
<td>195</td>
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<tr>
<td>Introduction (half) days</td>
<td>155</td>
<td>105</td>
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<tr>
<td>Turnitin workshops</td>
<td>140</td>
<td>155</td>
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<tr>
<td>Other</td>
<td>88</td>
<td>92</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>1497</td>
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</table>

- 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

<table>
<thead>
<tr>
<th>Course</th>
<th>Days</th>
<th>Date</th>
<th>Number of attendees</th>
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<tbody>
<tr>
<td>Recruitment and selection</td>
<td>2 days</td>
<td>10 – 11 Sep 09</td>
<td>11</td>
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<tr>
<td>Recruitment and selection</td>
<td>2 days</td>
<td>22 – 23 Oct 09</td>
<td>8</td>
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<tr>
<td>Recruitment and selection</td>
<td>2 days</td>
<td>16 – 17 Nov 09</td>
<td>13</td>
</tr>
<tr>
<td>Recruitment and selection</td>
<td>2 days</td>
<td>17 – 18 Dec 09</td>
<td>11</td>
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<tr>
<td>Recruitment and selection</td>
<td>2 days</td>
<td>18 – 19 Jan 10</td>
<td>11</td>
</tr>
<tr>
<td>Recruitment and selection</td>
<td>2 days</td>
<td>24 – 25 Feb 10</td>
<td>12</td>
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<tr>
<td>Recruitment and selection</td>
<td>2 days</td>
<td>11 – 12 Mar 10</td>
<td>9</td>
</tr>
<tr>
<td>Recruitment and selection</td>
<td>2 days</td>
<td>19 – 20 Apr 10</td>
<td>11</td>
</tr>
<tr>
<td>Recruitment and selection</td>
<td>2 days</td>
<td>22 – 23 Jun 10</td>
<td>10</td>
</tr>
<tr>
<td>Recruitment and selection</td>
<td>2 days</td>
<td>06 – 07 Jul 10</td>
<td>10</td>
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<tr>
<td>Recruitment and selection (Refresher)</td>
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<td>30 Sep 09</td>
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<td>Recruitment and selection (Refresher)</td>
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<td>08 Dec 09</td>
<td>16</td>
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<td>Recruitment and selection (Refresher) (BU)</td>
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<td>19 Jan 10</td>
<td>19</td>
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<tr>
<td>Recruitment and selection (Refresher) (EFM)</td>
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<td>Recruitment and selection (Refresher)</td>
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### PDR training

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<td></td>
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<td>25 Mar 10</td>
<td>17</td>
</tr>
<tr>
<td></td>
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<td>15 Apr 10</td>
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### Management and Leadership Development

#### Senior Staff Development Programme
- **Senior Strategic Leadership Programme (SSLP)**
  - Duration: 5 days
  - Comm.: Jan 10
- **Leadership Dimensions (LDSS)**
  - Duration: 4 days
  - Comm.: Oct 09

#### Core Management and Leadership Programme (Levels 3 and 4)
- **Developing others**
  - Duration: 1 day
  - Date: 07 Oct 09
  - Date: 21 Oct 09
- **Developing others (Academic Registry)**
  - Duration: ½ day
  - Date: 06 Jul 10
  - Date: 15 Dec 09
- **Facilitating change (for intern programme)**
  - Duration: 1 day
  - Date: 05 May 10
- **Facilitating change**
  - Duration: 1 day
  - Date: 19 May 10

#### Performance management
- **Performance management**
  - Duration: 1 day
  - Date: 29 Oct 09
  - Date: 10 Feb 10
- **Myers Briggs Type Inventory**
  - Duration: 1 day
  - Date: 11 Dec 09

#### Project Management
- **Focused project manager at Brookes**
  - Duration: 1 day
  - Date: 01 Oct 09
  - Date: 25 Feb 10
- **Practical tools and techniques**
  - Duration: 1 day
  - Date: 15 Oct 09
  - Date: 02 Mar 10
- **Microsoft project essentials**
  - Duration: 1 day
  - Date: 20 Oct 09
  - Date: 04 Mar 10
- **People dimensions in project management**
  - Duration: 1 day
  - Date: 12 Nov 09
  - Date: 28 May 10
- **Risk management**
  - Duration: ½ day
  - Date: 19 Nov 09
  - Date: 06 May 10
- **Negotiation skills**
  - Duration: ½ day
  - Date: 26 Nov 09
  - Date: 14 May 10
- **Focused project manager at Brookes (ASA)**
  - Duration: 1 day
  - Date: 01 Oct 09
  - Date: 22 May 10
- **Practical tools and techniques (ASA)**
  - Duration: 1 day
  - Date: 15 Oct 09
  - Date: 04 May 10
- **Focused project manager at Brookes (BU)**
  - Duration: 1 day
  - Date: 01 Oct 09
  - Date: 28 May 10
- **Practical tools and techniques (BU)**
  - Duration: 1 day
  - Date: 15 Oct 09
  - Date: 16 Jun 10
- **Focused project manager at Brookes (EFM)**
  - Duration: 1 day
  - Date: 15 Oct 09
  - Date: 16 Jun 10
- **Practical tools and techniques (EFM)**
  - Duration: 1 day
  - Date: 15 Oct 09
  - Date: 16 Jun 10

#### Learning sets
- **APM Intro Certificate (lunch time)**
  - Duration: ¼ day
  - Date: 06 Oct 09
  - Date: 22 Oct 09
  - Date: 05 Nov 09
  - Date: 30 Mar 10
  - Date: 20 Apr 10
  - Date: 04 May 10

#### Manager as coach
- **Manager as coach**
  - Duration: 1 day
  - Date: 09 Mar 10
  - Date: 03 Jun 10

#### Mentoring
- **Mentor workshop**
  - Duration: 1 day
  - Date: 16 Sep 09
  - Date: 10 May 10
- **Mentee workshop**
  - Duration: ½ day
  - Date: 17 Sep 09
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