70 workshops for other institutions.

272 staff attended employee support workshops during the restructuring.

150+ delegates at the Brookes Learning and Teaching Conference 2011.
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 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
Introduction from Head of OCSLD

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 2010-11. This was an even busier year than usual for OCSLD as we supported two major university initiatives: the University restructure project and the launch of the Strategy for Enhancing the Student Experience. This report shows the extent of our contribution to these initiatives in addition to the wide range of activities which OCSLD undertakes.

As staff and educational developers we are used to dealing with staff at times of change. Our role in supporting the restructure project demonstrated our understanding of what is needed during challenging times, from careful project management, through advice for managers overseeing the changes, to support for employees preparing for interview. We made available resource to support the restructure such that we were able to run workshops for over 200 staff in a few months. Much of our work continues to be determined by the restructure as staff take up new roles and form new teams. We are now working to ensure that our staff development offers are tailored for the situations and roles that staff find themselves in. We have started a review of our portfolio and in the future you will find that OCSLD’s offer is more targeted towards staff at particular points in their career or to help them respond to challenges in a timely way.

Our response to the Strategy for Enhancing the Student Experience (SESE) is similarly carefully thought out and underpinned by what we know about educational development. Having supported a number of curriculum development initiatives both for Brookes and nationally, OCSLD was able to put together a response to embedding the graduate attributes which provided evidence-informed conceptual frameworks and opportunities for staff to discuss them, tools for learning design, discipline-based examples, and opportunities for working with extended programme teams. We are also planning to offer more flexible, customisable resources and environments for staff as they work through how best to develop each graduate attribute within their programmes of study.

This report shows how we continue to combine our staff and educational development and research skills to gather evidence and make recommendations to inform institutional decision-making. This year our national work led us to publish 12 briefing papers on institutional innovation, run a series of workshops on developing learners for a digital age, organise a symposium on students as change agents and publish a book on internationalizing the curriculum. These resources and events maintain our reputation in the sector and we are pleased to see these externally funded projects leading to actionable recommendations. Within Oxford Brookes we are continuing research projects started last year assessing the impact of the revised structures for faculty-based student support and the implementation of the assessment compact.

As we move into 2011-12, with a full agenda in front of us, we are starting to think creatively about how we could work differently. We are generating ideas for making our activities more client-centred, whilst balancing that with the need for our interventions to be efficient and scalable. We will be actively seeking your input and welcome all suggestions. You can keep up with this conversation on our new OCSLD Blog (ocsld.brookesblogs.net).

I hope that this report helps you to see the range of work that OCSLD undertakes, and that, whether you are a manager, academic, or support staff, you can find something in here for you. This report is not just an ‘offer’, it is an opening of a conversation – so that you are able to ask us what we can do for you, with a better idea of the services and support we offer and confidence in the ways that we work.

Dr Rhona Sharpe
Head of OCSLD, October 2011

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1. OCSLD staff

1.1 Staff update
Louisa Walton, Sales and Marketing Manager left OCSLD at the end of May 2011 and Caroline Coultas, has taken over her role in liaising with RBDO and Workforce Development.

Although it is clearly not possible to replace Jude Carroll, we have found an excellent person to take over her role in Dr Mary Deane. Mary has worked at Warwick and then Coventry where she was Senior Lecturer in Academic Writing. She will start with us in September 2011, taking lead responsibility in OCSLD for supporting both internationalisation of the curriculum, and the teaching of international students.

Prof. Chris Rust takes part-time retirement in Sept 2011, remaining employed two days a week as Associate Dean (Academic Policy) in SMT. Dr Rhona Sharpe has been appointed as the new Head of Centre from 1 September 2011.

1.2 Staff list

- Dr Greg Benfield, Educational Development Consultant
- Claire Burgess, Staff Development Consultant
- Caroline Coultas, Sales and Marketing Manager/Project Finance Officer
- Rosemary Davies, Staff Development Consultant
- Dr Mary Deane, Educational Development Consultant
- Dr Frances Deepwell, Educational Development Consultant
- Liz Drewett, Web and Office Administrator
- Lynn Farrell, Head of Finance and Administration
- Valerie Fawcett, Staff Development Consultant
- Roy Grant, Centre Administrator
- David Hewgill, Staff Development Consultant
- David Langston, Staff Development Consultant
- Elizabeth Lovegrove, Learning Technologist and Web Editor
- Dr George Roberts, Educational Development Consultant
- Dr Rhona Sharpe, Head of OCSLD and Deputy Director of the Directorate of Human Resources
- Fiona Smith, Centre Administrator
- Natalie Smith, Administrative Assistant
- Kay Tillyer, Work-based Qualifications Project Manager
- Ian Whiting, Staff Development Consultant
1.3 Interview with Chris Rust on his (flexible) retirement
by Rhona Sharpe

This interview was published in the Brookes eJournal of Learning and Teaching, volume 3, issue 2, September 2011, and is reprinted here with permission.

From 1 October 2011 Chris Rust will be working two days a week in a new position in the Senior Management Team as Associate Dean (Academic Policy) reporting to Professor John Raftery, PVC (Student Experience) managing a number of cross-university projects.

Professor Chris Rust has been at Oxford Brookes University for 23 years, joining what was then Oxford Polytechnic as the second full-time member of the Educational Methods Unit. Chris was first based at Wheatley with a remit to look after the audio-visual service across the university. Since then Chris has been instrumental in the growth of staff and education development in the institution, spending the last 10 years as Head of the Oxford Centre for Staff and Learning Development. In this interview with Rhona Sharpe, Chris reflects on his time at Oxford Brookes.

What's changed in OCSLD this time?

The most significant change is the size of the remit and the size of the team, which has grown incrementally and in spurts throughout this time. What when I arrived was essentially a team of two in the Educational Methods Unit (David Jaques and Chris Rust, with a fractional contribution from Graham Gibbs) became the Oxford Centre for Staff and Learning Development in 1996, taking on the additional remit of staff development for support staff and running events for external audiences. It has been home to developers who have been influential in the sector including David Jaques, Graham Gibbs, Alan Jenkins and Carole Baume. We’ve continued to expand, and now have a team of 18 offering staff development for academic staff, support staff, managers and work based qualifications for all staff.

As well as expanding our offer, our work has changed to become more involved in policy and strategy development, and pedagogic research. We are now being recognised as a place where we can carry out evaluations, and that we have something to contribute when it comes to policy. The current mission statement, the current priorities of the institution show the value placed on the student experience.

What makes OCSLD special in the sector?

We are still fairly unusual in the combined staff and educational development portfolio and that is one of our great strengths. The fact that we no longer have that division, we don’t have things falling through the cracks, and developers can move between those things and support each other.

Even in a time when there is a plethora of information and evidence about teaching and learning, you still need someone to discuss it with. We bring an expertise that will help people to make sense of all that. We’ve got a pretty unbeatable team, where else in the UK would you go to get that?

What are you most proud of?

There are all sorts of individual highlights, from my first success in getting televisions into every teaching room (before that technicians used to wheel these machines around, people had to book them, they could arrive late and there weren’t always enough) and being involved in the Teaching More Students Project (1991-2), distributing its outputs to every Polytechnic and many Universities in the country.

But overall, what I’m most proud of is that without anyone in senior management pushing us, we were the ones who pushed vocational qualifications, and development for support staff, and managers. Now we have the NVQs, the CMLP (Core Management and Leadership Programme)
and the SSDP (Senior Staff Development Programmes). The support staff were hugely unrepresented in terms of money that was going into staff development and what was available for them. We’ve also turned appraisal from something that people resisted and were hugely sceptical of, into the PDR (Personal Development and Review) system that staff are increasingly appreciating. The fact that we do have a fairly successful PDR system is fairly special to Brookes and was highlighted in last year’s Institutional Audit Report. I’m very proud of the fact that none of these initiatives were reactive, we were the ones constantly pushing for them and now they have been accepted and are appreciated.

What’s your lasting legacy?

The most lasting might be the Simon Williams building, which with three others (Prof. Margaret Price, Berry O’Donovan and Jude Carroll), we brought in the funding for about 80% of that through the ASKe CETL. And the reputation of the institution has also certainly been enhanced by ASKe. We can also look at the Assessment Compact, and Brookes commitment to the Graduate Attributes. There’s a number of things now that I can say, I and OCSLD played a part in that and they seem to be there in the direction of the institution and I hope they will continue and be successfully embedded.

If I gave you a magic wand, what would you change in the past 23 years?

I was very happy initially with the proposed move to semesters if they were to be 15 week semesters, but we’ve really ended up with two terms instead of two semesters. I wish we’d adopted what in discussions at the time became known as ‘The Big Idea’. The Big Idea would have got us to an interestingly radical, distinctively different place to other institutions in terms of assessment. The Big Idea was that we could take out the significant summative assessment from each of the two short semesters, and put it into a third and shorter block (say five to six weeks), which you would call the ‘assessment block’. There you would have integrative assessment assessing the learning from all the modules of the year. This would get us back to the 30 study weeks in the year. It’s sound educationally, it would have improved the validity of the assessment, and students would have had to be more mature in terms of their attitudes towards learning, feedback and assessment.

What do you see as the challenges for the future?

Clearly one of the challenges is going to be the even greater notion of the student as consumer, and seeing themselves as a buyer of a degree. And also the pressure on the sector to become even more of a market. We don’t know what this market is going to be like yet. However, we do know we will need to be even more student focussed, such as through more accreditation of learning through work experience, the Future Leaders programme and the importance of developing students’ critical self-awareness. (The InStePP project is trying to kick start this – Ed).

My biggest regret is that we are still light years away from putting right all the problems with assessment. I have now given keynotes in numerous different places and I say the same things about what is wrong with current practices in assessment, and, at no discernable point do people disagree. By and large nobody says this is nonsense. But still, nobody does anything! How can we be so anti-intellectual, un-evidence-based, - there is all this evidence saying X and yet we still do Y.

But this is a healthy time for the institution, with staff in new roles which emphasise the student experience, such as the Associate Deans and Principal Lecturers (Student Experience). OCSLD will be working together with these staff, within the context of the mission of the university and its emphasis on the student experience. Educational development first and foremost has a priority to the student. Without wanting to sound too pompous, OCSLD should be the guardians of, the moral compass of, what the student experience is at Oxford Brookes and the quality of the learning and teaching.
2. Enhancing the Student Experience

We consider that the Strategy for Enhancing the Student Experience (SESE) represents an important articulation of how we will ensure that learning and teaching at Oxford Brookes will continue to be at the leading edge. The SESE outlines much that is familiar and distinctive about the Oxford Brookes curriculum through the specification of five core graduate attributes. A curriculum that provides opportunities for students to develop these attributes should enable them to enhance their employability and potential contribution to society.

The SESE also makes a number of other important commitments: to engage students in shaping their learning experience, for all staff who support student learning to undertake annual continuing professional development related to their teaching and/or support of learning, and to conduct evaluations of our pedagogic developments.

This year OCSLD launched a suite of staff development resources, events and consultancy to support the implementation of the SESE. See www.brookes.ac.uk/services/ocsld/sece/

This section of the report is organised in three sections:

- Embedding graduate attributes
- Networks and resources
- Continuing professional development.

2.1 Embedding Graduate Attributes

Graduate attribute roadshows

In June 2011, OCSLD ran ‘Graduate Attributes Roadshows’ which were short information sessions delivered on all main campuses. These were a chance to find out more about each of the five attributes and the implications for teaching and course design. The sessions shared case studies showing how the graduate attributes are being developed across the curriculum in a range of different courses at Brookes. The roadshows were attended by 84 members of staff.
The roadshows were followed in July 2011 by a symposium for change agents who are influential in implementing the SESE, specifically Heads of Department, Programme Leaders, Principal Lecturers and students.

Awareness raising sessions and workshops are an opportunity to discuss what each attribute means in the context of the subject and consider how it might be taught, practised and assessed. Staff can still ask their OCSLD Link Developer for a general overview session or a workshop around a single graduate attribute, perhaps as part of a Faculty or Department meeting or away day. See wiki.brookes.ac.uk/display/GAA/SESE+Events

Programme design intensives

Having successfully adapted our Course Design Intensives (CDI) process to support the Academic Progression Initiative and the implementation of the Assessment Compact, this year we started to offer CDI support to programmes seeking to substantially redesign the curriculum to embed graduate attributes. See wiki.brookes.ac.uk/display/CDIs/Home

Digital and information literacy

OCSLD educational developers, led by Greg Benfield, worked with Richard Francis and Jan Haines and Katie Hambrook from the Library, to develop A taxonomy of digital and information literacies at Oxford Brookes to help staff in designing curricula in support of the graduate attribute of digital and information literacy.

OCSLD plays a major role in supporting and developing technology-enhanced learning, both on and off campus, at all programme levels, and across all departments. We are committed to the idea that thoughtful use of technology can enrich the student learning experience by enabling flexible, student-centred learning opportunities and provide wider and fairer access to higher education. We contributed to the process of selecting a new VLE for the University, Moodle, and will be involved in its development and rollout over the next academic year, participating in the Moodle Project steering group and supporting the staff development programme in semester two 2012.

In line with our research-informed approach, we continue to engage in national research projects. Thus, following on from our leadership of the JISC-funded Supporting Learners in a Digital Age (SLiDA) project Rhona Sharpe and Greg Benfield co-facilitated a JISC-funded series of national workshops titled Developing Digital Literacies. As well as disseminating the results of SLiDA, the workshops aim to support practitioners involved in developing and supporting institutional strategies to develop digital literacies. See www.jisc.ac.uk/diglitworkshops

OCSLD contributed to the success of a bid for a £100K, 2-year JISC project, to be called InStePP, which will explore student partnerships for developing staff and student digital literacies at Brookes. The project is being led by Richard Francis, with Greg Benfield running the evaluation work package of the project and Rhona Sharpe chairing the project steering group.

From internationalisation to global citizenship

The Centre for Curriculum Inquiry and Networking (CICIN) continued to advocate and investigate mechanisms for delivering an internationalised curriculum and significantly in 2011, the SESE graduate attribute of global citizenship. CICIN developed resources and contributed to events inside and outside of Brookes, including publication of a book ‘Moving towards Internationalisation of the Curriculum for Global Citizenship in Higher Education’ edited by Valerie Clifford and Catherine Montgomery. See www.brookes.ac.uk/services/ocsld/ioc/
2.2 Networks and Resources

Online resource collections

The Graduate Attributes in Action wiki has case studies, tools and templates from staff on how each of the attributes are taught, practised and assessed. See wiki.brookes.ac.uk/display/GAA/

We are developing other resources to assist staff with information about and tools for working with Graduate Attributes. These include PowerPoint presentations, case studies of Graduate Attributes in action and tools and templates for mapping graduate attributes across programmes. They are available in the RADAR Teaching Collection. To retrieve them, login to RADAR as a Brookes user, visit the Teaching Collection and Browse the Graduate Attributes category. You may have good examples or case studies of your own to add to the RADAR collection. If you do want to contribute a resource, contact the RADAR project manager, Steve Burholt. See radar.brookes.ac.uk/radar/access/home.do?

Minerva Seminars

The Minerva forum supports current and aspiring teaching fellows and welcomes new members. This year it ran three well-received lunchtime sessions, all related to themes in the SESE:

- Helen Walkington in February 2011: Research-based learning in and beyond the curriculum: How does it contribute to developing graduate attributes?
- Jane Spiro in March 2011: The meaning and practice of reflection
- Berry O’Donovan and combined honours students in April 2011: Student involvement and engagement

Other activities of the forum include preparing a response in December 2010 to the Higher Education Academy’s revision of the UK Professional Standards Framework for Teaching in Higher Education. For 2012, Minerva is looking to develop thematic networks across the University. If you would like to become part of the Minerva Forum, contact Frances Deepwell.

Brookes Learning and Teaching Conference

More than 150 staff attended the Brookes Learning and Teaching Conference 2011 and contributed to making it a ‘real success’. The theme of the day was ‘Engaging learning through graduate attributes: staff and student perspectives’. The rich and varied programme included two highly engaging keynote talks: by Jude Carroll on why and how we might raise the game in our internationalisation endeavours and by David White from the University of Oxford, who entertained us with the research evidence on how students use technology for learning and challenged us to think less of innovation and more of ingenuity in our digital practices. Other themes running through the conference demonstrated our concerns for feedback and assessment, as well as an array of responses to the role of technology in higher education - including a demonstration of Moodle and a formal debate organised by a set of colleagues from Health and Social Care.

Again this year, the conference hosted a lively exhibition of stands and demonstrations of innovations in learning and teaching, including a display of student research. A timetable of demonstrations formed a parallel stream of the conference throughout the day and we experimented with a Twitter wall.

See www.brookes.ac.uk/services/ocsld/resources/learn_teach_conf/2011/

A media-rich record of the event, including recordings and presentations from the day is available at wiki.brookes.ac.uk/display/minerva/Brookes+Learning+and+Teaching+Conference+2011
Feedback from the conference was highly positive and enthusiastic, welcoming the atmosphere described as ‘constructive and vibrant’, ‘thought-provoking’ and ‘happy’, with most delegates praising the excellent quality of the contributions and the opportunity to network with colleagues from across the university: “Well done to all, it was a great success.” “Carry on doing these - for me it was the best working day I had for a long time!”

2.3 Continuing Personal and Professional Development

OCSLD offers a framework to support the Continuing Personal and Professional Development (CPPD) of those involved in teaching and supporting learning at Oxford Brookes. At the heart of the CPPD framework is the recognition that continuous improvement in university teaching is vital to enhancing the student learning experience. The framework builds on the good practice in professional development of teaching that exists both formally and informally across the University.

The framework encourages colleagues to reflect on their practice through self-review, gathering feedback from peers and students, inquiring into teaching practices and engaging in other development activities. It links together a set of institutional processes that will help to move these reflections into action and assist in disseminating and rewarding best practice in teaching and learning. These processes are Personal Development Review (PDR), peer enhancement of learning and teaching, and professional dialogue.

The CPPD framework was approved by the Academic Enhancement and Standards Committee in May 2010. Brian Marshall and Frances Deepwell are leading a project to support the implementation of the framework.

See www.brookes.ac.uk/services/ocsld/resources/cppd_framework/

Improvements to the Personal Development Review process

A series of consultation meetings with representatives across the University informed a redesigned set of paperwork to support the PDR process, which now aligns with the CPPD framework. The process now requires all staff to consider what they can do to improve the student learning experience. Academic staff are furthermore asked to consider what changes they are making to their teaching as a result of student feedback and also of their engagement in peer enhancement processes. See www.brookes.ac.uk/services/hr/pdr/

CPD pathway for those who lead in teaching and learning

Using the UK Professional Standards Framework, in 2011 OCSLD initiated a pathway to achieve Descriptor level 3. The pathway is a process you can use to gain recognition for the leadership and mentoring that you do to support the enhancement of the learning experience. The pathway is an encouragement for established colleagues who teach and/or who support student learning to undertake both formal and informal CPD and to record this against a national standards framework. The pathway is co-ordinated by Frances Deepwell.
3. 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 in four sections:

- Supporting staff in new roles (mandatory courses)
- Supporting university initiatives
- Supporting individual development and recognising excellence
- Planning bespoke staff development.

3.1 Supporting staff in new roles

OCSLD provides the university with a range of courses for academic and support staff who are new to the university and/or new to roles. Towards the end of the year we began a review of our portfolio and how it meets the needs of staff new in role. In 2011/12 we will be launching courses tailored for staff in new roles including a Heads Development Programme and an Introduction for Management and Leadership for Programme Leaders.

Welcome to Brookes

The mandatory session, Introduction Day, was reviewed and revised. The review highlighted confusion between the event and local induction, and also challenges around the length of time in service prior to attending the session. In response, Welcome to Brookes has been revitalised as an interactive session around the history, guiding values, strategy and diversity of the University, including an ‘inforum’ session, giving an opportunity for new colleagues to meet providers of services across the institution. OCSLD is committed to ensure that from January 2012, all new colleagues are offered a place on Welcome to Brookes within a month of joining the University.

Recruitment and selection

A working group of OCSLD and Human Resources staff redesigned the content of the Recruitment and Selection courses, particularly in light of changes brought about by the new Equality Act. The redesign was completed in the Spring of 2011 and a number of courses have been run in the new format and have been well received by delegates.

Associate Teachers Course

The Associate Teachers Course is mandatory for anyone who teaches for 50 or more hours a year. The course runs both within the semester 1 PCTHE delivery, and separately as a five-day course spread through semester two. Participant feedback 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 response to the recommendations of the Institutional Audit, OCSLD continue to offer a short, certificated introduction to teaching. This was launched in 2010 and is primarily aimed at research students prior to the start of their teaching commitments, namely First Steps into Teaching in Higher Education.

11 candidates successfully completed the Associate Teachers Course in semester 1 and a further 16 in semester two. These colleagues now become Associate Fellows of the Higher Education Academy. Ten of the semester 1 candidates are from the Institute for Public Care, who had been supported with a bespoke instance of the course that ran from July to October 2010. The Associate Teachers Certificate of Attendance was awarded to 30 participants and a further eight received the First Steps into Teaching in Higher Education award.
The course team extends its thanks to those outside of OCSLD who have contributed to the delivery of the course this year, including Sue Robbins, Linet Arthur, Berry O’Donovan, Marc Howe, Vivienne Coombes and Karen Handley.

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

OCSLD designed and delivers the PCTHE, a one-year, part-time course for academic teaching and learning support staff in higher education. It is compulsory for all teaching 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 postgraduate certificate 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 learning and teaching in their disciplines through practice, theory and policy and to engage in evaluating their own practice.

In 2010-11, the programme team, led by George Roberts re-developed the course. The Major Changes were validated on 2 August 2011 for the Academic year 2011-12. 2010-11 was, therefore, the final instance of the programme which had been validated in 2006.

For the first time, we introduced a group seminar task to the Postgraduate Certificate course. Colleagues were asked to identify a contemporary topic in higher education and prepare a seminar to convey this issue to their peers with associated resources. Video interviews with students and an interview with PVC (Student Experience) John Raftery on the question: "What are graduate attributes?" produced by one of the groups have been widely disseminated across the University as part of OCSLD's work to implement the SESE.

A total of 40 people participated in the course (36 people enrolled on the PCTHE and four were continuing from previous cohorts)

- 26 completed and were awarded the PCTHE
- 10 failed to complete
- 2 withdrew
- 8 were referred
- 0 received extensions and continue in good standing.
- 2 further participants are on maternity leave.

A feedback survey was administered to all who completed the course. Twelve responses were received, including:

| The best thing about the course was… | The staff teaching the course. The fact that much of the effort for coursework was linked to ongoing professional practice (for example I actually gave the course review I wrote for p70406 to the external examiner for my module, and she was very impressed with it!), thus economising effort and making that effort seem more worthwhile. The learning community established within the base groups. Dr Dave Carter, Senior Lecturer in Biomedical Science, |

**Research supervision seminars**

The research supervision seminars ran again with an open format, allowing people to drop in for the topics they felt were relevant. One interesting function was to attract PhD students who used the opportunity to reflect upon and reconsider their experiences of "being" supervised.

A variant on this model was the in-School sessions designed with the Business School, and delivered jointly. These were very well received and staff reaction confirms a need which is probably much wider than just undergraduate and MSc supervision in the Business School. The seminar series will be repeated in Oct-Dec 2011.

See [www.brookes.ac.uk/services/ocsld/staffcourses/learning_teaching/research_seminars.html](http://www.brookes.ac.uk/services/ocsld/staffcourses/learning_teaching/research_seminars.html)
Core Management and Leadership Programme

During the year, a cohort of six managers completed the NVQ Certificate in Management at Level 3 as part of the Programme. A further seven managers completed the NVQ Diploma in Management at Level 4. Three others who started the programme either deferred due to maternity leave/sabbatical or left Brookes.

In January 2011, a new cohort of staff started the programme with the Introductory Workshop. Eleven members of the group are working towards the Level 3 qualification and five towards the new Level 5 qualification. It is agreed that the revisions to the qualifications now require less work in putting together the portfolios of experience. All participants have been attending a series of workshops at monthly intervals, as a developmental accompaniment to the NVQ assessment. These workshops have been delivered by a variety of OCSLD specialists and external providers.

The number of participants has been consistent over recent years, varying between 16 and 20. Applications are currently a little reduced for the 2012 course but that could be due to current restructuring demands. Evaluations are undertaken after the accompanying workshops each year and the final workshop includes an evaluation of all elements of the course, to enable participants to review their learning and providers to consider changes to improve the course in the following year. This year sees a further evolution of the Finance for Managers workshop.

Comments from previous participants:
"Expert supervisor, complete confidence in her"
"Really liked the reflective + experience based nature of it"
"Regular meetings help to keep you on track"
"Good sense of support both from OCSLD staff and fellow cohort members"
"Makes you stop and think about what you're doing and how to apply good management practice."

Leadership Dimensions for Senior Staff (LDSS)

LDSS Cohort 2 ran during Semester 1, with 12 delegates. The group members came from across the university, with six of our eight schools represented. Job titles included Principal Lecturer, Assistant Head of Department, Programme Director, Head of Finance, amongst others.

The programme features workshops, action learning sets and our 360 degree feedback process. Five of the 12 submitted an evaluation sheet at the end of the programme, there was agreement that the LDSS overall was both relevant and valuable, the action learning sets and the 360° process were 'excellent' or 'good'. Generally, the five workshops were well received (i.e. 'good' or 'excellent') but there was one session where the regular facilitator was taken ill and, with only 48 hours notice, the 'deputy' was hard pushed to fully meet expectations. As a result, this particular workshop received lower ratings, although delegates were generous in acknowledging that this could not have been helped. Overall, we conclude that the programme is both relevant and valuable, such that it may make sense to offer it to run more than once a year.

See www.brookes.ac.uk/services/ocsld/staffcourses/ssdp/ldss.html

Engaging Transformational Leadership Programme (ETLP)

In January and in collaboration with The Real World Group Ltd (RWG), we launched the Engaging Transformational Leadership Programme, intended to support PVC/Deans, Associate Deans and Heads of Department as we made the transition from eight schools to four academic faculties. The launch event, with keynote speaker Professor Beverly Alimo-Metcalfe, was very well received by around 40 of our senior staff colleagues. Expectations were high as colleagues looked forward to the programme of workshops, run by RWG associates, and the opportunity to experience RWG's own 360° feedback process, using their 'Transformational Leadership Questionnaire'. The 360° programme got under way during March, and the workshops in April with over 40 colleagues split into three cohorts. By August it became evident that the programme was not meeting our initial expectations and, after further consultation with senior staff, the decision was taken to discontinue the workshop programme.
3.2 Supporting Staff through University Initiatives

OCSLD anticipates and provides staff development to support staff through university initiatives.

Rolling review of Investors in People Gold Award

The University achieved Investors in People (IiP) Gold Award in February 2010. This initiative was led by Rosemary Davies, OCSLD Staff Development Consultant with University wide responsibility for IiP. The journey to this achievement started in 2006 and has been supported by the Investors in People Steering Group, Action Learning Set and Faculty and Directorates groups. The standard requires continuous assessment, which will be undertaken by our External IiP Assessor visiting the University annually, as part of a rolling review programme.

Project management of the reorganization of the university

This year saw Ian Whiting seconded to the Senior Management Team tasked with project managing the reorganisation of the University. This provided an opportunity to utilise and demonstrate the effectiveness of the University's project management methodologies, tools and techniques to a wide and discerning group of stakeholders. The main project requirements were completed on 31 August 2011 in time for the launch of the new faculties on the 1 September 2011. A project review has been undertaken to examine what went well and lessons to be mindful of when embarking on a future project.

The Board of Governors congratulates Ian Whiting on his role in supporting the restructure project…

"It was noted that a considerable amount of effort had been put into support staff in making applications for roles within the restructure. This support had included one-to-one advice sessions as well as sessions on interview preparation and presentation skills. Ian Whiting had been project managing these aspects of the restructure and his exemplary contribution to the smooth running of the process was noted" (Minute 903.7-8, Board of Governors, 30 June 2011).

Employee support package

Working closely with the Careers and Employment Centre, colleagues OCSLD designed a half day workshop to support staff affected by the university restructuring. The intervention covered the key aspects of applying and being interviewed for a job within the Oxford Brookes process. Between March and June 2011, OCSLD consultants delivered 17 workshops with around 16 participants each aimed at support staff and the Careers and Employment Centre delivered another seven, including some tailored specifically to the needs of academic staff. Within this provision OCSLD was able to make available a place to all staff at risk within the university’s restructuring.

Feedback from participants was generally very positive and indicated that it was a supportive activity during a difficult period.

OCSLD provided a variety of other interventions to support staff through the University re-organisation and enable them to prepare for the transition. This included

- *Supporting your people through change* session. In conjunction with the manager orientation briefing sessions (12-15 April) OCSLD added an optional session for managers to consider how they would support their people through this time of change, which was taken up by 140 managers.
- Presentation skills lecture and online resource. In response to requests raised in the manager’s restructure question and answers forum, OCSLD put on a lunch time lecture to support those staff who were required to prepare a presentation as part of their selection process (40 members of staff attended). The lecture was subsequently made available as an online resource and viewed by an additional 60 members of staff.
- New team start up package. To support the switch over and eventual start up of new teams OCSLD developed a team orientation support package which could be facilitated by managers or by others.
Project management

The project management training programme continues to be in demand. A pre-Christmas programme was added to the schedule to rectify the waiting list. It is not anticipated to repeat the concentrated week long programme acknowledging the fatigue factor of absorbing (and facilitating) the required learning. In this academic year 80 members of staff received some form of training in project management (totalling 179 training days). The overwhelming number of evaluation questionnaires continue to rate the workshops as "Excellent".

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. The pass rate presently resides at 95% of participants gaining the certificate.

Feedback from a learning set participant: I just wanted to send you an email to say thank you for your help in supporting the preparation for the APM exam. Of course, my fingers will stay crossed until the results come through but I wanted to let you know that following the university challenge session and the coursework last year (with some additional study), I felt fairly well prepared for the exam. Follow up: This participant was successful in gaining their certificate.

OCSLD is presently preparing for the transition from CITI related material and terminology to one which will fully endorse the APM Body of Knowledge. This will enable the university to standardise its project vocabulary in alignment to the emerging profession which will soon attain its Chartered status.

Next year it is proposed to review the university’s project governance process. Work is already under way in developing a Terms of Reference approach for initiating new ideas. Only on approval of the initial concept provided by the Terms of Reference would a full business case be developed.

In conjunction with the University Projects Manager, OCSLD has been supporting a variety of projects linked to the new learning and teaching building (NLTB). Further support will be offered to project teams during the life span of the NLTB project.
Supporting Workforce Development

This is the second year of this project and the work has started to take shape: recruitment went ahead for school coordinators and the external marketing took off. There is, apparently, a need 'out there' for ways into higher education for people in employment. The Brookes efforts included developing streamlined ways to validate programmes, realistic pricing policies, and a better sense of who in the university will welcome this type of work. OCSLD's role has been to identify and ensure people have the personal and academic skills and knowledge to perform this complex role - building relationships with employers, designing and delivering education, and quality assuring the accreditation decisions. The results are OCSLD taking forward projects on APEL, programme design and on better customer relations.

The Workforce Development Project supported OCSLD to develop a resource package to support delivery of these graduate attributes across the University's curriculum, as an integrated part of a Brookes package. The case studies are designed to bring the graduate attributes to life and to demonstrate how they are embedded in Brookes' courses. The intention is that this resource will improve the capacity of the Workforce Development project as a whole to sell the added value of Brookes accreditation to employers, through demonstrating how Brookes courses not only lead to accreditation for an award, but also promote personal development and develop academic, personal, research and digital literacies and global citizenship.

Turnitin training and Academic Conduct Officers

Sessions on Turnitin ran frequently, largely in response to requests from departments and schools. Expertise was shared widely, increasing the number of in school 'experts' who can deliver this training plus university resources now inform students about Turnitin use. The course now focuses on formative use and on efficient ways of analysing Originality Reports for referral to Academic Conduct officers. The evidence is that there will be a need for this kind of training for a while yet though collegial skill sharing is increasing.

Cyclescheme

The Cyclescheme initiative at Brookes, managed by OCSLD, continued to run successfully this year, actively demonstrating the team's continuing commitment to personal fitness and well-being, and also to greener travel. Staff are enabled to obtain cycles and equipment at reduced cost, via salary sacrifice. Thirty-eight colleagues bought vouchers this year. The government has since changed rules about Fair Market value in relation to the Scheme. However Brookes continues to offer this popular tax break to staff as it still represents a saving to users and a way for them to keep fit and green.

3.3 Supporting Individuals and Recognising their Excellence

Career and Personal Development website resource.

During this year OCSLD’s interest in creating a career and personal development website that all staff can use expanded and developed in conjunction with a HEFCE funded project to encourage use of the Association of University Administrator’s (AuA) Professional Behaviours Framework.

The website is designed to increase self awareness, build on self awareness to look at the big picture, reality-check the context, funnel career aspirations into doable actions and encourage and develop real commitment to enhancing skills and behaviours – using a coaching model called i-GROW (a career-orientated version of Whitmore's GROW model). The individual can concentrate on behaviours or role-related skills, and find resources, activities, tools and information to support self development as the coaching journey progresses. There is a job library and role-holder interviews to visit and find out about the real development experiences of staff. Managers and individuals can use the site to “rehearse” and enhance the PDR process.
AdFor and the Brookes AuA network helped to test-drive the site and gave feedback. The site goes live on 31 October 2011 and we will continue to invite feedback and adaptation, emphasising the collaborative and staff-driven nature of the resource. A second-phase project-plan for the coming year will see the embedding of the resource to PDR, and manager as coach training as the information-base of the site continues to develop.

See [www2.brookes.ac.uk/services/ocsld/career_personal_development](http://www2.brookes.ac.uk/services/ocsld/career_personal_development)

**Brookes Teaching Fellowships**

OCSLD continues to support the application process for Brookes Teaching Fellowships through briefings and mentoring of applicants. For the second year now, we organized a “den” where prospective applicants can pitch their ideas to a small panel and receive developmental feedback on their fellowship project. The Fellowship projects approved to start in 2011 are:

- Dr Sarah Pearsall (Faculty of Humanities and Social Sciences) Developing historical Imagination through undergraduate teaching and assessment.
- Linet Arthur (Faculty of Humanities and Social Sciences) Responding to student feedback: supporting lecturers and improving courses.
- Jo Feehily (Faculty of Business) Engaging Business students in curriculum development related to Global Citizenship - can global citizenship align with global business students?
- Debbie Witney (Faculty of Business) Transition Mentoring for the MSc Business Management students
- Judie Gannon (Faculty of Business) Peer mentoring within Hospitality and Tourism programmes
- Jane Anderson & Colin Priest (Faculty of Technology, Design and Environment) Live projects compendium
- Garry Maguire (Oxford Brookes International) Assignment Brief Design CPD Resource
- Irmgard Huppe (Faculty of Health and Life Sciences) Using virtual film sets to produce triggers and scenarios for the VFP in the Faculty of Health and Life Sciences

The call for Brookes Teaching Fellows for 2012 continues to encourage applications from learner support colleagues as well as academic staff. Newer staff can apply for Associate Fellowships and established staff can apply for Fellowships. See [www.brookes.ac.uk/services/ocsld/about/fellowships/](http://www.brookes.ac.uk/services/ocsld/about/fellowships/)

Unsolicited feedback from one of the successful Fellows: “I found the Den really helpful”. Another writes: “I just wanted to thank you for the really excellent feedback that you gave while we were developing the proposal for BTFS.”

**Higher Education Academy UK Professional Standards Framework**

The Postgraduate Certificate in Higher Education programme is accredited by the Higher Education Academy (HEA) and it aligns with the UK Professional Standards Framework (UK-PSF) for teaching and supporting learning in higher education. The PCTHE satisfies the requirements for admission as a Fellow of the HEA. The AT satisfies the requirements for admission as an Associate Fellow of the HEA.

In August 2012 our HEA validation will expire and will need to be renewed in light of course changes.

**Work based skills**

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 work-based routes to qualifications only previously available through academic channels. Accreditation is available at all 9 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. The OCSLD project can link staff to a wide range of providers and centres in order to get qualified and the existence of the 9 levels means that Brookes can work to realise its offer to develop a person from wherever they are to a progressed stage in their personal and professional journey. For some colleagues this may be a first, significant achievement within the education system. For others, it represents a way of turning experience and a track record into credits that recognise their professional contribution.

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 work-based qualifications firmly in mind.

Some favourite work-based 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 Management and Leadership Programme below)

The project responds and adapts to the different demands and focus of individuals and the organisation. Student groups from mainstream university programmes are now adopting this style of vocational development through the Brookes Future Leaders Award, endorsed by the Institute of Leadership and Management (ILM). Five full cohorts of 50 students have taken the programme and find it to be an important, experiential addition to their academic programme.

The work-based qualifications project also manages the learning plans of the university's growing group of apprentices and advanced apprentices, of which there are currently 10 actively on programme.

**European Computer Driving Licence (ECDL)**

The European Computer Driving Licence® is the internationally recognized 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 qualifications. There is a steady flow of staff and student user 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 on-line, 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 7 modules
- ECDL Advanced (level 3) comprising 4 modules

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.

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

**Mentoring scheme**

The mentoring scheme offers an opportunity to be matched with a mentor to support professional and personal development. The scheme had 20 mentoring pairs working together across the period September 2010 to August 2011; the length of time, effectiveness and outcomes of these relationships is being evaluated. The participants in the Brookes Mentoring Scheme are offered support through up to three meetings a year. These meetings offer an opportunity to meet an external speaker in an informal setting, to network and discuss successes and challenges around mentoring. Rosemary Davies is evaluating the future of the mentoring scheme within the university.

**Intern development**

In the year 2010-11 another group of 16 graduates joined the scheme. Participants took on roles in departments across the university and report gaining a good sense of what the reality of the workplace is going to be. The “Interns (programme) allows us to use trial and error without being thrown in deep end of responsibility” asserts up one learner. It is hoped that we will be able to continue to construct and support this valuable bridge to real work and professions.

www.brookes.ac.uk/services/hr/internships/

For Ian Whiting the training highlight of the year was the project workshop delivered for our intern community. He says “It required me to evaluate and adjust my delivery to meet the needs of delegates with a wide range of disabilities. This included adjustments to cater for two signers for a delegate who was deaf, the liaison with a support worker for another delegate with visual impairment and being aware of adjustment in facilitation to cater for other disabilities in the room. Verbal feedback from both delegates their signers and support workers was complimentary”.

**3.4 Planning Bespoke Staff Development**

OCSLD helps faculties and directorates to plan for their staff development needs and deliver appropriate training. We can help you plan and deliver bespoke training for your staff. Here are some examples of tailored events:

- Frances Deepwell and Jude Carroll worked to design and deliver a bespoke version of the Associate Teachers course for the Institute of Public Care. This was fun for us to do and enlightening for them as they got their head around the differences between professional trainer roles and being a Brookes academic where course participants are accredited learners.

- Valerie Fawcett provided a tailored Communication workshop for programme administrators at Harcourt Hill and a Customer Service workshop tailored for Academic Management Office.

- Greg Benfield facilitated a half-day workshop for staff in the School of Health and Social Care to plan a new project to develop an online ‘Virtual Family’ that students will be able to interact with and care for.
4. Increasing the Quality of our Research

One of OCSLD’s principles is ‘high quality standards based on scholarship, research, reflection and evidence-based practice’. This section is organised under the three objectives of OCSLD Research and Knowledge Transfer Strategy (2009/10 – 2012/13):

- To make a substantial contribution to excellent pedagogic research nationally and internationally
- To undertake institutional research which contributes to improvements to the student experience at Brookes
- To support the development of pedagogic researchers within Brookes, both as part of their CPD and in order to build sustainable, ongoing capacity for undertaking pedagogic research.

See wiki.brookes.ac.uk/display/pedres/Research+strategy

4.1 Research Excellence

Research themes

In order to consolidate our work, OCSLD researchers work in four research themes, which enables us to build on our existing research strengths, while confirming the overarching focus on the enhancement of staff and student learning. The themes are: assessment standards, feedback and plagiarism, curriculum design, learning in a digital age, professional development in higher education. See wiki.brookes.ac.uk/display/pedres/Research+themes

Research achievements

Congratulations to Dr George Roberts, who was awarded his PhD from University of Southampton titled ‘What do you do with your community IT centre? Life stories, social action and the Third Space: a biographical narrative interpretive study of adult users of a community IT centre’.

Dr 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. Frances is Chair of SEDA’s Scholarship, Research and Evaluation Committee and member of the Editorial Board of Innovations in Education and Training International, the SEDA journal.


Preparing for the REF

Four OCSLD educational developers were submitted to the Education Unit of Assessment’s REF Audit in January 2011. In general the feedback was that OCSLD is likely to be able to make a contribution to the developing narrative for this unit of assessment. In response, staff preparing for the REF have each produced a plan for their future publications and are supported through the OCSLD Writing Group and time set aside for research activities.
Publications


Deepwell, F (2011) How do practitioners evaluate their practice? Association for Learning Development in Higher Education (ALDinHE) Queen’s University Belfast, 18-20 April 2011


Price, M., Carroll, J., O'Donovan, B. & Rust, C. (2011). If I was going there I wouldn't start from here - a critical commentary on current assessment practices, Assessment and Evaluation in Higher Education, 36 (4), 479-492.


Projects and bids

OCSLD has created an internal Projects Group to support and approve small bids for external research and consultancy funding. In addition, as from 1 June 2010, research bids over £30,000 must be approved by the Faculty of Humanities and Social Sciences combined Research Grants Panel.

OCSLD supported the writing of the bid for the Institutional Student e-Pioneer Partnerships Project, which has been funded by the JISC for £100,000 over 18 months. The project is being led by Richard Francis, Media Workshop, with OCSLD support in project governance and evaluation.

4.2 Institutional Research

We are keen to make use of our research expertise for the benefit of Brookes. This year papers went to AESC (Academic Enhancement & Standards Committee) reporting initial findings of two evaluations - one looking at the Student Support Coordinators and the second considering the implementation of the Assessment Compact. In both cases, AESC commissioned further research.

Evaluation of the Assessment Compact

The previous year’s report detailed OCSLD’s leading role in developing and implementing the Oxford Brookes University Assessment Compact, from contributing to its authoring to coordinating a programme of Assessment Design Intensives (ADIs) attended by over 200 academic staff. These events support programme teams in redesigning their assessment strategies in line with the Compact.

A team consisting of Chris Rust and Greg Benfield of OCSLD and Margaret Price and Birgit den Outer of the Business School, have led the monitoring of the Compact’s implementation. In November 2010 the team conducted a university wide, baseline Compact ‘awareness’ survey and began collecting case study material about curriculum changes related to the Assessment Compact from selected module leaders. They presented an Assessment Compact Survey Early Messages Report to AESC in June 2011. While there was a pleasing level of academic staff awareness (78% of teaching staff respondents) of the Compact and its tenets, student awareness was very low (18% of respondents). The report made a series of recommendations that were adopted by AESC, including:

• Faculties to promote student awareness of the Assessment Compact; engage key student support staff, including student support coordinators, academic advisers, and course administrators; ensure that programmes offer opportunities for dialogue between staff and students about the Compact; and allocate resources to support Compact implementation
• OCSLD/ASKe to produce case studies and offer further staff development
• APQO to ensure all validation/revalidation panels interrogate how the tenets of the compact are enacted and update annual review forms to collect information about Compact implementation

AESC agreed to continue evaluating the Compact implementation for at least another year and the Pro-VC Student Experience provided £6000 for this purpose. The baseline survey will be repeated in November 2011. The other emphasis in the coming year will be on producing case studies and exemplars based on evaluation data from selected modules.

Evaluation of Faculty-based student support

In June 2011, AESC agreed plans for the ongoing evaluation of student support for undergraduate students and to provide the resources required. The survey and interviews will be repeated Nov 2011- February 2012 and the final report of this evaluation is expected to be considered by AESC at its meeting in March 2012.

This evaluation will make recommendations for policy and practice on:

1. The ease at which students can access advice and information, any changes since the Phase 1 evaluation, and what actions Student Support Coordinators have taken which improve their visibility and accessibility from the student perspective.
2. The issues on which students require advice and information, how this has changed over time, the needs of specific groups including international students, the fit between student needs and the Student Support Coordinators service and the continuing professional development needs of Student Support Coordinators and Academic Advisers.

3. The interaction of the roles of Student Support Co-ordinators and Academic Advisers in practice, and the overlap and boundaries of their roles and what can be done to clarify their roles from the student perspective.

4. The extent to which students benefit from the current Faculty-based student support arrangements.

**Evaluation of INStepp**

Greg Benfield is leading the evaluation of the Institutional Student e-Pioneer Partnerships Project. Student e-pioneers will be actively involved in both strands of evaluation, in the field gathering data and in analysing the data and producing outputs. There will be two strands of evaluation:

a) focused on developing digital literacies within the context of students and staff partnerships and tangible benefits to participants. A mixed method approach will be used, building on methodology developed in previous learner experience research. Our interest is on what activities students undertake, and can be supported by course and learning activity designs, which move them through the stages of the development framework which underpins the OBU definition of digital literacy.

b) concerned with evidence of institutional change and impact. In line with the Brookes SESE objective of 'Evidence-based policy development and evaluation' this strand focuses on gathering evidence of the effectiveness of the e-pioneers and making recommendations for improvements to the role. Quantitative data will be collected regarding uptake, variety of roles, activity within each of the partnership scenarios. Qualitative data will be analysed to gain insights into benefits of the project to institutional development of digital literacies and to individual participants in the project.

**4.3 Supporting Pedagogic Research**

Oxford Brookes has a long history of a commitment to institutional and national pedagogic research. This represents an important aspect of the University's research portfolio and is one of the ways in which we ensure links between teaching and research and evaluate the impact of our pedagogic developments.

**Pedagogic Research Wiki**

OCSLD staff conduct pedagogic research themselves and champion and coordinate work with discipline based staff to evaluate, investigate and improve teaching, learning and assessment in higher education. We are available to support the research process such as by undertaking literature searches, discussing your plans for research, helping with data collection (such as advising on the design of surveys or conducting interviews or focus groups with your students), critical review of draft papers and preparing bids. On the wiki you will find information about current pedagogic research interests and projects, and support for undertaking research yourself.

See [wiki.brookes.ac.uk/display/pedres/About](http://wiki.brookes.ac.uk/display/pedres/About)

**Brookes eJournal of Learning and Teaching (BeJLT)**

In 2010 *BeJLT* and *Teaching News* merged into a single publication, which now includes sections for news items, short articles and research papers. Rhona Sharpe took on the Editorship of the journal in September 2010 and oversaw the publication of two issues:

- Volume 3, issue 1 (Feb 2011) Student Engagement, with two research papers and 3 short articles
- Volume 3, issue 2 (June 2011) Academic Practice and Values, with three research papers and two short articles.
This year there was an open call for reviewers and members of the Editorial Board. Two new members were selected and welcomed to the board and a training session was run for new and existing reviewers (Jan 2011). In the coming year the Editorial Board will be trialing the use of social media to make BeJLT more interactive and mobile. See bejlt.brookes.ac.uk

Support events for pedagogic researchers
This year we ran a new series of events for pedagogic researchers on topics including writing for BeJLT, using and contributing to the pedagogic research collection and mentoring pedagogic researchers. These will be repeated in the coming year.

See www.brookes.ac.uk/services/ocsld/resources/pedagogic_research/

Pedagogic Research Collection in RADAR
The Pedagogic Research Collection, launched in 2009, is a sub-set of the Research Archive in the University’s Research Archive and Digital Asset Repository (RADAR). It houses a searchable collection of over 100 outputs from pedagogic researchers at Brookes.

See wiki.brookes.ac.uk/display/pedres/The+RADAR+repository

Improving Student Learning Symposium
The 18th Improving Student Learning Symposium was held on 19 - 22 October 2010 in Liverpool, UK. It was organised jointly with the International Society for the Scholarship of Teaching and Learning and supported by the Council for Undergraduate Research’s day running the day before. The title was Global theories and local practices: institutional, disciplinary and cultural variations. The conference was attended by 382 participants from 181 institutions and 19 countries were represented. From the 117 feedback responses received from delegates, 43% were very satisfied with the conference and 46% were satisfied. A further 29 people attended just the Council for Undergraduate Research pre-conference day.

The major aim of the symposium is to provide a forum which brings together those who are primarily researchers with those who are primarily practitioners. The keynotes were:

- Professor Graham Gibbs (University of Winchester, UK). The importance of context in understanding teaching and learning: reflections on thirty five years of pedagogic research.
- Professor Ray Land (University of Strathclyde, Glasgow, UK) Venturing into strange place, preparing graduates for the 21st century.
- Jude Carroll (Oxford Brookes University, UK) and Dr Janette Ryan (Monash University, Australia). Learning across cultures: opening our minds as well as our doors.
- Professor (Eric) Jan H F Meyer (Durham University, UK) and Professor Ray Land (University of Strathclyde, Glasgow, UK) Threshold concepts and troublesome knowledge.

See www.brookes.ac.uk/services/ocsld/isl/
5. Creating Sector Leading, High Quality Services for the Future

We are continually reviewing our processes and procedures to ensure we are offering the very best, cost-effective services. In the coming year we have made a commitment to exploring new ways of working such that we can improve our offer to better meet our clients’ needs. Much of our development of new ways of working is driven by our external courses and consultancy. OCSLD’s income generation activities have traditionally concentrated on workshops for teaching staff at other universities. We also now have a suite of online courses and this year experimented with one day ‘webinars’. Next year we will be exploiting social media marketing.

This section is organised into
- Sector leading services
- Future objectives

5.1 Sector leading services

Create project publishes its findings

The JISC funded SSBR project, led by George Roberts, delivered Support, Synthesis and Benefits Realisation services to the JISC Institutional Innovation Programme and its constituent projects. The project was based on a community (network) approach to programme support. One aspect of the project outputs is a series of briefing papers on Institutional Innovation topics including: modernizing IT provision, mobile technologies, mentoring and workforce development. See inin.jisc-ssbr.net

CDIs go national

The power of OCSLD’s Course Design Initiatives has been recognised beyond Brookes. The University of Coventry commissioned OCSLD to conduct two large CDI events in June for two departments seeking to radically redesign their programmes for 2012. A key aim was to transfer the process to the Coventry University staff development unit, which plans to use it to support an on-going, university-wide course redesign initiative. Greg Benfield and Chris Rust led these events, which were rated highly by participants. See mw.brookes.ac.uk/display/CDIs/Home

Online courses

This year we launched a new set of three courses on e-learning, building on the success of our four week ‘Online Tutoring’ course. The three courses are:

- Teaching online courses
- Preparing online courses
- Extending online courses

We also ran online courses on ‘Internationalising the Curriculum’ and ‘Teaching International Students’, as well as bespoke courses on distance tutoring and master’s supervision for the London School of Hygiene and Tropical Medicine. We trialed a one-day online synchronous seminar format, supported by HEIF funding from RBDO. However, take up was not encouraging.

This year our work of creating sector-leading services extended to using the Wimba Pronto and Classroom video-graphic technologies, which we employed for educational web-conferencing in several of our short, online courses.

We were supported by RBDO to commission a video to help participants find out what it is like to take one of our online courses. See www.youtube.com/watch?v=tZf-s9HWK58
We pursued our work to maximize the use of the University research and digital assets repository (RADAR). This year we added many more pedagogic research assets to RADAR. An OCSLD online course was the first in the university to fully use RADAR to house all the teaching materials delivered via the VLE. This pilot was a 'proof of concept' that RADAR can be successfully used to support the changeover from the BlackBoard VLE to Moodle in the coming year.

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

Workshops for other institutions

We ran 70 workshops for other institutions, drawing on our network of external consultants. This continues the downward trend in the number of workshop bookings. We continue to diversify our consultancy offer to include other types of work including evaluations, community building, facilitating reviews and scenario planning.

We were commissioned by the JISC to plan and facilitate a series of national workshops on developing digital literacies. See www.jisc.ac.uk/diglitworkshops

In May 2011 Chris Rust spent a week in China as a member of a team of five external international consultants, running sessions and giving advice on a variety of topics including peer observation and review of teaching, and research-based learning.

HEFCE Evaluation Project

OCSLD partnered with the University of Northumbria, Newcastle Business School and University College London on an HEFCE funded project to develop a toolkit to evaluate academic and support staff learning and development in higher education. The project began with an international review of practice in learning evaluation which identified examples across different sectors and reflected upon the diverse review base. The diversity of the partnership working between human resources professionals and academics provided a unique opportunity to meet the needs of different stakeholders. A total of 13 chapters have been created and piloted, providing flexible resources that can be adapted and bespoke to meet the needs of colleagues and stakeholders, enabling the evaluation of a diverse range of development activities.

See www.northumbria.ac.uk/sd/central/hr/std/hefce/

Visitors to OCSLD

Another effect of our 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

- Professor Jenny Clarence Fincham, Operational Director: Academic Development & Support, University of Johannesburg, 15 June 2011
- Professor Jane Long, Pro Vice-Chancellor (Education) at The University of Western Australia, 12 May 2011

5.2 Future Objectives

Human Resources Directorate objectives

OCSLD operates within the context of the following objectives from the Human Resources Directorate:

1. Refreshed and proactive business partnership arrangements with Faculties and Directorates, leading to high customer satisfaction from senior teams, comprehensive and effective Learning and Development plans and greater confidence in managing high performance.

2. Integrated partnership between HRM and OCSLD teams supporting the Faculties/Directorates in the delivery of integrated employment and leaning/development practices.

3. Provide high quality support for ADSEs and PVC-SE in the delivery of the SESE.
4 Review the professorial and readership/PL-SE promotion systems and ensure that they are fit for purpose in promoting the research/knowledge transfer, and student experience strategies.

5 Provide extensive support for the process of embedding the new Faculty organizational structures and monitor the workloads and balance between functions in association with Heads of Administration and senior teams with a view to making any appropriate adjustments, and ensuring grading consistency is maintained.

6 Implement new health and safety structures in the Faculties, ensuring good representation at Health & Safety Committee and an effective health and safety audit programme as required by the Governors Finance and Resource Committee.

7 Thorough refresh and renewal of the OCSLD portfolio, with particular emphasis on the staff management programmes, drawing as appropriate on the learning from the ETLP. Particular support will also be required for the performance management processes that derive from the abolition of the default retirement age.

8 Draw up and get approval for the new HR/Payroll system and an implementation programme.

9 Ensure maintenance of the IiP Gold status.

10 Review the role and contribution of the The Centre for Diversity Policy Research and Practice and get agreement for a forward plan.

OCSLD Objectives 2011-12

OCSLD objectives for the coming year are listed below.

1. Support the implementation of the Strategy for Enhancing the Student Experience, through
   a. Programme management of the SESE
   b. Supporting faculty staff to embed graduate attributes into all programmes
   c. Roll out the requirement for all staff engaged in learning and teaching to undertake CPD related to their teaching
   d. Generate and pilot ideas for meeting student engagement commitments in the SESE
   e. Provide networking opportunities for those engaged in SESE

2. Support staff through changing times
   a. Review our portfolio to ensure fitness for purpose
   b. Offer targeted support for staff new in roles
   c. Support staff through the VLE upgrade

3. Conduct pedagogic research
   a. Provide evidence to inform institutional decision making
   b. Increase the number, range and quality of our research outputs
   c. Support the development of pedagogic researchers

4. Generate income through external activities
   a. Ensure long viability of our key accounts
   b. Fill our online courses
   c. Develop our role in facilitating networks and communities
   d. Refresh our publications list and distribution mechanisms

5. Explore new ways of working
   a. Improve our offer and ways of working to better meet client needs
   b. Work efficiently
   c. Use evaluations of our work to inform our decision making
   d. Improve access to OCSLD staff and know how
   e. Generate innovative ideas for developing higher education staff.
Appendix 1: OCSLD Committee Membership

University-wide committee activities
Academic Enhancement & Standards Committee (CR)
Administrators Forum (LF)
Brookes eJournal of Learning & Teaching Editorial Committee (RS - Editor, FD)
Brookes Student Learning Experience Conference Advisory Group (FD - chair)
Centre for International Curriculum Inquiry & Networking Steering Executive (LG)
Communication/Web Admin Forum (EL, LD)
Events Forum (RG)
Faculty Administration (& Support) Structures Transition (FAST) Group (IW - Chair)
Finance Administrators Forum (LF)
International Steering Group (JC)
Investors in People Steering Group (RD)
Learning Technologists Forum (EL, GB)
New Library & Teaching Building Project Assurance Committee (IW)
Upgrade Steering Group (RS)

Faculty and Directorate Committees
Estates and Facilities Management Staff Development Committee (RD)
Faculty of Business Academic Enhancement & Standards Committee (FD)
Faculty of Health & Life Sciences Academic Enhancement and Standards Committee (RS)
Faculty of Humanities & Social Sciences Academic Enhancement & Standards Committee (GR)
Faculty of Technology, Design & Environment Academic Enhancement & Standards Committee (GB)
Finance & Legal Services Staff Development & Communication Group (IW)
Learning Resources Staff Development Committee (RD)

National and regional committees, boards and networks
Association of Project Management, lead contact for Oxford Brookes (IW)
Chartered Institute of Personnel & Development, chartered member (IW, RD)
Chartered Institute of Personnel & Development, Special Interest Group in Coaching and Mentoring, Thames Valley (VF)
Chartered Institute of Personnel & Development, Thames Valley Branch, Oxford committee (VF)
Heads of Educational Development Group (CR)
JISC Learning & Teaching Experts Group (RS, GB)
Midlands Staff Development Partnership (IW)
Student Assessment & Classification Working Group (CR)
Thames Valley Learning group (VF)
The International Foundation for Action Learning (DL)

Key to staff initials
CR: Chris Rust
DL: David Langston
EL: Elizabeth Lovegrove
FD: Frances Deepwell
GB: Greg Benfield
GR: George Roberts
IW: Ian Whiting
JC: Jude Carroll
LD: Liz Drewett
LF: Lynn Farrell
LG: Louise Green
RD: Rosemary Davies
RG: Roy Grant
RS: Rhona Sharpe
VF: Valerie Fawcett
## Appendix 2: Staff development workshops

### General workshops

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*indicates two-day workshop.