

Oxford Centre for Staff and Learning Development

Annual Report

2018/19

Introduction from the Head of OCSLD, Professor Jackie Potter

The Oxford Centre for Staff and Learning Development reports to the Teaching and Learning Enhancement Committee on its activities through an annual report to summarise the key highlights and work which it has led or contributed to both within Oxford Brookes and beyond as part of the wider consultancy work for the sector and region. This year, while maintaining the services and range of offer for new and experienced staff to undertake continuing professional development, the OCSLD has focused new effort in two main strategic areas. First, it has delivered activity linked to key themes of educational enhancement established by the Pro Vice-Chancellor (Staff and Student Experience) on inclusivity, assessment and employability. Second, it has scoped and delivered new training to support the Pro Vice-Chancellor (Widening Access and Participation) to embed unconscious bias awareness across the university as part of a wider agenda to improve awareness and practices that embrace and work with the diversity of the staff and student body to maximise success. Information on this work, as well as our business-as-usual services for the University, is detailed in this report.

I hope you enjoy reading the summary of our recent work.

All best wishes,



Professor Jackie Potter

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1. Purpose, Structure and Staffing in the OCSLD

The OCSLD is a small team of fifteen staff that provide high quality learning and development opportunities for academic and professional services staff at Brookes. OCSLD offers work-based learning to Brookes' staff via online courses, bite-size workshops, networks and events, through one to one coaching and by structured study programmes which may lead to a qualification or professional recognition. Our approaches allow Brookes people to develop and deliver excellence in their varied roles and to achieve their career ambitions. OCSLD also has more than twenty years of experience of offering consultancy services to higher education providers and to regional employers. Our consultancy work is mainly focused on educational development and workplace coaching.

In 2018-19, the OCSLD welcomed three new colleagues to the team:

Kat Kwok joined in January 2019 as the Educational Research Assistant. She worked on a range of new, primary research projects to establish an evidence base for actions linked to the key educational enhancement themes. Her work, in particular her series of 'Research Insights' briefings that combined published educational literature with data from the University on our student population and generated recommendations for next steps, was particularly welcomed and aimed to encourage practical steps that would make a difference to the experiences of the University's increasingly diverse student population.

Susie Howes joined in February 2019 as a Staff Developer in the Staff and Organisational Development Team. Her primary focus in her first year has been deliver a range of the mandatory learning and development courses for role holders, such as Performance Development Reviewer, Recruitment and Selection and Welcome to Brookes for all new staff. She has also been involved in the delivery of Retirement Planning and the newly launched Train the Trainer programme. She has joined the Brookes Coaching Pool (she has experience as a coach and as a NLP practitioner) and she has been developing bespoke learning and development interventions for department away days and individual teams.

Jane Pritchard was appointed as Principal Lecturer in Educational Development in August 2019. She manages and leads the Educational Development Team's work within the University with a remit to create a more complete and integrated offer of development and support to underpin teaching practice and teaching scholarship. She has twenty years of experience working in the field of educational development in higher education, directing and leading learning and teaching programmes and running educational research projects. She is a National Teaching Fellow (2015) and a Senior Fellow of the HEA. Her extensive experience includes working at two HEA subject centres (Materials and Engineering), University of Bristol (where she designed and delivered the CREATE CPD scheme to over 400 staff a year), London School of Economics, University of Glasgow, University of Bath and Queens University, Canada. She is Editor in Chief and co-founder of the on-line journal, Practice and Evidence of Scholarship of Teaching and Learning (PESTLHE).

2. Institution-wide Educational Development

2.1. Educational enhancement theme: Inclusivity

Inclusivity was one of three key educational enhancement themes of the PVC Staff and Student Experience. In 2018-19 new work to curate, promote and further develop inclusive teaching practices across the University was led by Mary Kitchener of the OCSLD. Her activities, and those of the inclusive teaching steering group that she introduced in year, built on an earlier PESE 2 project, 'inclusive multimodal learning.' This project had produced a range of resources and learning and that had been identified as needing further work to 'embed the lessons learned' (PESE minutes 31/05/17).

The original PESE 2 project was driven by changes to the Disabled Students Allowances (DSA) and the resultant needs for higher education institutions to find new ways to support them b, for example, changes to teaching practices, learning support and curricula. The project's primary scope was to provide suitable guidance for inclusive learning and teaching practices and the means of effectively embedding such practices through regulation and strategy, using Universal Design for Learning (UDL) as a model. The project also investigated the learning and development needs of staff and how to meet them.

Aligned with the detailed PESE 2 project specification and further priorities defined through dialogue with the PVC Staff and Student Experience and the inclusive practice steering group, the OCSLD-led work in 2018-19 included:

- An evidence-based statement, the Inclusive Curriculum Framework, based on UDL and self-determination theory, used to clarify theory and practice of minimum standards for inclusive practice.
- The creation and promotion of an online audit tool for programmes teams to use at the point of programme review to systematically reflect on and plan action to improve inclusive practices across teaching and assessment practice, and curricula.
- The development of a curated web portal page on inclusive teaching bringing together existing resources from across Brookes as well as housing new materials created in the year and the benchmarking tool.
- The sourcing and provision of inclusive teaching learning and development for staff and resources for their use. In year, Advance HE and the University Alliance both provided events that were attended by 59 staff. A series of ten resource sheets (differences that make the difference) were produced and shared via the web portal page. Each provides examples of effective, inclusive practice on topics such as assessment and large group teaching.
- A review of curriculum development and renewal processes to explore how best to embed inclusive practice and awareness of diverse student needs led to changes to the module descriptor template and the decision to maintain inclusivity as the annual review enhancement theme for a second year.

A fuller list of the work undertaken on this enhancement theme by staff in the OCSLD is included in Appendix 1.

2.2. Educational enhancement theme: Assessment

Assessment was one of three key educational enhancement themes of the PVC Staff and Student Experience. In 2018-19, Jackie Potter, led on two pieces of work associated with the aspiration to improve the student experience of assessment and feedback and directly respond to the persistent Brookes (and sector-wide) lower scores associated with these

items on the National Student Survey and calls in the qualitative data feedback comments around marking criteria and assessment expectations.

In November 2018, all academic staff were invited to submit marking criteria and rubrics in use to enable a detailed review of current practice. More than 200 submissions were received and reviewed by the OCSLD educational development team. The team made recommendations for ways more consistency could be introduced. Members of the Teaching and Learning Enhancement Committee were involved in the subsequent more detailed consideration of what constituted best practice which informed ten recommendations for the design and use of rubrics. The recommendations were subject to consultation in early 2019 and these then informed the development of new policy (see below) and are the subject of a series of workshops in Departments/ Schools during 2019/20.

Oxford Brookes provides guidance to all staff on effective assessment practices through the Brookes Assessment Compact, a set of guidelines written in 2009 as part of the ASKe Centre for Excellence in Teaching and Learning (CETL). In January 2019, a working group was established to review, and if necessary update, the Compact in response to changes in the last decade including the adoption of online marking practices and the 2018 publication of the Quality Assurance Agency statement of good practice on assessment. The working group met four times and produced a draft Charter for staff and students for consultation. The Charter was well-received and, in 2019-20, it is being revised as a policy document for adoption by the University in 2020.

2.3. Educational enhancement theme: Employability

Employability was one of three key educational enhancement themes of the PVC Staff and Student Experience. In 2018-19 Mary Deane worked with colleagues from the Enterprise team to plan and deliver a half-day conference, Evolve, to support the inclusion of enterprise in the curriculum and to solicit for and review applications for funding to take forward enterprise in the curriculum initiatives. During August 2019, Kat Kwok provided an analysis of the planned approach to the implementation of the students' career readiness data collection process.

2.4. The Postgraduate Certificate in Teaching in Higher Education (PCTHE)

The PCTHE is our taught programme to support and recognise staff who teach and support learning, mostly taken by those new to teaching in higher education in the UK. Led by Liz Lovegrove, it leads to Fellowship or Associate Fellowship of the Higher Education Academy (HEA). Colleagues with more teaching experience may follow the PSF Pathway route to seek professional recognition against any of the four Fellowship categories. In 2018-19, the PCTHE and the PSF Pathway were both successfully accredited by Advance HE for a further three years.

The PCTHE is made up of two modules, 'Learning and Teaching in HE' (LTHE; 20 credits), which leads to Associate Fellowship of the HEA, and 'Inquiry and Reflection in HE' (IRHE; 40 credits), which leads to Fellowship of the HEA. Most participants take both modules, while some with more teaching experience may claim credit for prior learning in place of LTHE, and just take IRHE. Others, such as Associate Lecturers or PhD students with more limited teaching responsibilities only take LTHE.

IRHE runs once each year, across both semesters; LTHE runs twice, once in each semester. Both modules are offered flexibly in blended mode, with some participants joining

entirely online, and many others attending face-to-face as well as participating in online activities. As well as modelling blended and online learning approaches, the team champion inclusive assessment and, for the IRHE module, deliver a student-led curriculum.

Forty-three participants completed the full PCTHE in 2019, earning Fellowship of the HEA, and 64 people completed module LTHE, earning Associate Fellowship. The external examiner praised the variety of assessment, focus and styles, and the balance between theory and practical aspects of the module, and said '[t]he design, delivery and assessment of the programme reflect best practice models in the sector'.

2.5. Professional recognition of teaching for experienced staff – the PSF Pathway

The PSF Pathway is an evidence-based route to professional recognition for experienced teaching staff at Brookes and our ACP partners. Successful completion of the pathway can lead to any one of the four categories of Fellowship of the HEA as best fits the role and activity of the individual candidate for recognition. During 2018-19, Mary Kitchener (the scheme leader), sought and received on-going accreditation for the scheme from Advance HE. As part of the process of seeking continuing accreditation, a number of enhancements were made to the scheme to further improve the experience of candidates. Key among the changes were:

- Naming all the Associate College Partners in our case for accreditation and providing clear details on the support that can be offered to them from OCSLD.
- Introducing formal mentoring by a colleague who has already achieved recognition in the sought category for all candidates. This replaces the prior use of peer coaching.
- Faculties and ACPs are invited to nominate PSF Pathway champions, mentors and reviewers who will be supported and trained by OCSLD to guide and support candidates. These champions, mentors and reviewers will be expected to engage with the PSF Pathway, complete some initial training and demonstrate good standing in relation to their on-going CPD as Fellows.
- Successful candidates receiving recognition awards from September 2019 onwards, will be asked to become mentors. Those that have mentored for more than one year, will be encouraged to undertake the training for reviewers.
- Faculty and ACPs will be encouraged to build local capability and expertise to support those new to working with the UKPSF and seeking recognition.
- All candidates must now register an expression of interest with the PSF Co-ordinator by a deadline (advertised on the OCSLD webpages) before submitting their claim. The submission templates and guidance documentation for candidates have been altered to respond to feedback from previous candidates and to reflect the new requirement to work with a mentor and briefly document the support received from them.
- The design of the PSF Pathway ensures participation can be online and asynchronous. All materials are available via Moodle and initial advice/mentoring and tutoring will be available via Skype or email correspondence.

Details of the in year and total numbers of recognition awards received by Brookes staff through direct application to Advance HE, the PCTHE programme and the PSF Pathway are shown in Appendix 2.

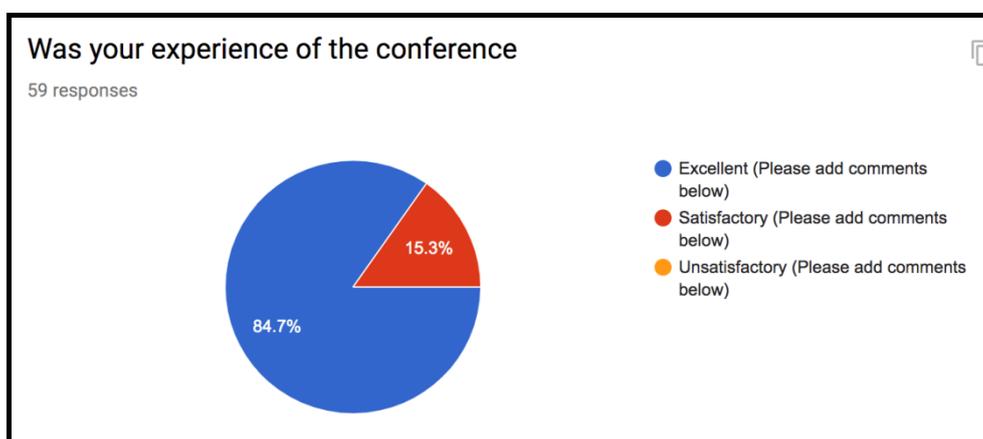
2.6. Institutional and national awards for teaching

Each year OCSLD manages the disbursement of funds and awards to celebrate teaching excellence and to enable teaching scholarship (the Brookes Teaching Excellence Fellowship and the Brookes Teaching Innovation Project grants respectively.) In 2018-19 Mary Deane took on the role of leading the schemes, and with the support of the awarding panel, she led some changes to improve the clarity and focus of the schemes. One notable change was the invitation in 2018-19 to those bidding for funding, to address explicitly one of the three key educational enhancement themes of inclusivity, assessment or employability and a simplified form for proposals focused on the methodology, evaluation and proposed impact of the work on student learners. There were two Fellowship claims received and eleven proposals for BTIP funding. The panel agreed to fund one project, submitted by Mary Davies, to explore and develop student and staff resources to improve the understanding of academic integrity as a value and practice. The project has received support for two years and starts in September 2019.

As an institutional subscribing member of Advance HE, Oxford Brookes University can submit one team and up to three individuals to the national Collaborative Award for Teaching Excellence (CATE scheme) and the National Teaching Fellowship scheme (NTFS) each year. Mary Deane led the process of an open call for prospective nominees to represent the University and provided support and administration of the process of selecting and supporting nominee's applications. One individual application and one team application were submitted to the annual competitions. Dr Samia Kamal was awarded a National Teaching Fellowship based on her approaches to, and success in, working with students and her peers to develop enterprise as part of the student experience.

2.7. Brookes Learning and Teaching Conference 2019: Rising to the Challenge

The annual Brookes Learning and Teaching conference provides a space for academics, professional services and students to share innovative ideas and practices at the end of the academic year in a supportive environment to encourage sharing of teaching practices that are effective and teaching scholarship. Co-ordinated by George Roberts with an organising committee and chair, the conference took place on one day and comprised three streams of talks by members of the university, a keynote from Professor Ray Land and an opening conversation with the PVC Staff and Student Experience. Posters were also invited and displayed. Approximately 175 people attended part of all of the day and feedback was received after the event from 59 delegates.



Delegates reported that the conference was a stimulating and insightful day with a friendly and collegial atmosphere. It was reported to be inclusive, welcoming, and challenging; to demonstrate how committed everyone at Brookes is to teaching and learning; an opportunity to meet colleagues from other programmes and network across the university; to hear about interesting work others are doing and to be reminded of the innovation, compassion and dedication of colleagues. One new starter at Brookes added that the conference provided a good introduction to teaching at Brookes and one first time attendee reported they were impressed with the quality of the presentations as well as the strong sense of community that they felt throughout the event.

2.8. Scoping and launching a new community for teaching scholarship

The Head of the OCSLD, Jackie Potter, and the PVC Staff and Student Experience, held two meetings in November 2018 with invited members of the Brookes teaching staff. Staff holding Senior Fellowship or Principal Fellowship of the HEA or that held senior roles linked to teaching commitment and expertise (Principal Lecturer Student Experience or Professor achieved via the teaching and learning promotion route) were invited to discuss and develop plans for new, university-wide, supportive community to promote practical support for teaching and the scholarship of teaching practice. They proposed initial plans for an online community of practice and for regular meetings to stimulate collaborative and social learning and discussion on practice and scholarship. The resultant teaching-and-learning-community was launched in February 2019 with two seminar presentations by members and a networking lunch; shortly afterwards a google group was established to create an online sharing forum. In September 2019, Jane Pritchard, newly appointed to OCSLD, was tasked to take forward and broaden the membership and remit of the community as part of the wider educational development team remit to create a more complete and integrated offer of development and support to underpin teaching practice and teaching scholarship.

2.9. Module leadership

At the request of the PVC Staff and Student Experience and the PVC Research and Global Partnerships, OCSLD led the development, delivery and facilitation of five workshops attended by 84 participants from across the four Faculties in May and June 2019 to support the development of improved and more cohesive practice by module leaders. The wider aim was to develop capabilities of individuals to lead modules at any level of study that would challenge students to do their best, improve attainment and close gaps and support and build capacity for independent learning.

George Roberts of OCSLD led the work, including needs analysis and preliminary scoping workshops, and had support from Liz Turner, Head of Quality and Robert Curry, Associate Director of Learning Resources and further input from Gavin Barber and Student Central advised. The workshops have been well received and commended for the discussion and resources (mind map of module leadership practices) provided. More workshops are continuing to run into 2019-20.

2.10. Teaching Excellence Alliance

Oxford Brookes University is a member of the mission group, University Alliance, and pays an additional subscription to be a member of the fixed life project to encourage and showcase teaching excellence, the Teaching Excellence Alliance (TEA). Encouraged through promotion of opportunities to the teaching-and-learning-community to use this

platform to promote scholarship and evidence-based teaching practices, two Brookes staff, Louise Bunce and Helen Walkington, led webinars on the BME attainment gap and on research-based teaching respectively. OCSLD hosted the TEA who ran a one day sandpit event on developing inclusive teaching practices for programme teams and 45 attendees took part as part of the wider work on the inclusivity educational enhancement theme.

3. Summary of Educational Research Projects

OCSLD has a remit to undertake institutional and academic research projects, which this year have included an appreciative inquiry review of Academic Advising led by Mary Deane which included student and staff focus groups. The recommendations were presented to the ADSEs and disseminated more widely via a presentation at the Brookes Learning and Teaching Conference.

OCSLD welcomed pedagogic researcher Kat Kwok to the team in January 2019. Her expertise lies in quantitative data collection and analysis so Kat has contributed to the capacity of OCSLD to evaluate institutional learning and teaching issues in order to make recommendations for change. For instance, each month Kat writes an internal-facing research report on a priority topic such as student pastoral support, the academic attainment of our BAME students, and employability. These 'Research Insights' reports are shared with the ADSEs and disseminated to key areas of the University including Business Development and Careers. The purpose is to synthesise current theory and practice on each topic from across the sector and offer recommendations for learning and teaching enhancements at Oxford Brookes.

As part of OCSLD's support for successful learning and teaching across the University, Mary Deane worked with Kat to submit a research proposal to the Society for Research in Higher Education (SRHE) based on an innovative approach to researching ways of supporting Brookes' students from BAME backgrounds to reach their full potential. The proposed project is in collaboration with Coventry University that looks beyond the study of students' attributes to analyse the potential impact of different programme features, such as assessment via exam, on groups of students who are potentially at risk of under-achievement at University. Their proposal for this prestigious and competitive grant was accepted and work begins in 2020.

Oxford Brookes' first Writing Symposium (Academic Writing: Questioning the Givens) took place on 3 May 2019 and both Jackie Potter and Mary Deane contributed talks about writing development research and practice. Participants came from a range of Universities across the UK HE sector and a follow up event is being planned for Spring 2020.

4. Leadership and Management Development

4.1. Institution-wide leadership and management development

One of OCSLD's key priorities in 2018-19 was to revisit and refresh the centrally-offered leadership and management development opportunities open to all staff but aimed at new and experienced managers. The team of Alison Cumpsty, Ian Whiting and Susie Howes, informed by learning and development plans and needs analysis data, worked collaboratively to design and develop a new offer that commences delivery in November 2019. The new offer provides the necessary information, tools and inspiration for managers to face the challenges ahead and to lead successfully through the next decade.

The new offer comprises online resources and bespoke workshops which can be run internally for Faculties and Directorates and covers development for:

- new managers
- experienced managers
- project management
- HR processes

The subjects addressed in these workshops and resources help managers deal with the uncertainty and complexity in the HE sector and the wider economic, political and technological context.

Rather than attending a structured programme, the new workshops will be offered in a flexible format allowing managers to choose the workshops they attend, in which order and at their own pace. It is possible for a manager to attend all the workshops in one year but managers may want to spread their attendance on these workshops over several years.

For those managers who are seeking some form of assessment and accreditation of their managerial practice, we are offering ILM endorsement (Leadership and Management) on the Self-Aware Manager workshop and a recognised qualification from the Association of Project Management on the Project Fundamentals Qualification workshop.

4.2. Engage, Lead and Manage! A management development programme for IT Services

As part of IT Services' Talent Management Programme, OCSLD was asked to design and deliver a management development programme for middle managers. Alison Cumpsty worked with a number of IT Services managers in the design of the programme as well as colleagues in HR.

The programme is modular and addresses the challenging context which managers have to lead in. The key themes of this programme are: responding to the changes in the IT and HE sectors, working more strategically; understanding yourself and others; influencing others; coaching; managing consistently and performance management. The main elements of the programme were workshops, one-to-one coaching through the Brookes Coaching Pool and project work undertaken by participants. Participants are able to gain an Institute of Leadership and Management endorsement by completing an assessed piece of work on self-development.

The first programme started in June 2019 and finishes in December 2019. Another programme is scheduled for 2020.

5. Developing Brookes as a Learning Organisation

5.1. Developing skilled coaching and mentoring practitioners

In 2018-19 we ran our eighth Institute of Leadership and Management (ILM) Coaching and Mentoring Level 5 Certificate programme for a mixed cohort of 14 learners drawn from the Brookes academic and professional services staff and with fee-paying externals also attending as part of their continuing professional development. The programme comprises workshops, coaching practice and coaching supervision as well as the development of a portfolio of assessed work demonstrating knowledge and skill of coaching and mentoring practices. The OCSLD and this programme is now well established in the university and the region as providing this professional programme meeting the industry standard for coaching and mentoring internationally.

5.2. The Brookes Coaching Pool

The Brookes Coaching Pool, led by Alison Cumpsty, launched in 2017 and it is now in its second year of operation. In 2018-19, coaching was offered through the Coaching Pool by 19 active coaches, all employees at Brookes in a range of different roles. A further five coaches are expected to join the Coaching Pool later in 2019 once they have completed the ILM Coaching and Mentoring Level 5 Certificate programme.

The Coaching Pool offers the opportunity of work- or career- related coaching to any member of Brookes' staff. It might be particularly beneficial to people returning to work following an absence such as maternity leave or those that are moving into new roles and would like dedicated time and support to explore options and opportunities. Prospective coachees are invited to talk about their aspirations for coaching with the Coaching Pool Manager, Alison Cumpsty, and they are then able to access short profiles about the coaches that work for the Coaching pool and select their preferred coach.

Feedback from coachees has always been very positive with coachees commenting on the value of coaching to develop confidence and focus in role, to address work obstacles and face them with confidence and to realise blockages in their own thinking processes.

5.3. Supporting others to deliver learning and development: the Train the Trainer programme

January 2019 saw the launch of a new format for the Train the Trainer programme redeveloped and delivered by Ian Whiting. The new format programme is endorsed by the Institute of Leadership and development (ILM) and incorporates recent advancements in learning theories as well as taking a blended learning approach to delivery with a combination of online and workshop based activities spanning a 10 week period. This was followed by a formal assessment of each new trainers' design and delivery skills in the workplace.

In her feedback participant, Catherine Pyke (Programme Development Manager, SCaP) said "There is so much more to learn about how to be a truly effective trainer than I ever realised before doing this course. The course is packed with well-researched theory and highly practical tips, as well as a safe space for testing and critiquing different styles and methods. A 'must-do' for anyone who designs or delivers training". Catherine subsequently went onto to launch the very successful (and in-demand) Project Management workshops series which is supported by OCSLD.

Another participant Trudy Ing (Schools and Colleges Liaison Manager) used the programme to redesign the Student Ambassador training to resounding compliments from current students, "I feel as though the activities had been well thought out and prepared for the times they were supposed to occur. It kept everyone active and involved which is good".

5.4. Supportive learning and development for newly appointed interns

Brookes appointed 18 interns onto new fixed term contracts for the 2018-19 academic year across a range of roles and in varied teams across the University. Kay Tillyer of OCSLD co-ordinated a tailored intern development programme for them. The programme covered a range of topics including being self-aware and team-aware (using the MBTI profiling tool), contributing effectively in meetings and giving effective presentations. Ten of the 18 interns took up the offer to submit a work-based project and deliver a presentation to a small audience describing what they had learnt about themselves, and the organisation, during the internship. Both the project and the presentation were assessed and all ten qualified for the ILM endorsed Graduate Practitioner Award.

5.5. Developing resources for online, self-directed learning and development

In 2018-19 OCSLD has seen planned, purposeful growth in the availability of online modules. Some are part of the mandatory learning and development offer. For example, OCSLD have been involved in the development and provision of new courses on the Prevent agenda, introducing unconscious bias and updating the way we deliver information about the performance and development review (PDR) process to all staff. The administration team in OCSLD, supported by our Digital, Media and e-Learning Developer, Simon Llewellyn, now additionally administer the monitoring and reporting of engagement and completions of other mandatory online training in Moodle such as Information Security Awareness Training and Bribery Act Training.

Simon Llewellyn also supported moving more learning and development materials online to support new programmes, such as Engage, Lead, Manage! and Train the Trainer, and existing programmes such as the PSF Pathway. The fire marshal refresher course became the first of the Health and Safety training courses to move to online delivery.

Finally, OCSLD gained access to online video-based training content from the company, Skill Boosters and a structured programme of review of the content of their courses for use across Brookes commenced resulting a series of available short courses that staff are being encouraged to make use of to support their ongoing development. The courses comprise both 30-60 minute video-based online training and short 15-minute micro-courses and currently courses being promoted cover: maximising potential through developing strengths; managing conflict; leading productive meetings; difficult conversations; inclusive leadership; and mental health overview.

6. All-staff and Role-specific Mandatory Learning and Development

6.1. All-staff Unconscious Bias interventions

In November 2018, OCSLD was approached by the Director of UK Recruitment and Partnerships to contribute to the University's Access and Participation action plan by providing a university-wide unconscious bias intervention for all staff. Working in collaboration with the PVC Widening Access and Participation as sponsor, Ian Whiting prepared a roll-out initiative which saw a two-strand approach. This involved:

Strand 1: a bespoke training intervention for the University's senior management group which involved reviewing a number of specialist providers and subsequently procuring Pearn Kandola;

Strand 2: an online training intervention for all members of which involved setting up an EDI review panel to review providers and subsequently procure the Skills Boosters (which features Pearn Kandola).

The face-to-face workshops arranged for the senior management group reached 87 per cent of the target group (93 senior managers). One participant commented, "Having another renewed opportunity to think through the importance of unconscious bias. It is heartening to see that this is being taken much more seriously at OBU. The 'ripple effect' was very powerful - the notion that even small actions contribute to the overall cycle of discrimination and the cumulative effect. Hopefully, we will all reflect on our part in this". Ninety-six per cent of respondents offering feedback felt the workshop helped them to understand some of the ways unconscious biases play out in University life; 94% felt the workshop had given them some ideas of things they could do to help create a more inclusive environment at Oxford Brookes and 95% felt the workshop was interesting and useful.

The unconscious bias online module was formally launched by the Vice-Chancellor in June 2019. By the end of September 2019, 1,257 staff members had completed the module, representing 67.8% of staff Grade 5 to 12 who have easy access to Moodle. Anecdotal feedback indicates the positive reception by staff pertaining to the quality of the online module. An additional spin-off benefit has been the subsequent access to Skills Boosters full range of online training modules which OCSLD is now fully utilising to augment its staff training offer (see page 11).

6.2. All-staff Prevent online learning and development course

In February 2019, the OCSLD supported a working group on the Prevent agenda at Brookes to publish and launch an in-house developed, online training course to provide all Oxford Brookes staff with a brief overview of the Prevent Duty as it relates to Universities in England and Wales. The course provides basic information about the way in which Oxford Brookes fulfils its responsibilities under that Duty. As part of the fulfilment of its duty, the University must also demonstrate that it has provided basic awareness raising information to all staff.

This short course comprises information about the Prevent Duty, how Oxford Brookes is engaged with Prevent, some definitions for key terms (terrorism, radicalisation and extremism), and advice on how to raise concerns should you need to do so.

6.3. All-staff Professional Development Review (PDR) support and information

Until 2018-19, all Brookes' staff had been expected to attend a mandatory one hour face-to-face session to explain the performance development review process (PDR) and to prepare reviewees for the summary annual meeting. At the beginning of 2019, the reviewee element was converted to an online course which launched in March 2019. Face to face sessions for reviewers continue to be offered and have been refocused on practical skills to lead the discussion and support reviewees. The reviewer workshop has been extended in length to 2.5 hours.

6.4. The Welcome to Brookes workshop for all new starters

In September 2018, the Vice-Chancellors Group (VCG), who contribute to the introductory 2.5 hour orientation workshop for all new starters approved a refresh of the workshop. The aims were agreed as welcoming new staff and allowing them the opportunity to:

- Learn about the current UK Higher Education context, Brookes' mission and strategy and how that links to their role;
- Feel a part of the Brookes staff community with a clear sense of how their work contributes to the delivery of Brookes' strategic purposes;
- Be aware of some key responsibilities shared by all Brookes' staff as well as know how their professional contribution can be developed and rewarded during their time at Brookes.

The main changes to the workshop revised the approach to include more interaction, particularly in relation to the section on Equality, Diversity and Inclusion, to introduce digital working as part of the content covered and to reframe the role of the member of VCG as more personable and welcoming. Between September 2018 and July 2019, the revised workshop ran 14 times for 276 participants with 76 non-attenders. Work continues to encourage full attendance: a more holistic exploration of the new starter experience with colleagues in HR is underway. Feedback on the workshop is encouraging particularly the new developments with most finding the VCG talk and the input on digital security useful and interesting and appreciating the interactive components of the workshop. The opportunity to network is valued by participants and helps people feel more settled into their new roles. Some participants have asked for more opportunities to network so this is something we can develop further.

7. Community and Knowledge Exchange activities

7.1. Knowledge exchange for the sector and region

OCSLD is tasked to meet revenue targets and part of that income is generated from engaging in and offering consultancy to the sector and region. In 2018-19, new clients included the University of Luxembourg Graduate School and the National Film and TV School who sought support for their staff and graduate students to develop practical skills and awareness to embed Equality, Diversity and Inclusion in Research Environments and to support staff with applications for Fellowship of the Higher Education Academy. A number of clients returned to us including the University of Oxford who are developing capacity to offer a coaching network.

Client	Workshop name	# Attendances	# Hours	# Contact Hours
Cardiff University	Core Unit 1, Academic Practice x 3	60	7	420
	Lecturing skills x 8	80	6.5	520
	Small Group Teaching x 2	16	6.5	104
	Philosophy of HE	11	7	77
Cranfield	Philosophy of HE x 3	43	7	301
Luxembourg University	EDI in Research Environments - 2 days	*25	14	350
	Inclusive Research Supervision x 3	*15	3.5	17.5
National Film and TV School	HEA Fellowship Programme x 4	7	6.5	45.5
Oxford Prospect Programmes	Learning and Teaching x 2		6.5	
Regent's University, London	Participative process review x 1	15	6.5	97.5
University of Oxford	Work place Coach Programme, 4 days x 1	11	28	308

Currency in role for a number of OCSLD staff is maintained by involvement in professional bodies and groups. In addition to ordinary membership of groups and fora, during 2018-19, Jackie Potter served as interim Vice-Chair of the Heads of Educational Development Group and was the Deputy Director of the University Alliance, Teaching Excellence Alliance project. Ian Whiting continued in role as Chair of the Midland Staff Development Partnership and as a Council Member of National Staff Development Forum.

OCSLD staff received a number of invitations to contribute their expertise to national events, programmes and/or to keynote at institutional events. Jackie Potter was the invited keynote in June 2019 at the University of Brighton's annual learning and teaching conference; she spoke about the OCSLD's work to embed inclusive teaching practices. She was invited to Ireland to talk on delivering educational change in higher education at the National Forum Seminar held in Waterford IT in February 2019. She also contributed to the Strategic Leadership Development Programme delivered by Advance HE in January 2019 where she was a panel discussant on 'the Healthy University'. George Roberts was invited to talk at the Edge Hill University SOLSTICE conference in June 2019 as part of his Visiting Fellowship at

the University. Mary Kitchener presented her doctoral research on professional neophyte academics at the University of Worcester's annual learning and teaching conference in October 2018.

Jackie Potter published a research report funded by a small grant from the Leadership Foundation for Higher Education, with colleagues from the University of Northampton, titled 'Managing change together: leading cultural change across the HE workforce'. She also co-edited and co-wrote two chapters in a SEDA Special monograph titled 'Doing a good job well – being recognised as an experienced, professional teacher in HE.'

Fuller lists of the expertise and community contributions of OCSLD staff are found on their web profiles on the OCSLD web pages.

7.2. Brookes community contributions

Jackie Potter represents the OCSLD on the Teaching and Learning Enhancement Committee (TLEC), the Equality, Diversity and Inclusion Action Group (EDIAG), and at the HOSSS/Senior Management Group. George Roberts represents the OCSLD on the Quality and Learning Infrastructure Committee (QLIC). George Roberts, Mary Deane and Mary Kitchener represent the OCSLD on Faculty Academic Enhancement and Standards Committees (or equivalent). Kay Tillyer represents the OCSLD on the Athena SWAN Steering Group. Alison Cumpsty represents the OCSLD on the Mental Health and Well-being Committee and the New Starter Experience Working Group. Jackie Potter and Simon Llewellyn represent the OCSLD on the Technology-enhanced Learning Action Group (TELAG) and the EU Accessibility Regulations Working Group.

In 2018-19, members of the OCSLD administrative team, with assistance from others, implemented plans conceived by Occupational Health to offer a variety of workshops as part of the Feel Good Festival (Sport ran a number of other events as part of the Festival). The workshops ranged from the specialist two-day Mental Health First Aid course to the participative and uplifting, lunchtime drumming session. In all, 19 different workshops took place in late January and early February 2019 and 225 places were offered.

Appendix 1: OCSLD activity in 2018-19 to advance the key educational enhancement theme on Inclusivity

Objective	Outcomes	Impacts
Original PESE 2 Project Initiatives		
<p>Review and recommend changes to existing regulations and guidance related to validations, revalidations, curriculum design, and learning and teaching practices drawing on existing Brookes and sector-wide good practice.</p>	<p>Inclusion of a link to Brookes Inclusive Teaching web portal page webpage on quality guidance documentation for programmes.</p> <p>Recommendation to changes to the Module descriptor template</p>	<p>Inclusive teaching as part of the process has the potential to have a high impact on practice.</p> <p>Since 2019/20, there is now an expectation for all programme teams to engage with the Inclusive teaching benchmarking tool, to audit current practice and consider an action plan for developments. This expectation is included within the quality processes such as programme validation.</p> <p>The impact of this during 2019/20 needs to be monitored and this will be taken to the next meeting of the Inclusive Teaching Steering Group.</p>
<p>Web development to integrate existing resources related to equality, diversity, and inclusion (EDI).</p>	<p>Creation of the Brookes Inclusive Teaching web portal page integrated all the existing resources:</p> <ul style="list-style-type: none"> • Diversifying the Curriculum • Supporting Students' learning needs • Design of student materials • Access to teaching materials • Learning activities • Student learning needs • OCSLD Workshops: learning and teaching • Guide to Inclusive teaching • Supporting international students <p>Additionally, it was felt that links to the following resources would be beneficial:</p> <ul style="list-style-type: none"> • Guides to support inclusive teaching and learning 	<p>Google analytic data available.</p> <p>The impact on practice will be evaluated in 2020.</p>

Objective	Outcomes	Impacts
	<ul style="list-style-type: none"> • Equality and diversity for academics: to highlight to academic staff their responsibilities to the legal framework. • Inclusive practice benchmarking tool: a digital link to project objective D (see below). • Differences that make the difference range of quick wins for academic staff to easily apply to current practice. Available as leaflets to download to distribute within faculty. 	
<p>Produce an Inclusive Curriculum Framework based on Universal Design for Learning (UDL).</p>	<p>Completed in 2018, The Inclusive Curriculum Framework set out the theoretical approach to underpin developments as part of the practical project deliverables.</p>	<p>This document has supported the development of activities, such as the inclusive practice benchmarking tool and the sandpit event on inclusive teaching held in June 2019.</p>
<p>Produce a training needs analysis for EDI specifically related to curriculum, learning, teaching and assessment across the university and source or develop training to meet needs.</p>	<p>Created the Inclusive Practice Benchmarking Tool. The Inclusive Teaching Steering Group were instrumental to ensure effective design and usability. Piloted during 2019/20.</p> <p>The feedback led to the following developments:</p> <ul style="list-style-type: none"> • A number of statements being adapted for clarity • Some statements being adapted to foreground diversity • Grading scale from 0-9 to reflect a more granular approach to developing practices • Creation of a digital version to aid usability • Links to resources to support academic colleagues to develop and enhance practices • Downloadable report with active links to the resources to support programme team development <p>The downloadable report with active links to the resources can help programme teams identify areas for development.</p>	<p>Statistical data indicates rates of engagement with the site since June 2019 launch. Monitor and review.</p>

Objective	Outcomes	Impacts
	<p>Jess Moody, Senior Advisor at Advance HE, gave a workshop at Brookes on 'Embedding EDI into learning and teaching' in November 2018 attended by 14 academic colleagues.</p>	
<p>Audit specific programmes at the university for the degree to which they are inclusive and work with those programme teams to enhance inclusivity.</p>	<p>A Sandpit event focused on inclusive teaching was held in June 2019 was an opportunity for programme teams to come together to audit their programmes. The day was run in conjunction with the Teaching Excellence Alliance (part of University Alliance). It was attended by 45 academic and professional services colleagues. There was time allocated to working up proposals to immediately develop teaching practices as well as an opportunity to highlight to the SMT ideas to further improve EDI across Brookes.</p>	<p>The impact of this during 2019/20 needs to be monitored and reviewed by the Inclusive Teaching Steering Group.</p> <p>For note: The Sandpit Learning and Development model from the University Alliance won the SEDA Educational Development Initiative of the Year 2019.</p>
<p>Additional initiatives</p>		
<p>Inclusive Teaching Steering Group (ITSG)</p>	<p>Creation of the Inclusive Teaching Steering Group (ITSG) to provide strategic leadership, advice, support, and assistance in the promotion of a culture of Inclusive curricula at Brookes as well as an opportunity for stakeholders involved in EDI in teaching to come together.</p>	<p>Structure in place to ensure a systematic approach to EDI in teaching at Brookes.</p>
<p>Attendance at conferences</p>	<p>Mary Kitchener attended the following events during 2019/20:</p> <ul style="list-style-type: none"> • BAME attainment UA sandpit event, Brighton, June 2019 with a representative from the ITSG. • Inclusion Network Conference: Bath, June 2019. • Race Equity through Pedagogy Conference: Sheffield, 1 July 2019 • Closing the BME Attainment Gap Conference: London, September 2019. 	<p>Insight into sector initiatives.</p> <p>Dissemination to colleagues.</p> <p>Networking.</p>
<p>Research Briefing paper</p>	<p>A Research Insights paper on Belonging was written by Kat Kwok, OCSLD Educational Researcher, for use to stimulate</p>	<p>For affective awareness of the impact of marginalisation by normative procedures.</p>

Appendices

Objective	Outcomes	Impacts
	discussion and understanding of the topic at the sandpit event on inclusive teaching.	
EDI sessions delivered within Faculties	Sessions have been delivered by OCSLD in Faculties and supported by the resources available via the Inclusive Teaching web portal page	To support staff with inclusive practice enhancements
Promotion of Inclusive Teaching web portal page and resources	Brookes Learning and Teaching conference June 2019. Publicity material included in delegate pack. Display and handouts available throughout the day. Marketing and communication campaign for the roll out of webpage as well as articles written for such as Onstream and OCSLD newsletter.	To promote resources to staff
OCSL staff delivering a workshop at the Staff and Educational Developers Association (SEDA) Conference in November 2019	A team from OCSLD will be delivering a workshop entitled, 'Bringing the backstage conversations front of stage: a whole organisational approach to inclusive teaching'.	To disseminate impact of the project. To network.

Appendix 2: Accredited teacher/HEA Fellowships

Figure 1: number awarded in 2018-19

Descriptor	Route	Aug 2019	Jan 2019	Mar 2019	Sept 2018	TOTAL 2018-19
D1	CPD		0		2	2
	PCTHE	19		16		35
D2	CPD		3	3	7	13
	PCTHE	35				35
D3	CPD		3	3	8	11
D4	CPD		0		0	0
	TOTAL	54	6	19	17	96

Figure 2: Total HEA Fellows for OBU (recorded by Advance HE as of 06/09/19)

Fellow Category	Fellow Counts
HEA Associate Fellow	190
HEA Fellow	423
HEA Senior Fellow	72
HEA Principal Fellow	12

Appendix 3: Summary of all open workshops co-ordinated and delivered from the OCSLD during 2018-19.

This excludes commissioned work in Faculties and Directorates.

	# Events	# Attendees	# Hours	# Contact Hours
Induction				
Getting started – academic induction	1	8	2.5	20
An Introduction to HE	1	7	3	21
Welcome to Brookes	14	276	2.5	690
Policies				
Recruitment and selection	7	62	7	434
Recruitment and selection, refresher	6	67	3	201
Personal effectiveness				
Finance for non-finance managers	2	18	3	54
PDR – for reviewers	4	63	2.5	157.5
PDR – for reviewees	2	23	0.5	11.5
Presentation Skills	2	8	3.5	28
Retirement planning – 2 day course	2	35	14	490
Self-coaching for success	1	3	1.5	4.5
Train the trainer – blended course	2		14	168
Writing well	2	12	4	48
Leadership and management				
Leadership and management – the essentials – 2 day course	2	13	14	182
Leading, managing and motivating a team	1	11	3.5	38.5
Managers communicating effectively	1	4	3.5	14
Project management – fundamentals – 2 day course	1	10	14	140
Project management – essentials – 2 day course	1	10	14	140
Teaching and learning				
Introduction to learning and teaching – 2 day course	2	38	14	532
Module leaders programme	4	62	3.25	201.5
Health, safety and wellbeing				
DSE	18	336	1.5	504
Emergency First Aid (First day of 3-day First Aid course)	4	20	7	140
First aid – annual update	3	20	3	60
First aid – 3 day course	4	29	21.25	616.25
First aid - refresher	5	21	14	294
Health and safety	14	296	2.5	740
Manual handling	3	19	1.5	28.5
TOTALS	109	1,471	178	5,958

Online course completion (as at 26/11/19)

Name of online course	Completers
Information security awareness training	3,105
PDR reviewee online module	288
Prevent training	1,122
An introduction to unconscious bias	1,302
Bribery Act	1,242

Breakdown of internal learning and development programmes attended by OBU staff

Programme	# Programmes	# Dates	# Attendees	# Hours	# Contact Hours
Associate Teacher (Semester #1, taught sessions)	1	6	30	18	540
Associate Teacher (Semester #2, taught sessions)	1	6	40	18	720
Intern development programme	1	13	18	64.5	1161
Postgraduate Certificate in Learning and Teaching in H.E (taught sessions)	1		54	35	1,890
Springboard	1	4	15	28	420
ILM, Level 5, Certificate in Coaching and Mentoring	1	6	*5	38.5	192.5
TOTALS	6	35	162	202	4,924

*plus 9 participants from other organisations