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
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EXECUTIVE SUMMARY

This was a busy year for OCSLD in which we continued our business as usual whilst also supporting staff who had been affected by the restructure of faculties and the implementation of the Strategy for Enhancing the Student Experience. We also undertook a complete review and refresh of our portfolio of courses and interventions. This report summarises our activity during 2011/12 and presents the findings of the review of our portfolio.

OCSLD provides staff and educational development for staff at Oxford Brookes and the sector more widely. This year saw 1197 delegates at our staff development courses including 327 attending the newly revised ‘Welcome to Brookes’ workshops, with 85% of new appointments attending within two months of joining the university. We ran 12 courses for Personal Development Review (PDR) attended by 184 delegates, with 88% of respondents to the staff survey reporting they had a PDR meeting within the previous 12 months. We continued to encourage and support staff - at all levels and in all occupational areas - to develop the skills and behaviours they exercise in their roles offering a range of NVQs. The portfolio review of staff development identified the need for more courses tailored to the needs of staff in support and administrative roles, and to make staff development accessible to more staff, including shorter workshops, online content and action learning sets. New courses are being prepared for all staff in response to the distinctive and changing work environment at Brookes including ‘making the most of your PDR’, resilience, managing your email, cultural awareness and a Certificate in Coaching.

The staff survey shows high and increasing levels of staff satisfaction with their immediate line managers, demonstrating the impact of the extensive support which OCSLD has created for line managers. We also continued to support project management with 178 staff training days used for project management this year. The APM introductory certificate in management has now be awarded to 58 members of Brookes staff. This year our emphasis has been offering development which is tailored to staff needs, devised through extensive consultation and evaluated throughout its delivery. Good examples of this are the Heads Orientation and Development programme and the new Introduction to Management and Leadership. The review of our portfolio of management and leadership development has highlighted that our provision is very broad and there is some duplication between freestanding workshops and programmes. The number and naming of free standing workshops will be slimmed down next year, and be tightly focused around organisational needs.

Staff development for those engaged in improving the student experience has been a significant area of work this year. The accredited courses awarded a further 61 Brookes staff with certification for teaching in HE. The annual teaching and learning conference again attracted over 150 delegates. We also supported a major revision to undergraduate and postgraduate curricula through the graduate attributes mapping exercise. The educational developers continue to be sector leaders with OCSLD becoming one of the first wave of institutions with a CPD programme accredited to offer awards under the UK Professional Standards Framework in Learning and Teaching (2011) at Senior Fellow and Principal Fellow and the launch of our first Open Online Course (First Steps in Learning and Teaching). The portfolio review highlighted the need to review the offer for new teachers, resulting in the convening of a Programme Development Team for the Postgraduate Certificate in Teaching in HE. Next year there will continue to be an emphasis on CPD for experienced staff through our support of the first year of the PETAL scheme, and the relaunch of the Minerva network.

The external market continues to be extremely competitive and challenging. We only just met our income generation targets through external consultancy, publications, 31 workshops for other institutions and just two online courses.
The review of this area of work highlighted the need for more marketing activity, resulted in the closure of the annual Improving Student Learning Symposium, the beginnings of publications strategy and models for generating income from the new open online courses. A new marketing strategy and have appointed an apprentice to support this area of work.

Our research continues to grow, with three active externally funded projects, bringing in over £50,000 this year. Our specialism in digital literacies was recognised when we bid successfully to the JISC to run a national series of workshops on this topic. This year OCSLD developers published four refereed journal articles, five book chapters and conducted five invited keynotes, and are continuing their preparations for the REF. They also undertook institutional research evaluating faculty-based academic support and the assessment compact.

Across the entire range of our offer, we are pleased with the way in which the OCSLD link teams have been supporting Faculties and Directorates to identify the development needs they have in order to meet their and the university’s stated objectives. There are many examples in this report of how the link teams tailored staff development to the needs of their Faculty or Directorate. However, we are aware of the need to make development opportunities more timely and accessible for all staff. We have been experimenting with ‘bite-sized’ sessions and have appointed our own Digital Media and eLearning Developer in OCSLD. Next year will see the launch of an online bookings system, ebooks, more open educational resources and online courses.

Finally, we recognise that we will need more effective evaluation and review of our offer to enable us to react promptly to changing needs and refresh our offer on an annual basis.
INTRODUCTION FROM HEAD OF OCSLD

I have been at Oxford Brookes for eight years, although it is much shorter than my predecessor’s 23 years, it is truthfully longer than I ever intended to stay. This is in part because I have found Brookes to be a place, as expressed in our policies, where staff are encouraged to develop their personal and professional capabilities to the fullest extent and to work in an environment that is supportive and non-discriminatory. It seems I’m not alone with 75% of respondents to the biennial staff survey reporting that they are satisfied with their current level of learning and development. OCSLD and Human Resources (HR) continue to work together towards this aim of supporting staff in their personal and professional development. However, we are an institution that has seen changes in recent years, and this presents challenges for staff development. This year OCSLD’s priority has been a thorough review and refresh of our portfolio of courses and services, to ensure our portfolio continues to meet the needs of staff.

At the Senior Management Conference in May 2012, Paul Large described Oxford Brookes as an institution in constant change. Part of our portfolio review has been asking ‘what kinds of staff development are needed for staff working within an organisation in constant change?’. First, we need good managers who support their staff through change. We were encouraged by the positive responses in the staff survey to how people feel about their immediate line managers and we are continuing to embed the ‘manager as coach’ approach in all our courses. Second, we need staff to be able to quickly function in new roles. As well as offering tailored staff development for those new to role, we are reorganising the way we present information on our courses, to help staff choose staff development appropriate to their new roles. Third, and perhaps most challenging, Oxford Brookes will need agile staff who thrive in such a changing environment, and HR structures which make it easier for staff to move around the institution, developing their career within Brookes. Although with 43% of staff survey respondents often thinking of leaving the university, there is clearly more work to do here on promoting career development opportunities within Brookes. We are building on the website of Career Development resources launched last year, with workshops to engage staff with these resources and activities.

What other kinds of skills and attributes will we each need to take Oxford Brookes where we want to be as an organisation? For example, if we want to belong to an institution that aims to ‘enable a student experience of the highest standard possible’¹, what does that mean for me and you as individual members of staff? This year our Putting Students at the Centre change programme has been used by the Directorates as a springboard for examining their interactions with students, the customer services skills of their staff and ultimately improving their services for students. In order for Brookes to continue to be an institution with high aspirations for providing an exemplary student experience and cutting edge curriculum, we must all become accustomed to examining our own practices in such ways, collecting and using data to help, without feeling it as a threat to our professionalism and autonomy. Our work supporting academic leaders provides safe spaces to discuss these challenges and develop a culture of continuous improvement.

Consideration of how individual needs are shaped by organisational needs has been an important focus for OCSLD this year, and this is reflected in this annual report. This report attempts to review our contribution to the university and the sector and express our current concerns and priorities. The process of creating this report has in itself been a valuable activity as we have reviewed our portfolio and made plans for the coming years. We have tried to highlight our priorities and the achievements we are most proud of, as well as recognising what we think needs to change. As always, we welcome your thoughts.

Rhona Sharpe
September 2012

1. INTRODUCTION

1.1 The OCSLD team

Dr Greg Benfield
Educational Development Consultant

Caroline Coultas
Sales and Marketing Manager/Project Finance Officer
(on maternity leave)

Rosemary Davies
Staff Development Consultant

Dr Mary Deane
Educational Development Consultant
(on maternity leave)

Dr Frances Deepwell
Educational Development Consultant

Liz Drewett
Web and DTP Administrator

Lynn Farrell
Head of Finance and Administration/PA to Director/Deputy Directors

Valerie Fawcett
Staff Development Consultant

Roy Grant
Centre Administrator

David Langston
Staff Development Consultant

Elizabeth Lovegrove
Learning Technologist and Digital Media 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

Kay Tillyer
Work-based qualifications Project Manager

Ian Whiting
Staff Development Consultant
This year we welcomed:

Jon Bounds
Digital Media and e-Learning Developer (new post)

Claire Burgess
Staff Development Consultant (returned from maternity leave)

Neil Currant
Educational Development Consultant (joined the educational development team)

Louise Green
Educational Development Consultant (joined the educational development team)

Hannah Thomas
Administrative Assistant Apprentice (new post)

Emily Umwali
Finance and Administration Assistant (maternity cover)

Marion Waite
PCTHE Tutor (maternity cover)

and Juliet Henderson, Chair of CICIN (maternity cover).

And said goodbye to:

- David Hewgill, Staff Development Consultant (end of maternity cover post)
- Natalie Smith, Administration Assistant (post lost in review of support team)
1.2 The OCSLD ‘link’ teams

We began the year by refreshing and strengthening our link roles with Faculties and Directorates. The developers were organised into four teams, with an educational developer leading with the Faculties and a staff developer with the Directorates within each team.

<table>
<thead>
<tr>
<th>Faculty/Directorate</th>
<th>Link Developers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty of Business</td>
<td>Frances Deepwell and David Langston</td>
</tr>
<tr>
<td>Directorate of Corporate Affairs</td>
<td></td>
</tr>
<tr>
<td>Faculty of Health and Life Sciences</td>
<td>Mary Deane, Neil Currant and Valerie Fawcett</td>
</tr>
<tr>
<td>Directorate of Academic and Student Affairs Students’ Union</td>
<td></td>
</tr>
<tr>
<td>Faculty of Technology, Design and Environment</td>
<td>Greg Benfield, Rosemary Davies and Kay Tillyer</td>
</tr>
<tr>
<td>Directorate of Estates and Facilities Management</td>
<td></td>
</tr>
<tr>
<td>Directorate of Learning Resources</td>
<td></td>
</tr>
<tr>
<td>Oxford Brookes Information Solutions</td>
<td></td>
</tr>
<tr>
<td>Faculty of Humanities and Social Sciences</td>
<td>George Roberts, Ian Whiting and Claire Burgess</td>
</tr>
<tr>
<td>Directorate of Finance and Legal Services</td>
<td></td>
</tr>
<tr>
<td>Directorate of Human Resources</td>
<td></td>
</tr>
<tr>
<td>Senior Management Team</td>
<td></td>
</tr>
<tr>
<td>Association for Learning Technology.</td>
<td></td>
</tr>
</tbody>
</table>

The primary purpose of the OCSLD link teams is to prompt and support the Faculties and Directorates to make plans for their HR needs, including staff development. OCSLD link teams support Faculties and Directorates to identify the development needs they have in order to meet their and the university’s stated objectives. The developers bring ideas and expertise to help Faculties and Directorates plan the best ways to address these identified needs, and are able to deliver, or find someone suitable to deliver, planned interventions.

Each team incorporates expertise in staff and educational development so they can work together to arrange and coordinate the most appropriate development to meet each Faculty or Directorates needs. In practical terms, the link role involves:

- proactively working with the Faculty/Directorate management team on their policies and plans which have staff and educational development implications e.g. responses to the Strategy for Enhancing the Student Experience, Investors in People action plans, Learning and Development plans
- attending relevant Faculty/Directorate committees e.g. FAESC, IIP
- being the prime contact for requests for staff development arising from individuals or teams within the link Faculty/Directorate
- meeting regularly with the HR Business Partners for the link Faculties/Directorates.

This year the priorities for the link teams were analysing and supporting needs arising from the restructure of the faculties, supporting the graduate attribute mapping process and Learning and Development plans.
Here are some examples of how the link teams tailored staff development to the needs of their Faculty or Directorate this year:

■ An away day on leadership development for Department of Clinical Health Care
■ A workshop on student engagement for Public Health programme teams
■ A ‘bite sized’ PDR refresher for a group of managers in Faculty of Business
■ Planning for a workshop on ‘Level 7-ness’ in learning outcomes at modular and programme level, in response to feedback from validation events for programmes within the Faculty of Business
■ OCSLD membership on the Programme Development Team for Foundation Degree in Policing and Criminal Justice, advising on module and programme learning outcomes and graduate attributes mapping.
■ Three ‘bite-sized’ empowerment sessions for new managers in Faculty of Technology, Design and Environment to identify their training needs.
■ Four PDR sessions for Faculty of Technology, Design and Environment to look at paperwork and faculty objectives and processes.
■ A pre-PDR calibration session for reviewers in Finance and Legal Services, held in a PC training room to allow reviewers time to explore the career planning and retirement planning websites.
■ An away day for the newly formed Financial Services Team in Finance and Legal Services.
■ Facilitating a digital communications implementation workshop for Corporate Affairs.
■ A customer service workshop for the Academic Management Office.
■ Facilitating an away day for the Strategy Business and Finance Division in Estates and Facilities Management.
■ Working with OBIS on trial “gap analysis” using the 30 Customer First standards.
■ Enlisting the involvement of an external consultant to support a 360 for a manager in the Students Union.
■ Facilitating a strategic planning away day for Learning Resources.

We see the OCSLD link teams as being increasing important in determining OCSLD priorities and activities. In the coming year, we expect link teams to work proactively with their Faculties and Directorates to plan for how they will make use of the OCSLD portfolio of staff development and prepare for the tailored staff development they will need. This will help us to ensure our services are meeting Faculty/Directorate needs, and allocate resources appropriately.

1.3 Achievements in 2011/12

The OCSLD team have identified the following as their top achievements for 2011/12.

1. We quickly developed and offered tailored support for staff taking up newly created roles as a result of the restructure of the Faculties. We provided a Heads of Department Orientation and Development Programme and scoped the development of a programme for Programme Leads to run in 2012/13. We provided an Introduction to Leadership and Management for the many new managers created through the restructure, and to recognise the effects of major change, arranged courses in Managing Stress in the Workplace and Resilience.
2. The setting up of an organisational structure, ongoing support for project managers, reporting arrangements and documentation hub for the PESE programme.

3. We supported a major revision to undergraduate and postgraduate curricula through the graduate attributes mapping exercise.

4. The staff survey show high and increasing levels of staff satisfaction with their immediate line managers, demonstrating the impact of the extensive support which OCSLD has created for line managers.

5. We reported on a two-year review of Faculty-based student support, which has led to a review of the role of the Academic Adviser and a renewed emphasis on their role in providing academic guidance.

6. We made a commitment to offering more OCSLD services online through the creation of a new post of Digital Media and eLearning Developer in OCSLD, the pilot of an online system to support the PDR process, using the online Brookes Shop, and the purchase of an online events management system.

7. We became one of the first wave of institutions with a CPD programme accredited to offer awards under the UK Professional Standards Framework in Learning and Teaching (2011) at Senior Fellow and Principal Fellow of the Higher Education Academy and our Associate and Fellowship pathways were revalidated.

8. We developed and ran First Steps into Learning and Teaching as an Open Online Course.

9. We conducted a thorough review of our portfolio of courses and services to assess their suitability for staff in this institution at this time. The tables throughout this report represent the outcomes of this review.

1.4 Aims and objectives for 2012/13

Brookes is an institution with high aspirations for providing an exemplary student experience, with a leading edge curriculum and teaching methods. We can draw on the strengths of a strong culture of staff undertaking learning and development and satisfaction with line managers. However, there are challenges from a new culture of evaluation and measurement of student learning and experience. There are more changes to come with the opening of the New Library and Teaching Building (NLTB), the influence and opportunities that brings for new ways of working with students, and possibly wider changes in physical environment in the coming Estates Strategy. It is important that staff are well prepared for such changes in their environment and working practices, and that we respond to and learn from the changes we have been through recently, particularly as a result of the restructure of the Faculties.

In the coming years we aim to, and encourage all those in positions of leadership within the university to:

- support individual staff to be resilient, showing concern for their well-being;
- ensure staff are well supported by managers who share the institution’s values, seek two-way communications with staff, and are skilled project and people managers;
- empower staff to assess their individual and career development needs through adopting a coaching approach in both team working and management;
- encourage community and collegiality through programme level working, cross faculty/directorate projects and special interest groups;
- consolidate and embed the findings and outcomes of the current projects, before embarking on new ones;
reward individuals and teams for excellence and innovation;

■ develop a culture of continuous improvement, investigation, reflection, curiosity and inquiry through our engagement in pedagogic and institutional research.

As our contribution to these aims, in 2012/13, OCSLD will:
1. Publicise, deliver and monitor uptake of our refreshed and revised portfolio.
2. Promote a coaching approach to supporting individual personal, professional and career development.
3. Work proactively with faculties and directorates to support their improvements to the student experience.
4. Improve access to OCSLD services through a range of online courses and resources
5. Modernise administration to provide sector-leading services.
6. Build our capacity to conduct institutionally and nationally significant pedagogic research.
7. Meet our income generation targets through participation in a range of reputation enhancing external activities.

2. ENHANCING THE STUDENT EXPERIENCE

OCSLD has supported the implementation of the Strategy for the Enhancement of the Student Experience (SESE), in part through our engagement in a number of the PESE projects, in part through our own initiatives.

We have worked closely with the Associate Deans (Student Experience) to support their SESE implementation plans, by bringing them together with the OCSLD Educational Developers monthly throughout the year.

It has been a difficult year to work with our most innovative teachers, as much energy has been placed in helping staff cope with the results from National Student Survey which were announced in August 2011. The resulting action plans preoccupied staff for much of the first part of the year. OCSLD attempted to draw out the positives of this exercise, such as in our ‘digested read’ of Faculty action plans, which the Faculty of Health and Life Sciences AESC minuted as:

The Committee received and noted the paper entitled ‘Faculty NSS Action Plans: the digested read’ and were invited to take away ideas from the report. The Committee noted that Rhona Sharpe should be complimented for producing such a useful summary. (AESC 120523/40/118.4)

There have been multiple initiatives as a result of the 12 PESE projects. OCSLD has provided programme management in the form of Ian Whiting, and strong educational development support through the link teams.

2.1 Portfolio review for academic development

Staff development for those engaged in improving the student experience has been a significant area of work this year:

■ as part of the rollout of the Peer Enhancement of Teaching and Learning (PETAL)
■ through our leadership of the Higher Education Academy's Reward and Recognition Change Academy (RARE)
■ mapping of graduate attributes to our Postgraduate Certificate in Teaching in Higher Education (PCTHE)
Table 1 is a summary of OCSLD courses and other staff development opportunities mapped to roles for staff who teach and support learning, and the outcomes of our portfolio review for this area of work.

**Table 1. Portfolio review for academic development by staff roles**

<table>
<thead>
<tr>
<th>Roles</th>
<th>Expected development when new in role</th>
<th>Recommended further development &amp; qualifications</th>
<th>Changes suggested for 2012/13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Postgraduates who teach</td>
<td>First Steps into Teaching and Learning</td>
<td>Associate Teachers course Supervising research projects seminars (PhD students supervise MA &amp; MSc projects)</td>
<td>Run First Steps twice stand-alone, and once as MOOC to meet continued, high demand.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Move to an accredited First Steps (c. 5 or 10 credits)</td>
</tr>
<tr>
<td>Associate Lecturers</td>
<td>The Associate Teachers course is mandatory for anyone who teaches for 50 or more hours a year. It leads to HEA Accreditation at Descriptor 1</td>
<td>Annual CPPD through PETAL, PDR and professional dialogue.</td>
<td>Social space for Minerva/teaching innovation sharing and involvement</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Explore more online elements including use of Open Educational Resources.</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Explore potential for an open learning version of Associate Teachers course</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>OpenBrookes.net platform (currently WordPress &amp; open Moodle)</td>
</tr>
<tr>
<td>Roles</td>
<td>Expected development when new in role</td>
<td>Recommended further development &amp; qualifications</td>
<td>Changes suggested for 2012/13</td>
</tr>
<tr>
<td>------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Lecturers and Senior Lecturers</td>
<td>The PCTHE is mandatory for all teaching staff new to Brookes who have less than five years teaching experience in higher education and are on a contract of two years or more at a minimum of 0.5 full time equivalent. It leads to HEA Accreditation at Descriptors 2 or 3</td>
<td>Annual CPPD through PETAL, PDR and professional dialogue. Networking/special interest groups e.g. SESE-Hub Recognition of individual excellence and support for projects through Brookes Fellowships and other awards as they are available</td>
<td>Convene PDT to look at options for PCTHE. Learning sets to support new academic staff who don’t take PCTHE. Open Educational Resource collection for academic development. Expand PETAL website to become wider CPPD support, including professional dialogue, and linked with career development site Social space for Minerva/teaching innovation sharing and involvement</td>
</tr>
<tr>
<td>Module leaders</td>
<td>Familiarise self with information on APQO website</td>
<td>Curriculum design &amp; development</td>
<td>Curriculum design refresher/CDI</td>
</tr>
<tr>
<td>Subject co-ordinators</td>
<td>Familiarise self with information on APQO website</td>
<td>Curriculum design &amp; development Person management</td>
<td>Support for PETAL Curriculum design refresher/CDI</td>
</tr>
<tr>
<td>Programme Leads</td>
<td>Familiarise self with information on APQO and HR websites, PETAL site</td>
<td>Curriculum design &amp; development Person &amp; resource management, student recruitment</td>
<td>Support for PETAL leadership Programme leadership programme Senior Fellow of the HEA (D3)</td>
</tr>
<tr>
<td>Research supervisors</td>
<td>Lunchtime programme in semester 1</td>
<td></td>
<td>Accredited within academic practice framework</td>
</tr>
<tr>
<td>Roles</td>
<td>Expected development when new in role</td>
<td>Changes suggested for 2012/13</td>
<td></td>
</tr>
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<td>-------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Academic advisers</td>
<td>Familiarise self with information in Supporting Students Handbook</td>
<td>Changes suggested for 2012/13 - Dependent on outcomes of subgroup of AESC - OCSLD plan to build a self-assessment tool, and possible self-study package</td>
<td></td>
</tr>
<tr>
<td>Research fellows</td>
<td>VITAE framework for research development</td>
<td>Changes suggested for 2012/13 - Social space for Minerva/teaching innovation sharing and involvement, OpenBrookes.net platform</td>
<td></td>
</tr>
<tr>
<td>Principal Lecturers (Student Experience), Brookes Fellows and NITS</td>
<td>Minerva network</td>
<td>Changes suggested for 2012/13 - Social space for Minerva/teaching innovation sharing and involvement, OpenBrookes.net platform</td>
<td></td>
</tr>
<tr>
<td>DMELDs</td>
<td>Minerva network</td>
<td>Changes suggested for 2012/13 - Support for CPPD (PETAL, PDR and professional dialogue)</td>
<td></td>
</tr>
<tr>
<td>Others who support students e.g. subject librarians, careers advisors, student support co-ordinators, laboratory technicians and demonstrators</td>
<td>Minerva network</td>
<td>Changes suggested for 2012/13 - Support for CPPD (PETAL, PDR and professional dialogue)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Expected development when new in role</td>
<td>Changes suggested for 2012/13 - HEA Accreditation at Descriptors 3 or 4.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>HEA Accreditation at Descriptors 3 or 4.</td>
<td>Changes suggested for 2012/13 - Pedagogic research support events Coaching training</td>
<td></td>
</tr>
<tr>
<td></td>
<td>HEA Accreditation at Descriptors 1, 2, 3 or 4.</td>
<td>Changes suggested for 2012/13 - Certified Membership of the Association for Learning Technology</td>
<td></td>
</tr>
<tr>
<td></td>
<td>HEA Accreditation at Descriptors 1, 2, 3 or 4.</td>
<td>Changes suggested for 2012/13 - Minerva network</td>
<td></td>
</tr>
<tr>
<td></td>
<td>HEA Accreditation at Descriptors 1, 2, 3 or 4.</td>
<td>Changes suggested for 2012/13 - Minerva network</td>
<td></td>
</tr>
</tbody>
</table>
2.2 Accredited programmes

Associate Teachers course

The Associate Teachers Course is mandatory for anyone who teaches for 50 or more hours a year. The course ran twice in 2011/12:
- in Semester 1 as part of the PCTHE
- in Semester 2 as five x one day workshops

There continues to be high demand for this course. In 2011/12, 40 participants completed the course, compared to 30 in 2010/11. The participants’ experience was generally positive. Of particular note was that 78% definitely agreed that staff were enthusiastic about the teaching. Assessment and feedback was positively received;

“very good feedback on drafts of assignments: prompt and practical”, “the assignments were well-fitted to the learning objectives for the module and really brought together and reinforced the learning.” (examples of student feedback).

Staff support was also rated very highly;

“most staff were very supportive in response to queries and always responded promptly and helpfully - thank you.”

The learning outcomes which were most positively evaluated were those directly linked to the student experience;

‘Reflect critically on my contribution to the support of student learning’ and ‘recommend appropriate improvements to the learning experience in my teaching programme’.

This demonstrated that the course is strongly geared to supporting the organisational aims of improving the student experience and this element of the course is strongly emphasised in the teaching and assessment.

The least positive aspect from the participant perspective, was the organisation and management of the course. An example highlighted included

“more advanced notice of readings/re-class exercises was needed.”

An innovative aspect of this course is the use of a wiki for a ‘virtual conference’ where students presented their evaluation of teaching to their peers. This was a new assignment, which has been exciting to organise and the results have been good to excellent.

Next year there are plans for increased use of online open educational resources to move to a new pedagogy based on Flip teaching http://en.wikipedia.org/wiki/Flip_teaching.

This will encourage regular use of Moodle for pre-class tasks and communication and should partly address the feedback from previous participants about the organisation and management of the course. There will be greater use of social media to open up communication so that it is more accessible and timely. Finally, there will be increased pre-induction and in-module communication particularly about assessment and learning activities so that participants can plan their workload in advance.
Postgraduate Certificate in Teaching in Higher Education (PCTHE)


The PCTHE is mandatory for all teaching staff new to Brookes who have less than five years teaching experience in higher education and are on a contract of two years or more at a minimum of 0.5 full-time equivalent.

In 2011/12, 27 staff were entered for the PCTHE, compared to 37 in 2010/11. Of the 27, 6 participants did not complete.

An innovative aspect of this course is the use of learning sets in the double module (P70406). These are interdisciplinary groups of approximately eight participants, who meet regularly face-to-face and online with a tutor. Each set will be responsible for producing a seminar on a topic of current interest in higher education. These seminars make up a significant part of the substance of the course. As well as production of the seminars, the learning sets provide support and a forum where matters arising from the course and from your learning and teaching practice can be discussed. The learning sets make use of peer mentoring as well as formative and summative peer assessment. The learning sets push to the limits of peer supported assessment in order to challenge participants with close engagement in an assessment community of practice. Learning sets are consistently rated the best aspect of the course, as these quotes from participants suggest:

"Preparation for the learning set presentation was awkward, but I learned important lessons about collaboration and assessment, and I found the seminars devoted to the presentations enjoyable."

"[the best aspects of this module were:] contacts/friends made on learning set — very supportive; an awareness of literature/concepts regarding teaching in HE; confidence in my practice; support of tutors."

Matterhorn lecture-capture system was used to record Learning Set Seminars; one participant, however, reported an adverse response to this:

"Preparation for the learning set presentation was awkward, but I learned important lessons about collaboration and assessment, and I found the seminars devoted to the presentations enjoyable.

There is also blended and distributed collaboration through learning sets activity and use of audio-graphic classroom for multi-site teaching.

Participant experience of the course is generally very positive. Participants report improvements in both practice and theoretical understanding.

"The PCTHE course has proved valuable for me, as a new lecturer. It has provided designated time and structure within which to discuss teaching and learning in higher education, review critical incidents, reflect on emerging issues and explore the insight that can be gained from relevant literature and educational theory. ... I consider taking part in the course to have been a powerful learning experience..."

"The course provided a valuable structure for academic development and stimulus for reflection and I found it incredibly helpful in helping me to consider how to move my practice forwards."

"My experience in this course suggests that I should take a facilitative rather than a directive role to guide small group teaching in my seminars. This is mainly a result of my observation of the tutors’ behaviours in this course."
Of course, feedback from participants also included helpful suggestions for improvement.

"Incidentally, the assignment brief and the assessment criteria imposed too many competing demands given the word limit. In this respect, it was similar to the 'virtual conference' presentation of the P70405 module."

2.3 Programme management of PESE


Following on from the University restructure project (2010/11) Ian Whiting was re-seconded to the Senior Management Team for two days a week as Programme Manager (Student Experience).

The previous Brookes Student Learning Experience Strategy (BSLES) initiated more than 70 separate and local initiatives. The remit for the Programme to Enhance the Student Experience (PESE) was to initiate, coordinate and deliver 12 University projects which would realise the key elements outlined in the Strategy for Enhancing the Student Experience (SESE) 2010-2015.

The key achievements for this year have been
- developing and sharing the PESE business case as a means of articulating the rationale for adopting a programme approach in realising the benefits contained in the SESE.
- the setting up of the organisational structure, reporting arrangements and documentation hub for the programme.
- providing a wide range of communication and stakeholder involvement interventions to promote and raise awareness of the PESE.
- the ongoing support to the individual project sponsors and their project managers, ensuring schedules were established and key milestones met.
- ensuring the many synergies between the projects were identified and harnessed for the benefit of all projects thereby demonstrating joined up thinking in action.
- a pragmatic approach to project roll outs through a combination of staggering key deliverables and opting for more pilots and so reduce the cumulative impact of the 12.

The programme now moves on from the Initiation/Definition phases and into the Implementation phase. In response, in 2012/13 Ian's role will evolve into block release to the PESE providing ongoing support to the programme and its constituent projects.

2.4 Embedding the Graduate Attributes


As part of the Strategy for Enhancing the Student Experience, all programmes are required to show how they develop the Brookes Graduate Attributes. As a first step, in 2011/12 all programmes undertook an exercise to map their current programme learning outcomes against the Brookes Graduate Attributes.

This turned out to be a far more demanding exercise than anyone had expected. Those teams who started early found themselves trailblazing, raising questions about timescales, required outputs, and quality control processes.
At the start of the academic year OCSLD conducted graduate attributes roadshows to raise awareness of some of the issues around programme design for graduate attributes and promoted our Graduate Attributes in Action wiki of case study exemplars. We developed some tools and resources to assist in the mapping exercise and provided support to programme teams, especially early on in the process. These included many half-day workshops with programme teams, consultations with programme leads, and peer review of documentation in process. OCSLD link developers worked in close consultation with the faculty ADSEs and APQO to create a process to carry out such a large scale mapping and collate its results. Eventually it was decided that all programmes (except collaborative provision, who will complete this a year later) would produce revised programme specifications in the new template and mapping documents to record a narrative of how graduate attributes are developed across the programme. The four faculty AESCs convened review panels of senior academic staff and OCSLD developers that reviewed and evaluated all mapping documentation. Faculty AESCs approved (or in a small number of cases referred) these in their final meetings in June/July 2012.

This was a significant effort by senior academic staff in the faculties and although there is a long way further that we want to go, these staff should be pleased with a significant achievement. The university has in a short period completely revised all its programme specifications and for the first time these will be publicly web-accessible across the board via the APQO web site. In many cases programme learning outcomes were improved in this process. Our use of the graduate attributes as classifications of our programme learning outcomes places us in an enviable position with respect to other UK universities; we can show directly how our programmes develop key graduate abilities like global citizenship and digital and information literacy. Many programmes have also seized on the mapping exercise as an opportunity to identify important programme renewal objectives for the near future.

We now need to assess the value and impact of the graduate attributes mapping process, make decisions about extending it to collaborative provision, and make plans for how to support staff to deliver on the commitments they have made in their revised Programme Specifications.

As a first step in this evaluation OCSLD is planning to analyse the collections of programme level learning outcomes for each graduate attribute, looking for disciplinary features – commonality, difference – and identifying large scale opportunities to enhance and modernise our provision of learning opportunities.

### 2.5 Putting Students at the Centre


Putting Students at the Centre is a bespoke programme, with OCSLD developers looking at how teams interact with students and learn from what they do well to further develop their service. Each programme is designed to meet the needs of individual areas, whilst focussing on enhancing the student experience.

The initial focus of the programme was Directorates with areas working with their link OCSLD staff developers to design and deliver bespoke programmes. Academic Management Office used the programme to support their achievement of the Customer First Award. Oxford Brookes Information Solutions used their two bespoke workshops as a platform for launching short lunchtime sessions to embed knowledge and learning and following up specific areas, such as cultural awareness. The Directorate of Estates and Facilities Management are using the programme across divisions to ensure consistency of service across all areas and sites aligning to the opening of the NLTB in 2013.
2.6 Technology enhanced learning

Move to Moodle

http://moodle.brookes.ac.uk/

This academic year sees a major shift in technology-enhanced learning at Brookes. The university is moving to replace the proprietary BlackBoard Virtual Learning Environment (VLE) with the open source Moodle product. Our Moodle is a hosted service provided by the University of London Computing Centre. Moodle was chosen to enable significantly greater flexibility in our provision of online learning resources and activities. A key element of the move to Moodle includes greater sophistication and (we hope) efficiency in our use of learning resources. The RADAR digital repository is tightly integrated with Moodle and offers real efficiencies in sharing and re-using digital resources.

The move to a new VLE is a complex project and OCSLD is working on the Moodle project board along with Media Workshop, OBIS, the Student Union and faculty representatives. Our role is to provide input about the development of the Oxford Brookes Moodle to ensure it is as good a learning environment as it can be.

There are several developments that should improve the student experience of learning at Brookes, like fully featured electronic reading lists automatically populated in Moodle sites. Another is the project to develop a standardised module guide in every Moodle site, much of it automatically populated with information in other Brookes systems, like ECSIS. This project was initiated by the Faculty ADSEs, and OCSLD has played a key role in brokering and advising on its implementation.

There has been large-scale staff development for the Moodle transition, the bulk of it conducted up to now by the faculty Digital Media and e-Learning Developers (DMeLDs). OCSLD worked closely with Media Workshop and the DMeLDs in designing this staff development programme, whose basic approach is to ‘learn Moodle just in time, as you work, supported by experts.’

Although timing has been very tight because of unexpected delays in establishing the required levels of Moodle functionality, from June 2012 DMeLDs conducted numerous workshops for staff on their own sites, where they actively worked on moving their courses into Moodle with DMeLD assistance. In the coming year we will be working with Media Workshop and the faculties to design a programme of workshops and seminars to promote advanced use of learning technology.

Objectives for digital learning environments

Another outcome of our regular discussions with the faculty ADSEs has been our proposal, based on a synthesis of aspirational SESE statements, to implement the following five objectives for the development of our digital learning environments in the period 2012-15:

1. 24/7 access via the Internet to key course information, documents and learning activities.

2. Active use of a wide range of digital media and learning tools and choice of preferred technologies, in order to develop confidence and agility with existing and emerging digital technologies.

3. Electronic submission and return of coursework and frequent opportunities for formative feedback involving digital technologies.

4. The opportunity to record and share learning and achievements using digital media, including an electronic portfolio.
5. Frequent and regular opportunities to use a range of digital authoring tools and social media to support networking and engagement in a range of communities, formal and informal, in and beyond Brookes.

**Developing digital literacies through student partnerships**


In tandem with the introduction of Moodle, Oxford Brookes won a JISC bid in its Development of Digital Literacies programme. Called InStePP, this project involves recruiting student volunteers in partnerships with staff to help develop staff and student digital literacies. Currently in a trial phase with a limited number of recruits, this first batch of ‘epioneers’ were recruited to be ‘Moodle supporters’, offering their expertise to support staff at Moodle workshops and for ‘commissions’ by staff for projects to improve the digital learning landscape. OCSLD is evaluating this project and working closely with Careers on the design and delivery of training and development of the epioneers, who can obtain Institute of Leadership and Management training and endorsed.

**2.7 Centre for International Curriculum Inquiry and Networking (CICIN)**


CICIN aims to undertake research and share good practice in internationalisation of the curriculum (IoC). Many universities are exploring internationalisation, especially in the light of changes to higher education in the UK. However, there is a tendency to overlook the needs of domestic students as part of internationalisation agendas. CICIN seeks to support the development of curricula and pedagogic practices which foster international learning for all. CICIN also provides a forum for sharing resources to support learning and teaching at tertiary level. The main goals of CICIN are to provide a network between universities working on IoC from different perspectives, to host a Google group to facilitate networking and dissemination of good practice, to host events, and to facilitate collaborative research.

The 2012/13 CICIN Chair, Juliet Henderson, hosted an HEA-funded seminar on 18 May entitled, ‘Teaching, Learning and Living the Graduate Attribute of Global Citizenship within and beyond disciplinary boundaries: A case study in Applied Linguistics.’ This was part of the HEA Discipline workshop and seminar series. This seminar’s three key goals were to offer practical interpretations of the graduate attribute of global citizenship, challenge assumptions that the language of global citizenship attributes is empty rhetoric, and explore links between theory and pedagogy. This event was a great success, and it helped to raise the profile of Oxford Brookes and CICIN within the UK HE sector.

**2.8 Research supervision training**


The seminar series for the 2011-12 academic year ran during semester 1 on alternate Thursday lunchtimes. There were five sessions, which provided an overview of the main challenges and requirements of supervision in the Oxford Brookes context. Topics covered included: establishing channels of communication, monitoring progress, research ethics, academic writing, and examination. The sessions were well received, and participants particularly appreciated the opportunity to influence the focus of sessions and bring their own questions for support.
In the most recent iteration of this seminar series, many participants were supervising undergraduate or taught masters dissertation students. Feedback from participants suggests a need to offer separate provision for these levels, with a distinctive offering for supervisors of doctoral research, which makes distinctive pedagogic demands, including the need to negotiate the longevity and relative isolation of doctoral work.

2.9 Peer enhancement of teaching, assessment and learning (PETAL)


Peer Enhancement of Teaching, Assessment and Learning replaces the many different peer observation schemes in operation across the University and is designed to meet the University expectation of annual professional development of all staff at Brookes who teach or support learning. This is a central element of the SESE. The scheme requires colleagues to work together in teams to enhance the student experience through adopting a scholarly approach to development, and one that engages with students. OCSLD has been pivotal to the development of the scheme, which has drawn on research evidence of what works in professional learning and has involved consultations with key groups of staff during the past year. We provide training workshops and resources to support programme and other leaders in PETAL activities. In the spirit of student engagement, OCSLD collaborated with multimedia students to produce a new website to support PETAL implementation, which went live in June 2012.

For colleagues on academic contracts, PETAL is linked to PDR. Looking ahead, we will support the further development of PETAL for a wider range of learner support staff.

2.10 Reward and recognition of teaching and learning

National Teaching Fellowship

OCSLD works closely with the Pro-Vice Chancellor’s office to reward and recognise excellent achievements in teaching and learning. We provide mentoring for National Teaching Fellow applications, and this year were rewarded ourselves with the announcement that Rhona Sharpe was successful in gaining this award, the highest national recognition in university teaching.

Brookes Teaching Fellowship Scheme


Since 2003, the University has run a parallel scheme to reward excellence in teaching and learning through the award of Brookes Teaching Fellowships. The network of Brookes Teaching Fellows meets periodically, and this is extending next year with a series of monthly seminars under the Minerva banner that will be open to a wider audience of staff and students at Brookes.

Guidance for applicants now includes individual mentoring from educational development consultants and Principal Lecturers (Student Experience), most of whom are Fellows in their own right. OCSLD has also organised a Dragons-den style panel who can advise at the formative stage of writing a Fellowship proposal.

Four colleagues were successful this year: Hazel Rothera (LR), Laura de Novo Azevedo (TDE), John Twycross (TDE) and Marion Waite (HLS).
HEA Reward and Recognition Enhancement (RARE) Change Academy

OCSLD was successful in winning a place on the Higher Education Academy’s Change Academy programme this year. This has given us the opportunity to network with five other universities on the theme of reward and recognition of teaching and learning. Our project was unique in that the focus has been on teams, which is entirely in line with our strategies for programme level enhancement, for example through PETAL, or the CDI (course design intensives) workshop model. The project proposes several new awards for teaching and learning offered at the team and programme level, starting in early 2013.

HEA Principal and Senior Fellowship Pathway

This year, OCSLD secured accreditation for delivering the revised UK Professional Standards Framework for Learning and Teaching. This was achieved through a peer review process led by the Higher Education Academy that culminated in an inter-university accreditation event at York in May. This extends OCSLD’s offer of courses leading to Associate Fellow (Associate Teachers Course) or Fellow of the HEA (PCTHE).

The new Professional Standards Framework Pathway Programme provides a pathway to Senior Fellow and Principal Fellow of the HEA directly through OCSLD.

An alternative route to Senior Fellowship is available at a personal fee using the HEA procedures. The first cohort of candidates will commence the pathway in September 2012 and includes Brookes Teaching Fellows, Principal Lecturers (Student Experience), Heads of Department, Associate Deans. Other colleagues with leadership roles in learning and teaching are encouraged to consider becoming Senior Fellows of the HEA through this Pathway Programme.

2.11 Networking

Minerva Forum

Activities of the Minerva forum this year centred around strengthening the internal network of Brookes Teaching Fellows. Each semester and at each campus, Fellows were invited to meet and share their learning and development with their peers. These meetings were facilitated by OCSLD and those who attended welcomed both the support offered and the opportunity to make connections with what other Fellows were doing. In the coming year, a series of open seminars is planned which will be hosted each month by a different Brookes Teaching Fellow on a theme of interest to them. These will be held on the 13th or 15th of each month and will be announced on SESE-hub.
Brookes Teaching and Learning Conference


“\textit{I most enjoyed the chance to network with colleagues in a relaxed and stimulating setting, and the variety of presentations, particularly the student involvement}.”

The Brookes Learning and Teaching Conference and Exhibition 2012 took place on 26 June 2012 and this year we asked: what is like to be a student in 2012? The conference took place at Wheatley Campus and attracted a mix of staff and students in the Postgraduate and Undergraduate Centres of the Faculty of Business. There were over 150 delegates sharing their experiences and ideas of how we move into the new era of ‘student 2012’.

The theme of the conference focused on the current issues for students at a local and global level and how we are responding within and beyond the university. Feedback received was overwhelmingly positive and many delegates urged more of their colleagues and senior managers to attend. Contributions in the parallel sessions were considered much better than at previous conferences, both in variety and quality. The clear highlights of the day were the chance to network with cross-University colleagues and the keynote talk by three students from Exeter University. There were one or two technical glitches as we streamed the plenary session to another venue, proving to be not such a successful modelling of how we might develop transnational delivery. The full range of Student Experience projects was exhibited in the café exhibition area, where there was ample space and time on the programme for finding out more about each of the 12 PESE projects.

Looking ahead to next year, we will be holding the conference within semester time, on 27 March 2013 (provisional date) and it will be a sharing event centred on, and demonstrating, the theme of Student Engagement.

3. SUPPORTING QUALITY STAFF

Brookes is a place which supports all its staff to develop. We place great emphasis on Investors in People as an overarching framework and on PDR to as an operational structure for making many of our ambitions real.

We are increasingly aware of the organisational needs for staff, which includes at this time, developing staff to be more:

- friendly (see student experience/putting students at the centre),
- agile (ability to change roles, career development within Brookes),
- resilient (ability to cope with constant change)
- good people and project managers (communicate mission and changes well, support their staff through PDR process)
- engaged with their own career development

Our staff development offer reflects these aspirations for Brookes staff.

3.1 Portfolio review for staff development

The portfolio review of staff development identified that the offer for administration and support staff could be strengthened. The needs of this group were identified through link roles, the staff survey, conversations with Heads of Administration and AdFor. The review found that:

- Key groups in relation to administration (Heads of Administration and AdFor) were asked about training needs for this group, which have been incorporated into future changes. This included managing emails, communication and Putting Students at the Centre.
■ In order to make way for new courses, existing courses will be run less often (two rather than three times a year) with larger numbers if necessary.

■ This year we will be trialling new ways of working in response to make staff development accessible to more staff, including shorter workshops, online content, action learning sets. If successful these will play a larger part in next year’s portfolio.

■ Career development support will be more widely available, including workshops to engage staff in the Career and Personal Development Website support and support for coaching. This will encourage staff to take ownership of their own development more fully (with support) and be more aware of what is available to them for their development. This way of working is becoming increasingly popular.

■ New courses will be offered in response to the Brookes changing environment: resilience and cultural awareness

■ A new PDR refresher, called ‘Making the most of your PDR’ will be offered for all staff who have not attended PDR training in the previous three years, and will promote the coaching approach to personal development
Changes suggested for 2012/13

New courses:
- Making the most of your PDR
- Resilience
- Cultural awareness
- Feeling valued
- Confident conversations in challenging situations

Availability for individual coaching


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3.2 Welcome to Brookes


“I really enjoyed the student experience session. I think the SMT session is very useful and interesting to be able to have contact with people that work with University strategy on a day to day basis”

We value our staff and recognise the investment involved when making new appointments to teams, and believe that a strong and robust induction, including the ‘Welcome to Brookes’ workshop is of the utmost value to both new colleagues and those changing roles within the University.

In 2011/12, we have met with 327 new colleagues on 15 Welcome to Brookes events, The year has shown 37 colleagues booked who did not attend their event, and we aim to reduce this figure.

The format and content of Introduction Day was reviewed in October 2011. This resulted in ‘Welcome to Brookes’, which includes an interactive session on the Values of Brookes, an ‘Inforum’ session where services across the University, open to both colleagues and students, can spend an informal coffee break sharing their offer with new staff members. These services included: Library, Sports, Brookes Restaurant, Hospitality Services, Students Union, and OCSLD.

A new online Equality and Diversity programme is currently being piloted with new colleagues in the University, to further develop the discussion around the Values of Brookes in the Welcome session.

Welcome to Brookes has 85% of new appointments attending within two months of joining the University, where previously colleagues had been in post up to a year or more prior to attending. OCSLD continue to aim for 100% of staff attending within this time.

3.3 Investors in People


Investors in People Gold Award reinforces the value Oxford Brookes University places on its staff. As an institution, we have opted for a ‘rolling’ review programme, which means that every 12 months, an external Investors in People assessor meets with a cross-University group of staff to ensure we meet the standard. We are the first University in the South East Region to achieve Gold Award status.

In order to ensure that we continue to meet the standard, OCSLD continue to work with a University wide strategic Investors in People Steering Group and an operational Learning Set. OCSLD supports Faculties and Directorates to ensure they are achieving Gold Award standards, whilst supporting and arranging the external assessment working with our external assessor on an ongoing basis.

In June 2012 the Investors in People assessor commented in the Review Visitor Report that:

“OCSLD is very responsive, people reported that it is responding to their needs with appropriate sessions and workshops as required”
3.4 Personal Development Review


The Personal Development Review (PDR) process, as an integral part of the management cycle at Oxford Brookes, underpins the development of high quality staff across the University. The process is a key element of PETAL, Investors in People, management development and the Brookes coaching approach to management.

There are currently two forms to support the PDR process: one for academic staff and one for support and administration staff. This will be revisited following the 2012 PDR round, as some feedback has suggested that the process would benefit from being more inclusive and having one form for all staff.

PDR training takes place on a monthly basis, with 12 sessions taking place in 2011/12, attended by 184 staff. Colleagues attending the workshops said:

“An excellent session. It is always good to meet and work with colleagues from other parts of the University and share good practice”

“Very good. Glad I attended”

“I know better what to expect from my PDR now”

In 2012/13 we plan to launch a new course ‘Making the most of your PDR’. This bite-sized session will be a mandatory refresher for colleagues, with an emphasis on getting the most out of your PDR, making the process an outstanding experience and reinforcing a coaching approach across the University.

The staff survey shows that 88% of respondents have had a PDR in the last 12 months OCSLD aims to work to increase this figure, by promoting PDR and offer ‘Making the most of your PDR’ to refresh awareness of the importance of PDR in the ongoing management cycle.

3.5 Career development


The Career and Personal Development website was launched to all Brookes staff in December 2011. At the heart of the website is the model ‘i-GROW’, an adaptation of the GROW model from coaching, which reflects the coaching style of management that we advocate within Brookes. The website is designed to guide staff as individuals, or in conjunction with their manager, through the process of considering their goals and what they need to do to achieve them. A number of resources are given to help this, as well as information around areas such as the AUA Professional Behaviours and options for development available within Brookes and externally.

To help staff use the website in a meaningful way, from May 2012 we started running supporting workshops, showing staff how to get the most out of the site and the resources within it, and also highlighting the options they have available for development and support. To date they have been attended by over 50 staff.
The site has received positive attention from other universities, through connections with the AUA framework, and there have been a number of conversations solicited regarding how we have integrated the AUA Professional Behaviours.

In 2012/13 we intend to continue running the workshops, promote the site as widely as possible, and also monitor the level of usage of the site, adjusting our support activities as necessary following this monitoring process.

### 3.6 Personal effectiveness

The list of workshops which come under the heading of ‘personal effectiveness’ are workshops for all staff, although some may be more relevant dependent on job role (for example if you are an administrator, or if you have responsibility for giving presentations). There are a core of workshops which repeat from year to year as they reflect the repeat demand for these within Brookes, and are always well attended. These include workshops such as minute taking, presentation skills, communicating effectively and time management.

We are aware that Brookes’ staff have changing needs as well. Each year we add some courses to our portfolio which represent the focus of the institution at that time. These often come from needs analyses through our link roles as well as Learning and Development plans. Previously these workshops have included Making the most of your Job Application and Interview, and Resilience. Next year potential areas to include are Cultural Awareness and Making the most of your PDR.

### 3.7 Work based qualifications (including NVQs)


Brookes has continued to encourage and support staff at all levels and in all occupational areas to develop the skills and behaviours they exercise in their roles, using the National Occupational Standards (NOS) to guide development and PDR discussion, and gain credits for professional practice using the Qualifications and Credits Framework (QCF). Gaining professional recognition and qualifications for expertise used or emerging in the workplace is an important ingredient of career mobility and satisfaction. NVQ frameworks and the new vocational awards, certificates and diplomas are offered through OCSLD (via a network of external providers) to accredit skills gained by staff, set staff on career development pathways and enable staff to develop new skills sets according to need and in response to change.

Access to these skills-based qualifications depends on the type and level of job role or job activity the individual is currently involved in. OCSLD works in a consultative style to assess skills levels and explore the accreditation landscape for the appropriate programme. This is usually done on a one to one or small group basis, and ideally involves the line manager as coach, who is a key partner in negotiating development objectives.

The qualifications managed through the project extend beyond classic NVQs, from professional Diplomas in occupational themes like core management and childcare management, to bite-sized qualifications like the construction industry based CSCS (Construction Skills Certification Scheme) licence or the BICS COPC (Cleaning Officers Proficiency Certificate). Staff can gather the building blocks in their skills area that are often their first steps on a much larger progression pathway, or connect with the project at a more advanced level to build on what they already have.
4. MANAGEMENT, LEADERSHIP AND ORGANISATIONAL DEVELOPMENT

OCSLD provides an extensive portfolio of support for managers. This year our emphasis has been offering development which is tailored to staff needs. Good examples of this are the Heads Orientation and Development programme and the new Introduction to Management and Leadership.

Individual line manager relationships are well regarded at Brookes, as shown in the staff survey, where 82% of respondents agreed that their line manager keeps them informed, 79% that their line manager involves them in decisions and 82% that they are satisfied with the support they receive from their line manager. Rather than leading to complacency, we should now be looking at how we can extend and make use of these well established relationships.

4.1 Portfolio review for management and leadership development

The review of our portfolio of management and leadership development has highlighted that our provision is very broad, has until recently been optional, and there is some duplication between freestanding workshops and programmes. The number and naming of free standing workshops will be slimmed down next year, and be tightly focused around organisational needs.

This year, in response to the numbers of new managers, and managers in new roles as a result of the faculty restructuring, we:

- offered a 1.5 hour session to facilitate specific groups of staff to identify development needs and understand the role of a line manager at Oxford Brookes University.
- ran two one-day update events for Programme Leads and Principal Lecturers (Student Experience) at the start and end of the year
- put in place management and leadership development support tailored for specific groups (Programme Leads, Heads of Department, Deans and Associate Deans, Heads of Administration, Heads of Financial Planning).

The expectations of the skills and attributes of managers at different levels throughout the university are defined by the National Occupational Standards. The OCSLD management and leadership development programmes have been mapped to the National Occupational Standards, which can be used for assessment and accreditation at relevant levels, or to support individual staff self assessment. see [http://bit.ly/senior-staff-dev-prog](http://bit.ly/senior-staff-dev-prog)

We believe staff should be in control of the timing and extent of the development they undertake. For staff to make good choices about their own development, we need to set in place supports and structures to ensure that they: are aware of the opportunities available, have had introductory management training, and are guided by knowledgeable line managers who are adopting a coaching style of management. We propose in 2012/13:

- Providing clearer, more detailed information about the courses and other services offered to managers, We recognise that our offer is so broad that staff need help in seeing how it all fits together, in order to make informed choices about what development to undertake.
Offer individual coaching and action learning sets, to run alongside our broad collection of courses, to support managers to make the best use of the courses on offer.

Roll out the two day ‘Introduction to Leadership and Management’ course we trialled this year to all new managers who have had no previous management training, with an expectation that they attend within their first year of becoming a manager and encourage existing managers who would like a short refresher of key skills to attend also. New managers will be identified through Heads of Department and Heads of Administration.

Embed the coaching approach to high quality management through the introduction of a ‘Refresher PDR’ workshop for experienced managers and an optional ILM accredited coaching programme.

Continue to offer tailored, ‘in the moment’ initiatives to address needs of specific groups, based on consultation, continually evaluated, e.g. conclude the Heads Orientation and Development programme, research leads, programme leads.

More effective evaluation and review of free standing workshops, to enable us to react promptly to changing needs and refresh our offer on an annual basis.

4.2 Introduction to Leadership and Management

To respond to the needs of new managers created during the faculty restructure we designed and delivered a two-day Introduction to Leadership and Management which would enable new managers with little experience and no management training to become confident in their new jobs as quickly as possible. This course was developed with managers in both academic and support roles in mind and the needs of new Programme Leads was sought as part of the design phase. In the first six months, about thirty new managers have participated in the course, mostly in support roles from all four faculties.
Table 3. Summary of our courses mapped to management and leadership roles and outcomes of our review of courses for these staff:

<table>
<thead>
<tr>
<th>Roles</th>
<th>Expected development when new in role</th>
<th>Recommended further development &amp; qualifications</th>
<th>Changes suggested for 2012/13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aspiring managers</td>
<td>Introduction to Leadership and Management</td>
<td>Introduction to Leadership and Management (as a short refresher)</td>
<td></td>
</tr>
<tr>
<td>All managers with PDR reviewer responsibility</td>
<td>Introduction to Leadership and Management (new managers) PDR training Recruitment and Selection (+ refreshers every 3 years) Manager as Coach</td>
<td>Finance for non-financial Managers Core Management and Leadership Programme (CMLP) Introduction to Performance Management Positive Management and Motivation Introduction to MBTI Time and Priorities Management Managing Lawfully Managing Workplace Stress Managing Attendance Managing Underperformance Capability Procedure Resilience</td>
<td>PDR refreshers every 2 years Confident Conversations in Challenging Situations</td>
</tr>
<tr>
<td>Team leaders or supervisors at grade 6 or 7</td>
<td>Chairing Meetings Minute Taking NVQ in Team Leadership at level 2 Project Management courses (with option of APM qualification) Introduction to Recruitment and Selection/Recruitment refresher (if you recruit staff)</td>
<td></td>
<td>Confident Conversations in Challenging Situations</td>
</tr>
<tr>
<td>Roles</td>
<td>Expected development when new in role</td>
<td>Recommended further development &amp; qualifications</td>
<td>Changes suggested for 2012/13</td>
</tr>
<tr>
<td>--------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Managers at grade 8-11</td>
<td></td>
<td>Core Management and Leadership Programme (with additional option of an NVQ qualification at level 3 or 5)</td>
<td>Action Learning Sets to be offered as a ‘stand alone’ option, with opportunities for individuals to ‘have a go’; to experience the ALS process before deciding whether to commit to engaging with a set. Confident Conversations in Challenging Situations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Chairing Meetings</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Minute Taking</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Individual coaching</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Project Management courses (with option of APM qualification)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Introduction to Recruitment and Selection/Recruitment refresher (if you recruit staff)</td>
<td></td>
</tr>
<tr>
<td>Members of senior staff at grade 12 or above</td>
<td>Heads of Department Orientation and Development Programme PVC Deans and Associate Deans Networking meetings.</td>
<td>Leadership Dimensions for Senior Staff 360 feedback Individual coaching Project Management courses (with option of APM qualification) Chairing Meetings</td>
<td>Heads Network Meetings Programme Leadership Programme. Action Learning Sets</td>
</tr>
</tbody>
</table>
4.3 High quality line management: a coaching approach

In 2012-13, we are planning to launch an accredited coaching qualification, through the Institute for Leadership and Management. The provision of the course is designed to further reinforce the ethos of a coaching style, and to give staff a recognised qualification in coaching. It will also produce a pool of coaches for staff within the University to draw upon if they want to use the services of a coach who is not their manager. We see this as a positive move for the coaching culture within Brookes as well as something to support those who currently use a coaching style to work towards having this recognised within a qualification. Although we envisage that most interest for the course will come from managers, we will welcome one individual who is interested in becoming and working as a coach within Brookes.

4.4 Performance Management


The Performance Management suite of courses covers three workshops: Introduction to Performance Management; Managing Underperformance; and Positive Management and Motivation. Alongside these courses we have a dedicated Performance Management page on the OCSLD website where managers can access resources to help them manage performance, links to relevant HR policies and procedures, and other sources of support (such as courses on Managing Attendance and case studies).

The courses were all full or nearly full over 2011-12, with management capability to manage performance identified in the staff survey as improving (68% of managers now deemed capable by their staff). It was particularly encouraging to see the numbers for Positive Management and Motivation improving, to the point of having to schedule an extra workshop to meet demand, with managers giving the reason for attendance as a desire to be able to positively support their staff in times of change.

4.5 Project Management


This is an established initiative spanning a number of phases: We are now entering into phase 3.

- Phase 1: 2006 - 2009: This phase was categorised by laying down robust foundations for project management at Brookes. This included the adoption of the Association of Project Managements (APMs) Body of Knowledge, developing a suite of project management courses tailored to a University environment together with a range of ongoing support materials and interventions.

- Phase 2: 2009 - 2012: This phase was categorised by developing a project management ethos through exemplifying the benefits to be gained from adopting project management techniques through supporting actual live projects. Examples include facilitating business case workshops for individual user projects associated with the New Library and Teaching Building, showcasing project management tools and techniques in both the University Restructure Project and the PESE.

- Phase 3: 2012 - 2015: This phase will be categorised by developing and supporting communities of practice across the university with an ultimate desire to establish a virtual project office.
The concept of creating a virtual project office will be to consider the APM Body of Knowledge advice on this subject and piece together all the current support, consider the gaps and put together a paper on the various options to best serve and support the University in the future.

There continues to be high demand from staff to attend the project management programme with a total of 178 staff training days being attributed to project management including:

- The full project management programme which is run each semester
- Delivering two sets of project management courses (Focused PM and Practical tools) for all identified OBIS staff (equating to 57 staff training days) (October 2011).
- A special “Focused Sponsor” course was developed and delivered as part of the Heads Orientation and Development programme.

Following the project manager programme some staff opt to consolidate their knowledge by participating in a learning set to enable them to take the APM introductory certificate in project management. Since starting the learning sets 58 members of staff have gained the qualification (94% success rate).

This year has seen a number of interventions to further develop and enhance a project management ethos and capabilities within the University. These include

- In collaboration with Bill Sturman redesign and launch of a new project governance and IT project assurance process. Introduction of Terms of Reference template.
- Supporting a new OBIS project management working group led by Simon Hogg to develop effective project management support within their Directorate. This has included identifying and piloting cloud based project management software tools [http://www.projectmanager.com](http://www.projectmanager.com) which will overcome many of the frustrations presently encountered in using Microsoft Project.

### 4.6 Core Management and Leadership Programme


“Looking at my style of leadership and personal traits. This has fed into the way I interact with my team in a positive way. I took up the offer of being coached which was incredibly useful and enabled me to have a different perspective and to take a considered approach in my management style.”

The Core Management and Leadership Programme (CMLP) has been developing over the last seven years. It is designed for first line managers and middle managers and consists of a series of workshops spread over the year, an NVQ qualification accredited by the Institute of Leadership and Management (ILM) at levels 3 and 5, and options for 360° feedback or Emotional Intelligence personal profiles.

The intended outcomes are:

- Accreditation of practice as a manager through the NVQ
- Development of practice as a manager/leader through reflection on NVQ requirements, 360° feedback and learning from workshops

Both the ILM-accredited NVQ and the development workshops are based on the National Occupational Standards in Leadership and Management.
Uptake of the programme over the last five years has been fairly consistent at between 15 and 20 participants spread across both levels of the NVQ. Other staff have taken part in workshops on an ad hoc basis.

For 2012, we have included a revised Introduction to Performance Management, revised the Finance workshop and Facilitating Change to suit requirements of Brookes managers, and updated Managing Lawfully. Additionally, participants have been encouraged to set specific goals for their development of their management practice, to be reviewed with their line manager during the year, and in PDR.

For 2013 we are considering further changes to keep the programme relevant and challenging. Currently under consideration are options for introducing more choice of workshops, including for those who manage processes rather than people, more blended learning and the use of Action Learning Sets.

Feedback from the course participants in each year shows that the benefits for individuals are wide-ranging and reflected in personal insights and changes to practice, while the organisation gains professionally qualified managers who have become more aware of their management practice and how they achieve the requirements of the National Standards for Leadership and Management.

These comments from previous participants reflect a variety of benefits experienced:

"Expert supervisor, complete confidence in her"

"Really liked the reflective + experience based nature of it"

“All the workshops were so practical and you can apply what you’ve learnt in real work situations”

"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."

4.7 Senior staff development

http://bit.ly/grades-12-above

With the premature closure in October 2011, of ‘Engaging Transformational Leadership’ (ETLP), there remained a requirement for OCSLD to provide continuing support for senior staff colleagues who had participated in (but, in some cases, had not had the opportunity to complete) ETLP. All who had not yet done so were offered the opportunity to engage, in a variety of ways, with events and activities to support their continuing development. For example, PVC Deans and Associate Deans continued to meet, every 6-8 weeks, for a two hour networking event where they would determine their own agenda, focusing on topical and emerging matters of mutual interest.

OCSLD continues to offer support to Senior Staff colleagues following the establishment of the new faculties. Since the commencement of the restructuring process, 45 faculty senior staff have now been offered 1:1 coaching supported by 360° feedback, either as part of the programme ‘Engaging Transformational Leadership’, or through the use of OCSLD’s tailored, in-house questionnaire. Of these, a total of 37 engaged with the feedback and 1:1 coaching process. Thirty-three experienced the ‘Transformational Leadership Questionnaire’ (publ. Real World Group, Leeds) and four our own Senior Staff 360° questionnaire.
The remaining eight colleagues declined the offer; of these one was in an ‘Acting’ role and due to leave Oxford Brookes, one had engaged in the process during the preceding two years (making it too soon for us to repeat) and the remainder were too new in post for the process to be meaningful. The invitation to engage remains open.

**Heads Orientation Development Programme**

In the faculty restructure, the importance of the Department as an operational unit within the organisation came very much to the fore, and the Senior Management Team commissioned a development programme to support the new Heads of Department in taking on their new role. This new development programme became the Heads Orientation Development Programme, which was designed in consultation with participants and senior managers to run alongside the Engaging Transformational Leadership programme. The overall aims of the Heads Orientation Development Programme were to increase confidence in the new leadership role and to strengthen the network of peers.

The programme of network meetings and operational workshops drew in specialists from across the University to interact with the Heads, and included colleagues from SPBO, Finance and HR, as well as from the Senior Management Team. The programme development team in OCSLD were responsive to changing requirements during the year, and additional workshops were added and the themes adjusted according to demand from participants. The programme culminated last year with a hard-hat tour of the New Library and Teaching Building, planned in collaboration with one of the participants in order to raise departmental debate about how to make the most of the teaching and learning possibilities afforded by the new building.

This new programme was evaluated part-way through its operation and at the end of the year, and it was evident that both the Heads and the Specialists were learning from the interactions.

One participant says:

‘There is real merit in bringing the Heads together to share ideas and to develop a collective voice on matters that are of importance to the university.’

Another states:

‘The sessions have been great. The programme is enjoyable, well thought through and sensitively presented.’

Attendance was encouraged by the Vice-Chancellor at the outset of the programme, and expected by each of the PVC/Deans. All but one of the Heads welcomed the opportunity that the programme provided and sought to resist other work pressures to participate. Whilst there were a few Heads who only rarely engaged, all Heads attended at least two of the events in the programme, with the majority attending between 8 and 15 of the events on offer.

Two elements of the programme stand out in particular with positive feedback: the six networking meetings and the workshop sessions led by Finance. As a result of the programme, participants report that they feel far better supported by their peers, are ‘more likely to seek advice from peers’ and ‘reach out more and do not hesitate to contact the Directorates’. ‘Allowing Heads to identify common issues and to challenge their own thinking and that of others in a safe environment has been important. Looking back, the course has provided support and insights much needed in a very challenging year.’

Looking ahead, OCSLD will continue to facilitate a limited number of network meetings in 2012/13 and combine these with further updates and discussions on the three core areas of finance, strategic planning and human resources.
Aspects that are distinctive about this leadership programme include the strong emphasis on peer learning and the direct involvement of internal specialists in leading operational workshops based around two-way discussion and scenario group-work. The learning we have gained in OCSLD from running this programme is feeding directly into another new programme on Programme Leadership, which is starting in 2012/13.

Heads of Administration and Finance were offered the opportunity to join the Heads programme, should they think it useful to do so. Additionally we facilitated opportunities for them to engage with each other, with their peer group and with colleagues from across the university. Every six weeks or so, the Heads of Administration and Support Services and the Heads of Financial Planning came together, as a single group. The purpose of these sessions to nurture a deeper understanding of each others’ roles and to seek opportunities for closer working between teams responsible for Finance and Faculty Administration. Guest speakers at these sessions have included the Director of Strategic and Business Planning, and the Director of Estates and Facilities Management.

Leadership Dimensions for Senior Staff (LDSS)


‘Leadership Dimensions’ is a programme of workshops and action learning sets, supported with confidential 360° feedback and informal group work. With preparatory activities during October/November, the main events in the programme run in Semester Two.

2011/12 saw the third annual running of the programme with Programme Leaders and (OBIS) Project Managers well represented in a cohort of twelve delegates, the optimum number of participants for the programme (the same as in previous cohorts).

The content of the leadership workshops is informed by elements of the National Occupational Standards for management and leadership. Each participant has the opportunity to engage with confidential 360° questionnaire/feedback/coaching which, in turn, can help them to think about where they might focus their energy during the workshops and action learning sessions.

Delegate feedback this year has been particularly encouraging. Of our twelve cohort members, eleven submitted an Evaluation Report and rated all elements of the programme highly, with nine saying that, overall, the programme was ‘extremely valuable’ or ‘very valuable’. Two said ‘fairly valuable’ and, in both cases, these were people who were unable to attend every session of the programme. As a result, we have resolved to redouble our efforts to ensure delegates’ full participation in all aspects of the programme by making this explicit in our marketing materials, pre-course briefings and Introduction Day.

Delegates were asked to rate individual components on a five point scale from Excellent to Very Poor:

<table>
<thead>
<tr>
<th>Component</th>
<th>Excellent (responses)</th>
<th>Good (responses)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Induction Event</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>MBTI and Intro to Action Learning:</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>Leadership workshop 1</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>Leadership workshop 2</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>Leadership workshop 3</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>Action Learning Sets</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>360° feedback/coaching</td>
<td>8</td>
<td>3</td>
</tr>
</tbody>
</table>
5. INCREASING THE QUALITY OF OUR RESEARCH

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

1. To make a substantial contribution to excellent pedagogic research nationally and internationally
2. To undertake institutional research which contributes to improvements to the student experience at Brookes
3. 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.

This year we have been particularly focussed on preparations for the REF and undertaking institutional research, particularly as part of the PESE programme of projects.

5.1 Research themes and achievements

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.

This year

- Rhona Sharpe finished her five-year term as Editor of Research in Learning Technology. She examined three higher degrees (1 Phd and 2 EdDs) in as many months. She continues as Visiting Professor at Edge Hill University and presented invited keynotes at the University of Sussex and Dublin Institute of Technology. Finally, she submitted the manuscript for the second edition of Rethinking Pedagogy for a Digital Age, co-edited with Helen Beetham and published by Routledge.

- Frances Deepwell continues on the Editorial Board for the Staff and Educational Development Association’s (SEDA) journal Innovations in Education and Training International but has finished her term as Chair of the SEDA Scholarship, Research and Evaluation Committee which oversees editorship of this journal. Her involvement in a Leverhulme project based at Coventry University on the impact of SecondLife in higher education has come to an end, but she continues to supervise one of the PhD students there. In October, she delivered a keynote at an international pedagogical conference in Macao. An invited chapter she co-authored with Greg Benfield on evaluating assessment practices was published.

- Greg Benfield co-facilitated a series of national workshops for the JISC on Developing Digital Literacies and gave an invited keynote on the topic ‘Supporting Learners in a Digital Age at the LSIS learning fair. He was invited to lead Course Design Intensive (CDI) curriculum redesign processes at Robert Gordon University and Oxford University and a research paper on the process that he co-authored was published in Innovations in Education and Teaching International.
5.2 Externally funded projects

InSTePP evaluation

OCSLD is evaluating the JISC-funded InStePP project. The evaluation work package has been in planning, preparation and tool-development phase until now, with the project in pilot phase. The basic objective of the InStePP evaluation is to understand the extent to which the inStePP project has helped to develop digital literacies of students and staff and create institutional change. Our approach, as usual, is a mixed methods one, drawing on project documentation and records and seeking understanding of the activities being investigated through qualitative data such as interviews.

Internationalisation and Promoting Assessment Diversity’ (IPAD) Study

The IPAD Study aims to explore ways in which collaborative use of tablet computers can enhance students’ experiences of university. In this year, funding of £30,000 was obtained for this project from the Higher Education Academy and 12 students were successfully recruited. The research and data collection will be carried out in the next academic year.

The Study has 12 undergraduate participants from the Faculty of Health and Life Sciences at Oxford Brookes University, half of whom are international students, and half of whom are domestic students. The participants have been paired with students from different courses of study and national backgrounds, and asked to report on their personal and collaborative use of iPads at university.

As the international students participating in this Study are paired with domestic students, both parties are expected to benefit from social and academic peer support. International students will enjoy individual contact with their project partner, which brings together students from different cultural and linguistic contexts to learn from each other. These non-native speakers of English will receive language-based feedback from peers on their draft assignments, which will help them to become more familiar with the conventions of British academic writing. Domestic students are expected to benefit from working with peers who are operating successfully in a new environment, and may learn about alternative ways of tackling their academic work. By explaining to their project partners how to fulfil the requirements of British academia, domestic students are also likely to gain confidence and competence as academic writers.
Table 4. Externally funded research and development projects to which OCSLD staff are contributing in 2011/12

<table>
<thead>
<tr>
<th>Project title</th>
<th>Timescale</th>
<th>Funder</th>
<th>Income</th>
<th>Staff involved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institutional Student ePioneer Partnerships (InSTePP)</td>
<td>July 2011 - July 2013</td>
<td>JISC Developing Digital Literacies programme</td>
<td>£100,000</td>
<td>Richard Francis, Media Workshop, Project Director, Greg Benfield, OCSLD, Evaluation lead, Kay Tillyer, OCSLD, Accreditation, Rhona Sharpe, OCSLD, Steering Group (Chair)</td>
</tr>
<tr>
<td>Internationalisation and Promoting Assessment Diversity (IPAD)</td>
<td>Jan 2012 - May 2013</td>
<td>Higher Education Academy Teaching Development Grant</td>
<td>£30,000</td>
<td>Mary Deane, OCSLD, Principal Investigator, George Roberts, OCSLD, Principal Investigator (maternity cover), Neil Currant, OCSLD, Co-investigator</td>
</tr>
<tr>
<td>OpenLine</td>
<td>JISC/HEA Open Educational Resources programme</td>
<td>JISC/HEA Open Educational Resources programme</td>
<td>£20,000</td>
<td>George Roberts, OCSLD, Principal Investigator, Marion Waite, Dept Clinical Health Care, Co-investigator, Jenny Mackness, independent consultant, Co-investigator</td>
</tr>
</tbody>
</table>
OpenLine
Brookes leads a new wave of online learning with a massive open online course (MOOC) for new lecturers http://openbrookes.net/firststeps12/

In May and June 2012, the Oxford Centre for Staff and Learning Development (OCSLD) at Oxford Brookes University ran one of the UK’s very first MOOCs: First Steps in Learning and Teaching in Higher Education, also known as #fslt12. The project was funded by the JISC/HEA Open Educational Resources programme (http://www.heacademy.ac.uk/resources/detail/oer/oer-phase-3-PGCert-projects) and is part of a movement in international higher education that started in Canada and which has recently seen big names like Stanford and MIT open up courses to massive online participation.

The course was targeted at new lecturers, PhD students who teach, and people moving into HE from industry. A significant proportion of course participants fit those categories. There were people who were completely new to HE, and to learning online, but who had chosen the course because it was more convenient than its face-to-face equivalent.

Other participants were MOOC ‘veterans’, and experienced lecturers, interested in refreshing their practice, or sharing their experience. Tutored by George Roberts and Marion Waite from Oxford Brookes, and independent consultant Jenny Mackness, over 200 people signed up, 60 participated throughout the 6 weeks that the course ran, and 14 undertook the assessment and received a certificate. Participants were international, from 24 different countries including Australia, Canada, India, South Africa, as well as many European countries, and the US.

FSLT12 emphasised open practice and produced a library of open educational resources (OERs) supporting the new lecturer curriculum, all of which are freely available on RADAR, the Oxford Brookes institutional repository; find them at http://bit.ly/fslt12-resources. Many more are available through the OCSLD YouTube channel (http://www.youtube.com/user/BrookesOCSLD).

Each of the five weeks featured a prepared resource on an aspect of teaching — for example, lecturing, and small group teaching — a series of discussion boards, an editable collection of resources, and a live online session with a guest speaker. Speakers included Etienne and Beverly Wenger-Trayner, Dave White, and Frances Bell. The last synchronous sessions of the course, in week 5, featured the course participants themselves, showcasing their 10-minute-long microteaching activities, sharing their own practice and offering each other feedback.

According to a participant, for whom this was their first online course:

“I learnt a lot from the experience on a number of different levels: on the level of content, as there was so much sharing of knowledge and information flowing through and around the MOOC, from the tutors and organisers as well as from the other participants; on the level of using new technology and open online resources and engaging with them as tools for educational purposes; on a human level, of creating connections with people from around the world, who shared an interest and passion for teaching and learning. it really was an exhilarating and wonderful experience to be part of this.”

According to Jenny Mackness:

"FSLT12 combined the best aspects of a traditional online course with the best aspects of openness in a MOOC and put them together."

The course served both as a pilot — we plan to seek accreditation, and run it again next year, with the assessed participants receiving M-level credits and a platform for researching the MOOC experience; research papers about planning, designing, learning and teaching in and with MOOCs are in preparation for the educational press."
5.3 Institutional research

Evaluation of faculty-based support

The final reports of a two year evaluation of faculty based student support were presented to AESC in May 2012. The long term impact of the project is a reconceptualisation of the role of the Academic Adviser to focus on academic guidance in part to distinguish it from the more problem solving advice given by Student Support Co-ordinators, and in part to focus on the need to build an ongoing relationship with all students. Academic guidance focuses on the holistic academic development of the student, which leads to students developing autonomy and self-regulating approaches to their learning. The project resulted in 14 recommendations and AESC created a workshop group, chaired by the ADSE for TDE, to oversee their implementation.

Assessment Compact

OCSLD and ASKe are conducting an evaluation of the impact of the Assessment Compact. This evaluation is expected to deliver its final report in early 2013. In February 2012 we delivered an interim report to AESC. This paper reported on a survey conducted amongst all students and module evaluations carried out on eight selected modules. The chief findings were that there are excellent examples of good and highly valued assessment practices at Brookes, but, to increase assessment literacy, means need to be found to make assessment practices the subject of discussion between students and staff in multiple forums, especially in their modules. It updated progress on the recommendations of the previous ‘early messages’ report and made some further recommendations.

Evaluating the learning experience

We reviewed the various measures that are in place to evaluate the learning experience at Brookes, resulting in the addition of a set of questions about engagement in learning communities in the University wide evaluation scheme. We have a place in the HEA’s pilot of a UK version of the National Survey of Student Engagement (NSSE), which measures the time and effort students spend on educationally purposeful activities. The pilot will take place in 2012/13 and will collect case studies about how the NSSE can be used in a UK educational context.

5.4 Writing and publishing

OCSLD Writing Group

https://wiki.brookes.ac.uk/display/ocsld/Writing+Group

Writing groups are designed to help participants think about their research plans and break down the main tasks into manageable chunks. The OCSLD Writing group meets 11am-12.30pm, usually on the first Tuesday of the month, at Wheatley Campus. All welcome.

The format is:

- Reporting on goals for the session
- One hour of intensive writing (on a laptop)
- Reporting on achievement of goals and action points

In the run-up to the REF, the Writing group has provided a space for OCSLD staff to protect time to write and obtain feedback before and after the submission of outputs. Colleagues who cannot get to Wheatley have arranged to participate remotely and report asynchronously on their writing goals. In April 2012, the Writing group members organised a Writing Retreat for themselves, which provided a more sustained opportunity to progress a research outputs in preparation for the REF.
Brookes eJournal of Learning and Teaching
http://bejlt.brookes.ac.uk/

Rhona Sharpe is Editor of the Brookes eJournal of Learning and Teaching, which aims to promote, enhance and disseminate research, good practice, development and innovation in all aspects of learning, teaching and assessment in higher education. Its primary audience is all those who teach, research and support learning in higher education, and those who make or influence policy and practice, within Oxford Brookes and externally.

There were two issues published this year:

- Volume 4, issue 1 (Jan 2012) Engaging with graduate attributes, with two research papers and two short articles
- Volume 4, issue 2 (July 2012) Professional practices in higher education, with one practice paper, three short articles, two book reviews, and sadly, one obituary.

Pedagogic Research Collection in RADAR
wiki.brookes.ac.uk/display/pedres/The+RADAR+repository

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.

Publications from OCSLD Staff

OCSLD staff published the following between 1 Sept 2011 and 31 August 2012:


6. CREATING SECTOR LEADING, HIGH QUALITY SERVICES FOR THE FUTURE

We our proud of our reputation for sector leading staff development services, which enable us to generate a proportion of our income through providing high quality staff development to other individuals and organisations nationally and internationally.

6.1 External activities

OCSLD staff and educational consultants are contracted to devote a proportion of their time to income generating activities. In addition, we have a network of around 30 consultants. We held an away day in July 2012 for our internal and external consultants to review our activities and make plans for next year. This year’s away day focused on developing a publications strategy.

We run workshops and online courses for other higher education institutions, further education colleges, charities and one or two in the private sector. We also publish books, have a popular collection of online resources, create and sustain special interest groups and online communities and undertake a range of consultancies including authoring, editing and evaluation. In recent years we have seen the numbers of bookings for workshops decreasing as other universities have expanded their own internal staff development units, and we have had a deliberate strategy of diversifying our offer.
As well as generating income, our participation in external activities raises our game, improving our skills, confidence and ambition and ultimately providing a better service for Brookes. It provides networking opportunities, allows us to pursue new ideas and is reputation enhancing. It is also important to us that we are active contributors to the international community of staff and education development of which we are a part.

**Online courses**

In 2011/12 we ran seven online courses, four of which we advertised externally:

- Online tutoring
- Extending your online course
- Internationalising the curriculum
- Teaching international students

Although these courses are sold externally, free places are offered to Oxford Brookes staff.

Table 5 shows the number of participants on these courses over the previous seven years. Courses with less than 10 bookings do not run. This shows how topics for courses shift in popularity relatively quickly, and the necessity to continually invest in developing new courses. There is however continued demand for our most established course – online tutoring.

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<td>2</td>
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<tr>
<td><strong>Total number of bookings</strong></td>
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<td>54</td>
<td>63</td>
<td>83</td>
<td>55</td>
<td>93</td>
<td>65</td>
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</table>

We also delivered three online courses for the London School of Hygiene and Tropical Medicine, as we have done for several years:

- Tutoring for distance learning *(twice)*
- Supervising research projects at a distance

We also ran our first MOOC (massive open online course) as part of the OpenLine project (see Section 5.2).
Workshops for other institutions

In 2011/12 we ran 31 workshops for other institutions. This is fewer than last year, reflecting the loss of two of our most well known workshop facilitators: Chris Rust and Jude Carroll. We did however, run a series of workshops for the JISC on developing digital literacies, and continue to make a significant contribution to the new lecturer’s programme at Cranfield University. We have invested time in supporting these ‘key clients’ and allocated each one a member of OCSLD as a liaison manager.

We were particularly pleased that this year’s list of workshops includes bookings for staff as well as educational development, with events on recruitment and selection and positive performance management. Marketing our staff development expertise was the subject of a RBDO supported project last year, of which we are only just now starting to see the benefits.

Course Design Intensives

[https://wiki.brookes.ac.uk/display/CDIs/Home](https://wiki.brookes.ac.uk/display/CDIs/Home)

The course design intensives continue to be a popular model for team based programme development. This year we delivered this extended workshop format at Robert Gordon University and Oxford University.

Publications

This was a typical year for sales of OCSLD publications, as shown in Table 6. The second edition of Jude Carroll’s plagiarism handbook continues to sell well, as do the Learning in Teams Guides.

<table>
<thead>
<tr>
<th>Publication</th>
<th>Sales Sept 11 to Aug 12</th>
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<tbody>
<tr>
<td>Plagiarism 2nd edition</td>
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<td>Moving towards Internationalisation of the Curriculum for Global Citizenship in Higher Education</td>
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<td>Learning in Teams — Student Guide</td>
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<td>Learning in Teams — Student Manual</td>
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<td>Improving Student Learning — Global Theories</td>
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<td>Strategies for Diversifying Assessment</td>
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<tr>
<td>A Guide to Teaching International Students</td>
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</tr>
<tr>
<td>Designing and Delivering Modules</td>
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<tr>
<td><strong>Total sales</strong></td>
<td><strong>466</strong></td>
</tr>
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</table>

Towards the end of the year we co-published with the Assessment Standards Knowledge Exchange (Aske), a book which brings together the learning from the Centre for Excellence titled ‘Assessment Literacy, The Foundation for Improving Student Learning’ by Margaret Price, Chris Rust, Berry O’Donovan, Karen Handley with Rebecca Bryant.

OCSLD publications are now available to order online from the Brookes Online Shop. [http://bit.ly/brookes-online-shop](http://bit.ly/brookes-online-shop)
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:

- Cecilia Chan, Assistant Professor at the Centre for the Enhancement of Teaching and Learning at the University of Hong Kong, 29 May 2012

6.2 Events management system

Our present mechanisms for booking, managing and reporting our various events is simply arcane. To rectify this situation we firstly carried out a specification of what we were looking for in an events management system. It soon became apparent that no one system appeared to satisfy our wide ranging needs. However through effective networking within the University we have been able to utilise and ally ourselves to other associated initiatives presently being undertaken.

For external facing events where we require an online payment facility we have utilised the WPM Conference and events system developed by Financial Services Team.

We are currently piloting this with our Improving Student Learning symposium 2012. We are also using the online shop facility to promote our OCSLD publications.

For internal staff facing events we will be working with our OBIS colleagues in the IT training department as they introduce and roll out the Connect2 events booking system. We therefore anticipate that colleagues will have an improved events booking experience in the near future.

Much of the above represents an interim solution in anticipation of the implementation of an integrated HR/Payroll system. This should include an events management system which will also have enhanced features to enable individuals to more effectively manage within their personal profile pages.

6.3 Online PDR pilot

OCSLD led a pilot for online PDR in the HR Directorate, working with University of Bristol, Itsgenie and 43 other HE institutions both nationally and internationally. The pilot is currently being evaluated.

6.4 Online staff development

Access to OCSLD resources and training will be increasingly important in the future, allowing flexible working and development. We are developing methods of working that will make it easy for staff and educational developers to produce online learning to sit alongside the current offer. More rich media, produced in house, and increasing amounts of new and archive OCSLD material available in eBook and print on demand formats are two of the development areas.

We are hoping to launch first with a fully online and self supported Time Management course, and a blended version of Manager as Coach. It’s also hoped that extending existing courses online in blended fashion will provide extra support and peer learning opportunities.
6.5 Keeping in touch and up to date with OCSLD

OCSLD are increasingly sharing web resources they are working on or find interesting. We are using a shared social bookmarking account to feed our Twitter, Facebook Page and blog with links that the team come across—showcasing our offer and showing our expertise — along with the usual informational posts and discussion on the OCSLD blog.

You can follow OCSLD on:

- Twitter: https://twitter.com/ocsld
- Facebook: http://www.facebook.com/ocsld
- Our blog: http://ocsld.brookesblogs.net
- or at delicious: http://delicious.com/ocsld

For those who are leading the implementation of the SESE there’s information and discussion on the SESE Hub https://sites.google.com/a/brookes.ac.uk/sese-hub/
APPENDIX 1: OCSLD COMMITTEE MEMBERSHIP

University-wide committee activities

Academic Enhancement and Standards Committee (RS)
Administrators Forum (LF)
Brookes eJournal of Learning and Teaching Editorial Committee (RS - Editor, FD)
Brookes Student Learning Experience Conference Advisory Group (FD - chair)
Centre for International Curriculum Inquiry and Networking Steering Executive (MD, JH)
Communication/Web Admin Forum (EL, LD)
Events Forum (RG)
Finance Administrators Forum (LF)
International Steering Group (MD, JH)
Investors in People Steering Group (RD)
Learning Technologists Forum (EL, JB, GB)
New Library and Teaching Building Project Assurance Committee (IW)
PESE Steering Group (IW, RS)
Upgrade Steering Group (RS)

Faculty and Directorate Committees

Directorate of Estates and Facilities Management Staff Development Committee (RD)
Faculty of Business Academic Enhancement and Standards Committee (FD)
Faculty of Health and Life Sciences Academic Enhancement and Standards Committee (NC)
Faculty of Humanities and Social Sciences Academic Enhancement and Standards Committee (GR)
Faculty of Technology, Design and Environment Academic Enhancement and Standards Committee (GB)
Directorate of Finance and Legal Services Staff Development and Communication Group (IW)
Directorate of 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 and Development, chartered member (IW, RD)
Chartered Institute of Personnel and Development, Special Interest Group in Coaching and Mentoring, Thames Valley (VF)
Chartered Institute of Personnel and Development, Thames Valley Branch, Oxford committee (VF)
Heads of Educational Development Group (RS)
JISC Learning and Teaching Experts Group (RS, GB)
Midlands Staff Development Partnership (IW)
SEDA Scholarship, Research and Evaluation Committee (FD)
Thames Valley Learning group (VF)
The International Foundation for Action Learning (DL)

Key to staff initials

CB: Claire Burgess
DL: David Langston
EL: Elizabeth Lovegrove
FD: Frances Deepwell
GB: Greg Benfield
GR: George Roberts
IW: Ian Whiting
JB: Jon Bounds
LD: Liz Drewett
LF: Lynn Farrell
MD: Mary Deane
NC: Neil Currant
RD: Rosemary Davies
RG: Roy Grant
RS: Rhona Sharpe
VF: Valerie Fawcett
### APPENDIX 2: STAFF DEVELOPMENT WORKSHOPS

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<th>Course</th>
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<td></td>
<td>17/01/12</td>
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<td>Chairing Meetings</td>
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<td>30/05/12</td>
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<td>Facilitating Change</td>
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<td>29/02/12</td>
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<td>Introduction into Leadership</td>
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### Cancelled courses

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<tr>
<td>Manager as Coach</td>
<td>17/02/12*</td>
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<td>Managing Attendance</td>
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<td>Managing Underperformance</td>
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<td>Stress Management</td>
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*indicates 2-day workshop.
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Wheatley, Oxford, OX33 1HX

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