OCSLD Annual Report 2014/15

Mission and approach

OCSLD supports the University's mission through the provision of high quality internal and external staff and educational development, and by undertaking research and publishing. Our client-centred approach results in a wide range of timely and work-based interventions offered to individuals and teams within and beyond Oxford Brookes. Much of our work is arranged through the link roles, with development consultants negotiating and planning bespoke interventions to meet the needs of Faculties and Directorates. This year for example, we have supported the Executive Teams with change programmes in Learning Resources and the Faculty of Business.

We also work closely with university managers to assess organisational needs, contributing to action plans related to the Staff Survey, NSS and Equality and Diversity. Our assessment of organisational needs influences our central programmes, for example, this year we developed and agreed the Brookes Leadership Capabilities framework and consulted on a new Brookes Leadership Programme for managers and leaders which will launch early in 2016. We support university-wide initiatives including the Programme to Enhance the Student Experience and Investors in People. This year we led the creation of a Technology Enhanced Learning Framework and there will be a staff development programme to support this.

Our focus on organisational and team-based development does not replace support for individual personal development. We promote coaching approaches to personal, professional and career development, which are visible in our support for individuals whether it is front line staff undertaking work-based qualifications or our excellent teachers applying for National Teaching Fellowships. This year we commissioned Navigator for men and Fresh Steps for older employees, to complement our Springboard women's development programme.

We recognise the time constraints on staff that influence their engagement in staff development activities. Clearly team and work-based opportunities are more likely to be relevant and purposeful. The shorter 'bite-size' sessions we trialled last year have been a great success with 27 delivered within Faculties and Directorates and six centrally on topics including minute taking, self-science, powerful conversations, and delivering an excellent service. The Postgraduate Certificate in Teaching in Higher Education continues to offer flexibility through the use of technologies with modules operating in flipped mode, synchronous online learning sets, and two modules run as fully open online courses.

The impact of OCSLD's activities is monitored through the KPIs (see Appendix), discussion of participant feedback at OCSLD's Feedback Group, and investing in projects to evaluate particular aspects of our work in depth. For example, this year we undertook evaluations of the PETAL and Participative Process Review processes. The PETAL evaluation analysed minutes from Subject Committees, annual programme review reports, surveys of PETAL leaders, in-depth interviews with a cross-section of University staff, and interviews with students. The report to AESC found evidence of PETAL being used to address student feedback, share local practices, and build confidence in staff to introduce more significant changes. The Participative Process review evaluation surveyed and interviewed participants and process leaders after PPR workshops. Evidence was found of shifts in thinking, behaviours and practices for individuals, teams and the organization as a result of engaging in PPRs. For example, solutions become apparent and team engagement and co-operation is fostered. PPRs are a robust approach which makes processes visible and facilitates decisions being made to streamline processes and pressures on staff. These projects help us to develop our approaches to evaluating and benchmarking OCSLD's work.

Staffing and structure

This year saw a number of staffing changes with OCSLD. For much of year the Educational Developer Consultants covered two vacancies in their team: Greg Benfield who has now retired, and Neil Currant who has returned after a spell at the University of Bedfordshire. They are now fully staffed, with two Principal Lecturers in place to drive areas of focus forwards: technology enhanced learning and professional development.

The Staff Developers' track record in leading institution and Faculty/Directorate wide initiatives was recognised with a new job description of 'Staff and Organisational Developer'. This confirms their role in initiating and proactively maintaining strategic and operational business partnering relationships, and encourages further evaluation of the impact of our interventions.

Finally, in preparation for the release of the training module in Core HR in 2016, we separated the existing Finance and Administration Manager role into two full time posts. The new Administration Manager will review our business processes and organisational structure as we prepare for Core HR.

Priorities

OCSLD is centrally involved in strategic developments to improve the student experience, such as through our co-ordination of the research and evaluation activities that underpin the PESE programme of projects, participation in the Technology Enhanced Learning Steering Group, AESC and Faculty AESCs, and provision of pathways for teacher development. In 2015/16 we will: scale up pathways to HEA teacher accreditation, provide a programme of staff development on using technologies in teaching and learning, and support preparations for QAA HE Review and Teaching Excellence Framework.

Our work in strategic planning of staff development needs has seen a focus on management and leadership, and coaching approaches to personal and career development. In 2015/16 we will: trial the Brookes Leadership Capabilities model and revised Brookes Leadership Programme, and take a proactive role in planning and delivering development opportunities within Faculties and Directorates. We will use use the Staff Survey results and Learning and Developments plans as prompts for discussion and tools for planning of key issues such as change management, stress and wellbeing.

Our external activities have seen significant change in recent years from a single focus on delivering individual workshops for other HEIs, to a diverse consultancy offer as we have been exploring other possible income generation opportunities. We now need to bring our consultancy activities into line with our other activities. In 2015/16 we will: undertake consultancy which provides evidence of the impact of our research activities, offer internal staff development interventions to external clients (e.g. Participative Process Reviews, Course Design Intensives) and recruit external participants to internal courses (e.g. Coaching and Mentoring, PCTHE, Academic Writing).

We have undertaken a refresh of our research strategy to define a better balance between original research and sector leading consultancy, as well as to clarify a realistic set of objectives for our small team. Building on our success in conducting investigations and evaluations to support evidence informed decisions (e.g. BME student attainment, assessment compact, graduate attributes, student support and academic advising), we will continue to establish institutional, pedagogic research as core business for OCSLD, complementing and working collaboratively with SPBO. Priority areas for the coming years are learning analytics and learning gain. OCSLD retains a strong reputation in the sector nationally and internationally through publications, online courses and resources, and hosting international visitors. We will focus on contributing to the sector primarily through consultancy, developing our identity for dissemination and impact, while supporting one or two members of OCSLD to prepare for REF2020.

Purpose of this report

The report demonstrates how our portfolio is evolving in response to the changing needs of the University, and the extent to which it is being continually evaluated and improved. OCSLD is now fully engaged in HR's annual strategic planning cycle, where our funding, structure and performance are discussed. While this report does not replace the strategic planning process, it does provide a further opportunity to discuss OCSLD's priorities to ensure that we are meeting organisational needs.

As more of our work shifts from centrally delivered programmes for self-selected individuals, to team-based interventions negotiated and planned with managers, it is perhaps less visible across the University. We no longer publish an annual brochure of events, although all courses can be booked on our website. This report should give managers information and ideas about the types of activities where they can partner with OCSLD to develop their staff towards personal and organisational goals.

This report reviews OCSLD's achievements in 14/15 and plans for 15/16, structured around OCSLD's objectives. We hope that this report provides an overview of OCSLD's activities and ideas for how you might use OCSLD resources, events and consultancy to engage with your own development or to facilitate that of your team.

The report will be circulated to university committees early in 2015/16. Feedback is welcome on our activities and future plans.

Rhona Sharpe
Head of OCSLD
October 2015

Objective 1: Continually refresh and innovate, publicise, deliver and evaluate our portfolio

Our portfolio is continually evolving to meet individual and organisational needs. We are building regular evaluation into our programme delivery and development. On occasion we need to pause programmes to create space to consult on their development. This was a busy year for launching refreshed versions of much of our mandatory training and revising the management and leadership portfolio.

Activities in 2014/15 included:

- A framework of capabilities for all managers at Brookes was created. The Brookes' Leadership Capabilities model is aligned to the 2020 Strategy and the Guiding Principles. It will inform our management development offer, including a revised 360 feedback tool, used to support managers to examine their key strengths and development areas.

- A fully refreshed and revised programme for first line and middle managers was consulted on and planned, based on the Brookes' Leadership Capabilities model.

- 'Welcome to Brookes' is ready to launch in its new style, with the programme and accompanying web pages, both outputs from the new starter experience group. The event now consists of a welcome talk from SMT, video on history of Brookes, quiz on key facts about Brookes, information on the student and staff experience and what to expect as a new starter.

- Recruitment and Selection training launched in its new blended mode, with online pre-work to complete in Moodle prior to attending a shorter workshop.

- The Peer Enhancement of Learning, Assessment and Teaching (PETAL) scheme was evaluated and the report presented to AESC.

- Navigator for men and Fresh Steps for older employees were commissioned, to complement our Springboard women's development programme.

- The Postgraduate Certificate in Teaching in Higher Education, revalidated last year, was run in its new style with a fully online route and the possibility to continue to a MA in Education (Higher Education).

- Mental Health First Aid and Introduction to Counselling were offered to front-line staff.

In 2015/16 we will:

- Launch the new Brookes Leadership Programme. This practical course will consist of workshops, a work-based project, online resources, behavioural profiling, action learning sets and peer coaching, and 360 Degree Feedback for level five participants. It enables participants to gain a level 3 or level 5 Institute of Leadership and Management qualification.

- Launch a new programme for administrators on understanding the HE sector.

- Trial revised performance management workshops.

- Evaluate the new Recruitment and Selection course to inform future online staff development courses.

- Support VPO to scope and commission project management training based on a consultation and needs analysis.

- Further develop our approaches to evaluating and benchmarking the work of OCSLD.

Objective 2: Consolidate effective partnership working with Faculties and Directorates

Effective partnership working is a cornerstone of OCSLD's client centred approach. Our partnering work recognises that professional development is effective where it is based on the work context, conducted in teams and has immediate application. Comments at HR Challenge meeting demonstrated the extent to which this approach is highly valued by Deans and Directors. This aspect of our work is now in high demand and our current challenge is how to use our time effectively, plan our workloads in advance, and manage expectations of the Link Developer role. For some types of interventions is important to work more closely with HR Business Partners.

Activities in 2014/15 included:

- OCSLD supports Faculties and Directorates to ensure they are meeting the Investors in People standards. In this year's rolling assessment in June/July, we comfortably maintained our Gold standard.

- Supported Chris Blackburn, PVC Dean of Faculty of Business, with an initiative to strengthen the Executive Team as part of the Faculty's All Staff Engagement work. This has involved designing and managing a bespoke management development intervention using MBTI and 360 degree feedback, which has been facilitated by an external consultant.

- Participative Process Reviews are a means of bringing about change in organisational processes that have become burdensome, complicated and costly. This year 4 workshops have supported process reviews within Student Central, Student Finance and Human Resources.

- Supported Learning Resources with events for managers, coaching, and post-restructure team away days.

- Developed and ran a modular Customer Care Programme for CA Managed Print Services, Post Room and Telephone Services this year covering: the basics of customer care including face-to-face communication, telephone, emails and working with difficult people

- Worked with Corporate Affairs to design a bespoke management development programme around management competencies appropriate for the directorate.

- A staff training and development package in Finance and Legal Services to prepare colleagues to design and run a series of procurement courses.

- Expanded our offer of shorter staff development sessions delivered within Faculties and Directorates, this year running 27 'bite-size' sessions on: minute taking, self-science, powerful conversations, continuous development, stress resilience, performance management, delivering an excellent service, collaboration, customer-friendly.

- Facilitated 14 events and away days organised through the link role on: personal and team development, TDI profiling, process reviews, team building, managing conflict, working in open-plan spaces, time-management,

In 2015/16 we will:

- Take a proactive role in planning and delivering development opportunities within Faculties and Directorates, using Staff Survey results and L&D plans as prompts for discussion.

- Review and manage expectations of the OCSLD Link Developer role

- Scope and deliver support to managers taking their teams through change, working collaboratively with the HR Business Partners.

- Close working with HR Business Partners where HR and staff development issues overlap.

Objective 3: Promote a coaching approach to supporting individual, personal, professional and career development

The purpose of developing a coaching culture is to enable people to learn without teaching by facilitating their thinking. The coaching process is based on an understanding of how thoughts, feelings and behaviours are learnt and changed. We see coaching as an important skill and behaviour for managers. We are continuing to explore the role of coaching within the institution, and the contexts in which coaching is appropriate.

Activities in 2014/15 included:

- OCSLD is an Assessment Centre for the Institute of Leadership and Management (ILM). This means that programmes developed here at Brookes can carry ILM approval, with OCSLD taking a range of project management, team coordination, teaching, design, quality assurance and administration roles as required. We currently oversee the following awards:
    - Certificate in Coaching and Mentoring 5 (OCSLD)
    - Certificate in Executive Coaching and Mentoring 7 (with the Business School)
    - Future Leaders endorsed programme (with Careers)
    - Future Consultants endorsed programme (with Careers and Learning Resources)
    - Oxford Brookes Student Entrepreneurs (with RBDO)
    - Guideposts Trust (with the Business School)
- OCSLD manages the Intern scheme with HR and runs the Intern Development Programme, with the option of interns receiving an ILM endorsed award. 90% of interns said their experience was good or excellent.
- Introductory course for PDR reviewers was revised to include coaching skills.
- Career development surgeries were organised with our partner, JEWEL, to help colleagues choose and embark on appropriate work-based qualifications
- Liaised with more than 60 staff and their managers to find the right work-based learning qualification and provider for them, with 35 staff achieving qualifications.
- Many one to one coaching-style interventions to support colleagues with e.g. career development, dealing with poor performance, making the most of a new role.
- Identifying external coaches to meet individual requirements.
- Support and administration for mentors and mentees on the Leadership Foundation's Aurora programme for future women leaders.
- Coaching and writing support for applicants to the National Teaching Fellowship Scheme, with one successful candidate this year.

In 2015/16 we will:
- Run the OCSLD ILM Accredited Coaching and Mentoring Certificate.
- Provide coaching opportunities for those who have trained as coaches through our programmes.
- Undertake coaching supervision ourselves.
- Prepare a shorter coaching skills course, to fit between PDR reviewers training and the ILM Certificate.

Objective 4: Work proactively with Faculties, Directorates and SMT to generate, develop and support improvements to the student experience

Activity to improve students' experiences at the University operates at many levels, from working with individual lecturers and teaching teams, to leading and evaluating projects and developing strategy. The New Lecturers' Programme is a means by which to inculcate good practice in developing critical and constructively aligned curricula. The provision fosters collaborate learning and shared reflection and equips participants with scholarship, tools and techniques to deal with contemporary teaching challenges. In addition, we create and facilitate networks, support learning design in programme teams and oversee processes for rewarding and recognising teaching.

Activities in 2014/15 included:

- The PCTHE is the route to Fellowship of the Higher Education Academy (HEA) for members of staff at Brookes and was completed by 31 staff in 2014/15. In addition, 2 Senior Fellowships of the HEA were awarded giving a total of 14 Senior Fellowships and 12 Principal Fellowships awarded to date.
- Worked with the PVC (Student Experience), Associate Deans Student Experience and Principal Lecturers Student Experience to identify eight university-wide projects to support the renewed Strategy to Enhance the Student Experience.
- A technology enhanced learning team was created within OCSLD, with a Principal Lecturer lead, feeding into the university TEL Steering Group.
- Participation in the Higher Education Academy's Career Progressions and Staff Transitions Strategic Enhancement Programme.
- Minerva seminar series for those interested in innovations in teaching and learning
- Joined the ACP staff development working party, with a focus this year on professional development for teachers of HE.
- Facilitated team, work based development events on e.g. assignment moderation, inclusive teaching and, peer lesson observation.
- The Brookes Learning and Teaching Conference took place in April, combined with an exhibition of 'messy research' from ACP students. The theme was 'Connected – through Teaching' with 18 sessions led by Brookes staff, many jointly presented with students.
- Supported applicants for Brookes Teaching Fellowship Awards, with 3 successful fellowship awards,
- Introduction to teaching events for research students, with 28 attendees. Two research students went on to gain Associate Fellowship of the HEA.
- Continued our support for the Graduate Attributes, producing a benefits realisation report and new events on active citizenship.
- Supported academic programme developments in Japanese Studies, Sociology, Business Enterprise and Entrepreneurship, Business and Management, and Economics.
- Supported online programme developments in MA Publishing, and MA Real Estate and Construction.

In 2015/16 we will:

- Confirm reaccreditation of all of our routes to fellowships of the HEA and encourage more staff to complete their applications to become Senior and Principal Fellows.
- Embed the Technology Enhanced Learning Framework across the university.
- Deliver a programme of staff development for digital literacy/capability, including classroom based technologies.
- Work with APQO to embed course design processes into design and approval quality assurance processes

Objective 5: Improve access to OCSLD services through a range of online courses, resources and networks.

Colleagues from Brookes and the FE and HE sectors more widely are encouraged to engage with OCSLD expertise and support in a variety of ways, beyond the traditional workshop format. We have considerable in house expertise in developing and tutoring online courses, which enables us to be successful in winning consultancy to design, run and review online courses for other providers. We are prepared to experiment, and appreciate our colleagues' involvement, as our innovative activities influence more of the OCSLD portfolio.

Activities in 2014/15 included:

- The PCTHE includes two fully online courses, with resources supported by webinars, badges and a virtual conference, open to staff within and beyond Brookes. The online courses attracted the following number of participants:
    - Teaching Online Open Course had 65 enrolments, 13 of whom enrolled for credit
    - First Steps in Learning and Teaching had 100 enrolments, 25 of whom enrolled for credit
- Other free standing online courses:
    - Designing and Delivering an International Curriculum in HE had 24 enrolments
    - Strategies for Success in Academic Writing had 9 participants
- The blended Recruitment and Selection training launched in Feb 2015, with online resources, videos and quizzes, to be worked through prior to attended a face-to-face workshop.
- Developing leaders for a digital age online course ran in March 2015, funded by the Education and Training Foundation, offering online resources, self-assessment tasks and online action learning sets to 50 managers in further education.
- Reviewing and editing services for the Epigeum online courses on University and College Teaching and Blended Learning.
- Much personal and professional development through networking e.g. TeaLab, Minerva seminars, and contributions to LR's Technology Experimentation Group.
- Supported MA Publishing open online resources and HLS Biodiversity Monitoring MOOC. There are now 8 courses running on the OpenBrookes Moodle-based platform which hosts Brookes' Open Online Courses (OOCs).

In 2015/16 we will:

- Embed the baseline online presence for OCSLD events
- Launch a site of open educational resources from OCSLD, drawing on RADAR as an exemplar of repository use.
- Develop new Wordpress templates for project sites to complement Brookes main website look and feel.
- Trial webinar formats for our bite-size staff development events.
- Develop new rich media materials for the Career Development website.

Objective 6: Modernise administration to provide sector-leading services

As the shape of the OCSLD offer changes, this impacts on the work of the support team. The validation of more of our courses requires programme administration underpinned by specialist knowledge and skills. Introduction of large-scale online courses requires new ways of tracking and reporting on completion. The OCSLD support team is also preparing for the implementation of the training module of the Core HR System, which will include online bookings, and the ability to monitor and analyse participation in staff development events.

Activity in 2014/15 included:

● An Administration Manager for OCSLD appointed to a new role, with a remit to review business processes, organisational structure and prepare for Core HR.

● A new website launched, giving clear information about our portfolio.

● Programme administration provided for an increasingly complex group of PCTHE modules.

● Email newsletters sent monthly to advertise OCSLD activities internally and externally.

In 2015/16 we will:

● Prepare for migration of training data to Core HR and develop streamlined business processes for course booking.

● Extend the collection of participant feedback on OCSLD events via online forms, and subsequent collation and consideration by the Feedback Group, to events arranged and delivered through the link role.

● Work with new Finance Manager and Administration Manager to improve support for research and consultancy activities.

Objective 7: Revise research strategy to build capacity toward next REF and institutional research commissions

We reviewed and revised OCSLD's research strategy to define a better balance between original research and sector-leading consultancy. We will focus on contributing to the sector primarily through consultancy, while supporting one or two members of OCSLD to prepare for REF2020. We also aim to build on success of PESE evaluations to build capacity and expertise in conducting institutional pedagogic research which informs decision-making on key topics, such as learning analytics and learning gain.

Activities in 2014/15:

● Consultation and discussion to prepare for a new research strategy for OCSLD. We have revised OCSLD's research strategy to give clarity to the direction and ambitions for OCSLD research and its relationship to consultancy.

● Conducted evaluations and produced reports to inform institutional developments, e.g. Brookes student engagement survey, graduate attributes benefits realisation, PETAL evaluation, Open Online Courses.

● Investigated learners' experiences of technology in further education in a collaborative project with School of Education, funded by Jisc.

● Evaluated Participative Process Reviews, funded by the Leadership Foundation.

● Launched a series of workshops and resources to support academic teams to embed the new graduate attribute – active citizenship - into their courses. Received funding that will support and evaluate this work under the Higher Education Academy's Strategic Excellence Initiative.

- Published two issues of the Brookes eJournal of Learning and Teaching, a special issue on academic writing development guest edited by Mary Deane and a special issue on communicating computer science guest edited by Nigel Crook, David Duce and Clare Martin.
- Provided leadership and administration for ELESIG: an independent special interest group for those researching learners' experiences of technology with over 2000 members.
- Provided leadership and administration for the Centre for Curriculum Internationalisation.
- Presented at conferences:
  - Currant, N. (2015) 'Belonging for BME students', invited presentation at SRHE BME student experience and attainment seminar 20 March 2014, London.
  - Currant, N. (2015) 'Policy versus practice: Problematic attitudes in the academy.' Presentation at the HE Race Equality Advisory Group Think Tank, 1 June 2015, London.
  - Lovegrove, E. & Currant, N. (2014) 'Extending educational development through accredited open online courses - non-traditional participants' perspectives on a UK PSF Descriptor 1 (M)OOC', SEDA conference, 13 November 2014.
  - Lovegrove, E., Waite, M. & Ball, A. (2015) 'Designing assessed group work for MOOCs' University of Reading MOOC study day, 24 April 2015.
  - Roberts, G. (2014) 'Transformational Learning Design for Open and Blended Learning', #design4learning conference, 26-7 November 2014, Open University.
  - Sharpe, R. (2015) In defence of MOOCs: rethinking pedagogy for an open, digital age. Invited Keynote. University of Northampton, Teaching and Learning Conference, May 2015.
  - Sharpe, R. (2015) Online learning for all? Meeting the needs of all learners. Invited Keynote speaker at President's Teaching Awards, Dublin City University, 6 May 2015.
- Publications from the OCSLD team this year:
  - Deane, M. and Guasch, T. (eds.) (2015) *Learning and Teaching Writing Online*. Leiden: Brill.
  - Deane, M. (2014) Academic writing development. Editorial for special issue of *Brookes eJournal of Learning and Teaching, 6* (2).
  - Greethurst, K. (2014) Book review of Trevor Day: Success in Academic Writing. *Brookes eJournal of Learning and Teaching, 6* (2).
  - Lovegrove, L. 'How to run an international conference without leaving your desk: online in Adobe Connect', *Brookes eJournal of Learning and Teaching*, 6 (2)
  - Sharpe, R. & Browne, E. (2015) Digital Student: Further education and skills project: Final Report.

Activities in 2015/16 will:
- Publish and disseminate findings from our institutional research projects.
- Scope and conduct institutional research to support evidence base for PESE initiatives.
- Evaluate experiences of students on innovative OCSLD courses and Brookes Open Online Course.
- Collect evidence of the impact of research activities, in preparation for an impact case study for REF 2020.

Objective 8: Re-focus external activities to secure target level of surplus and capitalise on areas of specialist expertise

Our external activities have seen significant change in recent years from a focus on delivering individual workshops for other HEIs, to a diverse consultancy offer as we have been exploring other income generation opportunities. We now need to bring our consultancy activities into line with our internal activities. We have been bidding for larger projects around the areas of our expertise and research: academic writing, assessment and feedback, coaching and mentoring, course design, inclusive teaching, and online learning. We are also making stronger links between our internal and external activities, such as considering internal and external audiences when designing new programmes.

Activities in 2014/15:

- Consultation events with the Jisc, in six cities around the UK, disseminating the FE Digital Student research project.
- Funded by Education and Training Foundation to write and deliver an online course 'Developing Digital Leaders', based on FE Digital Student research project.
- Hosted a four day visit for a group of visiting academics from Palestinian Polytechnic University
- Ran 30 events for 6 different institutions, compared with 22 workshops in 2013/14 and 36 in 2012/13. Most workshops are the result of ongoing relationships with key clients. We established a new relationship with Ruskin College leading to 5 workshops.
- Rhona Sharpe was appointed as reviewer for Epigeum's new course on Blended Learning and Lead Advisor for University and College Teaching.
- Assessment Design Intensive for Cranfield University, in collaboration with the Business Faculty's Pedagogic Research Centre.
- 21 external participants registered on our online courses, a decrease from 44 last year.
- After costs, OCSLD generated £35,616 from external activities, against a target of £39,000.

In 2015/16 we will

- Appoint an intern specifically to work on marketing and digital communications.
- Develop our identity for dissemination and impact through e.g. commissioning and writing blog posts and briefing papers, curating and releasing open online content.
- Build a team of consultants who can deliver Participative Process Reviews.
- Market internal courses to external audiences e.g. Coaching and Mentoring, Postgraduate Certificate in Teaching in Higher Education.

KPI Tables

KPIs are monitored twice a year, in August/Sept in preparation for the Annual Report, and in Feb/March in preparation for the Challenge Meetings.

1. Number of staff with teaching qualification

Includes: PCTHE, HEA Fellowship or Associate Fellowship, National Teaching Fellowship, Accredited Teacher from professional body e.g. NMC, other teaching qualification in HE e.g. City and Guilds.

Presentation of the information is simplified this year. Response rate has increased such that only 20% of lecturers are yet to respond. Our rate of teaching qualification for academics (excluding associates and professors) is at least 70% Updated Dec 2015.

	Total number of staff (n)	Confirmed having a qualification	Confirmed having no qualification	Yet to respond
Lecturers (Regular)	605	432 (71%)	68 (11%)	105 (17%)
Lecturers (Associates)	673	153 (23%)	65 (10%)	455(68%)
Senior	44	27 (61%)	8 (18%)	9 (20%)
Professors	69	33 (48%)	19 (28%)	17 (25%)
Total	1391	645 (46%)	160 (12%)	586 (42%)

2. Percentage of staff attending Welcome to Brookes in their first 3 months

	Courses 1 Sept 2013 - 31 August 2014	Courses 1 Sept 2014 - 31 August 2015
Number of staff attending	255	249
number of no shows	53	53
%age attending by end of 30 days of employment	22.8%	30.94%
attending by end of 60 days	52.3%	63.76%
attending by end of 90 days	80.35%	77.23%

3. Percentage of staff whose objectives are achieved at OCSLD events

How well did the event meet your needs?	2013/14 Number of responses (n=477)	2014/15 Number of responses (n=344)
Very well	255 (53%)	178 (52%)

Quite well	167 (35%)	125 (36%)
Partly well	38 (8%)	34 (10%)
Not well	9 (2%)	3 (1%)
Not at all	8 (2%)	4 (1%)

4. Consultancy income

Consultants	Title	Funder	Amount	pfact number
Rhona Sharpe, Greg Benfield, Liz Browne (School of Education) and 5 external consultants	Developing Leaders for a Digital Age	Education and Training Foundation	£43,500 (1 Feb 2015 - 31 March 2015)	6404
Consultants and number of workshops: Valerie Fawcett (3), Kathy Greethurst (1), George Roberts (5), Rhona Sharpe (2), Greg Benfield (1), Chris Rust (4), Mary Deane (1) , Dave Wilkinson (9), Neil Currant (1), Liz Lovegrove (1).	Topics included: customer care, minute taking, small group teaching, lecturing, assessment, technology enhanced learning, academic writing, inclusive teaching	Clients and number of workshops: Cardiff (13), Cranfield (6), Ruskin (5), Buckingham (2), Solihull (1), Harper Adams (1).	28 workshops @ £480-£1000 per event	n/a
Frances Deepwell	4 day visit. Topics around teaching and learning with input from various Brookes lecturers.	Palestinian Polytechnic University	£3,300	6716
Frances Deepwell	Career progression for collective teaching	Higher Education Academcy	£6,246	6841
Greg Benfield, Margaret Price	Assessment design	Cranfield University	£5,400	5844
Rhona Sharpe	Online course authoring and reviewing	Epigeum	£2,641 (Fees and royalties)	6839
External participants on online courses	4 online courses: academic writing, internationalising the curriculum, teaching online,	various	21 participants @ £385 -	n/a

	FSLT14.			

5. Research grants

Investigators	Title	Funder	Amount & dates	pfact number
Rhona Sharpe, Jay Dempster (Belanda Consulting), Stephen Broughton.	Evaluation of Participative Process Reviews	Leadership Foundation for HE	£10,000 6 January 2015 - 6 July 2015	6209

6. Days of staff development activity

In 2014/15 we ran 65 central staff development events, from ½ - 4 days, attended by 841 participants, which resulted in 859.5 days of staff development activity.

This compares with 70 central staff development events In 2013/14, attended by 824 participants, which resulted in 824 days of staff development activity.

Course title	No of staff participating	x No. of days of training	Total days activity	
Academic Advising workshop	20	0.5	10	
Academic Advising workshop	13	0.5	6.5	
Active Citizenship workshop	4	0.5	2	
Buying a better future bitesize (OCSLD/procurement)	5	0.5	2.5	
Collaboration	13	0.5	6.5	
Continuous development	13	0.5	6.5	
Creativity	15	0.5	7.5	
Fresh Steps 1-3	15	3	45	
Grademark	25	0.5	12.5	
Grademark	10	0.5	5	
Grademark	10	0.5	5	
Grademark	10	0.5	5	
Introduction to Leadership & Management	16	2	32	
Introduction to Performance Management	12	1	12	
Minute taking - Bitesize session	20	0.5	10	
Navigator Workshop 1 - 4	18	4	72	
Participative Process Review (Finance)	14	1	14	
Participative Process Review (HR)	16	1	16	
Participative Process Review (Student Central)	12	1	12	

Participative Process Review (Finance)	9	1	9	
Participative Process Review (ASA)	13	1	13	
Participative Process Review (H&LS)	13	1	13	
PDR training (4ees+8ers)	12	1	10	*
PDR Training (5+5)	10	1	7.5	*
PDR Training	9	1	9	
PDR Training (15+4)	19	1	11.5	*
PDR Training (4+3)	7	1	5	*
PDR Training (9+8)	17	1	12.5	*
PDR Training (2+7)	9	1	8	*
PDR Training (6+7)	13	1	10	*
PDR Training - Reviewees	4	0.5	2	
PDR Training	13	1	13	
PDR Training - Reviewees	13	0.5	6.5	
PDR Training - Reviewees (LR session plus others)	17	0.5	8.5	
PM - Microsoft project (2010) Essentials	10	1	10	
PM - Negotiation skills	12	0.5	6	
PM - Practical tools and techniques for project management	20	1	20	
PM - Risk management	6	0.5	3	
PM - Risk management	12	0.5	6	
PM - The Focused Project Manager at Brookes	20	1	20	
PM - The people dimension in project management	17	1	17	
Positive Management & Motivation	15	0.5	7.5	
Positive Management & Motivation	9	0.5	4.5	
Recruitment & Selection (new version)	9	1	9	
Recruitment & Selection (new version)	9	1	9	
Recruitment & Selection (new version)	12	1	12	
Recruitment & Selection (new version)	9	1	9	
Recruitment & Selection (new version)	11	1	11	
Recruitment & Selection (new version)	12	1	12	
Recruitment & Selection (new version)	12	1	12	
Recruitment & Selection Refresher	15	0.5	7.5	
Recruitment & Selection Refresher	15	0.5	7.5	
Recruitment & Selection Refresher	16	0.5	8	
Recruitment & Selection Refresher	18	0.5	9	

Recruitment & selection Refresher	19	0.5	9.5
Recruitment and selection	11	2	22
Recruitment and selection	9	2	18
Recruitment and selection	13	2	26
Self-science	17	0.5	8.5
Springboard Workshop 1 - 4	21	4	84
The Power in negotiation bitesize (OCSLD/Procurement)	8	0.5	4
Train the Trainer	5	2	10
Train the Trainer	6	2	12
User-friendly...customer-friendly?	6	0.5	3
Introduction to teaching and learning	28	1.5	42
Totals	841	65.5	859.5

*Some PDR courses had both Reviewee and Reviewers, the former who would only be a half day