

OXFORD CENTRE FOR STAFF AND LEARNING DEVELOPMENT (OCSLD) ANNUAL REPORT 2015/2016

1. Summary

- 1.1. OCSLD supports the staff and student experience through the provision of high quality staff, organisational and educational development, and by undertaking research and consultancy. OCSLD offers a wide range of work-based interventions for individuals and teams within and beyond Oxford Brookes. Our approach is client-centred, work-based, evidence-based, efficient and technology-enabled. Much of our work is commissioned as needed, with development consultants negotiating timely, bespoke interventions to meet the needs of faculties and directorates or external clients.
- 1.2. OCSLD's objectives are to:
 - Continually refresh and innovate, publicise, deliver and evaluate our portfolio.
 - Consolidate effective partnership working with Faculties and Directorates.
 - Promote a coaching approach to supporting development and performance.
 - Work proactively with Faculties, Directorates and SMT to generate, develop and support improvements to the student experience.
 - Improve access to OCSLD services through a range of online courses, resources and networks.
 - Modernise administration to provide sector-leading services.
 - Build capacity to conduct institutional research, external research and consultancy, alongside preparing for the REF for some of members of the team.
- 1.3. OCSLD investigates, experiments, questions, guides, challenges and supports staff across the University in their work. Sometimes the outputs of our conversations and interventions are visible as in our reports and publications (see Appendix). Other times our development role takes place largely behind the scenes.
- 1.4. The purpose of this report is to highlight key achievements and changes during the last academic year and the general direction of travel for the coming year. These are presented under the University's 2020 strategy objectives. OCSLD also contributes to the operational planning process for the HR Directorate, where specific outcomes are monitored as part of the annual planning process.

2. Enabling a student experience of the highest standard possible

- 2.1. We are seeing substantial increases in registrations for all our [teaching and learning courses](#), particularly from associate lecturers and postgraduate research students, which will be important for the Teaching Excellence Framework.
- 2.2. OCSLD maintains a commitment to training all new staff with teaching responsibilities. In 2015/16, 30 OBU staff and 5 externals were awarded the full [Postgraduate Certificate in Teaching in Higher Education \(PCTHE\)](#) and Fellowship

of the Higher Education Academy (HEA), including two affiliates from Abingdon and Witney College and City of Oxford College. This programme is mandatory for most participants and has a completion rate of 84%. Numbers registering on this programme for 2016/17 have more than doubled.

- 2.3. In addition to the PCTHE, 17 OBU staff and 7 externals were awarded the [Associate Teacher certificate](#) and Associate Fellowship of the HEA. Most participants following the associate route are doing so voluntarily and completion rates dropped this year from 76% to 59% as participants took advantage of our open online courses and didn't submit for assessment.
- 2.4. Overall 80% of lecturing staff have now confirmed that they hold a teaching qualification, up from 71% last year, with only 2% yet to declare. HEFCE has published data from HESA returns showing 43% of OBU staff hold teaching qualifications, because this includes Associate Lecturers, of whom 45% have yet to declare. As a first step, we will contact all ALs to gain a more accurate picture of their qualification status, and then work towards optimising our HESA return.
- 2.5. The Introduction to Teaching workshops are advertised directly to research students via the Research Training Coordinator. They ran twice this year with 29 participants as usual. However, for 2016/17 so far, we have 90 PGR students register and we are also seeing more PGR students continue on to the PCTHE. We have changed the way we deliver these workshops to accommodate the numbers. If this continues, there will be an impact on the other activities of the educational development team.
- 2.6. The [HEA Fellowship programme](#) runs on peer to peer basis, with a strong emphasis on a community of colleagues who teach and support learning. Each faculty has a pathway champion who helps run the scheme and encourages colleagues to participate. The engagement of senior colleagues has been significant. Increasingly Heads of Department are encouraging all suitably experienced staff to apply for Senior Fellowships. The number of candidates more than doubled this year, giving a total of 28 Senior Fellowships and 15 Principal Fellowships awarded to date.
- 2.7. OCSLD provides research support to inform the Programme to Enhance the Student Experience projects. This year this included reviews of literature on learning analytics, institutional good practices for inclusive learning and an audit of online assessment to inform these PESE projects as they began, and evaluations of projects nearer completion: this year VLE and Grade Point Average (see Appendix).
- 2.8. A review of the [Brookes Teaching Excellence Fellowships](#) demonstrated that this has been a successful scheme in supporting the development of colleagues and supporting national recognition of their teaching excellence. Brookes Fellows are approximately 12 times more likely than other Brookes colleagues to gain a National Teaching Fellowship and 40 times more likely than the sector average. The review recommended separating out the functions of the scheme to recognise teaching excellence and support innovation which we will take forward next year. OCSLD will continue to review the institutional infrastructure to support teaching excellence including promotion routes, teaching accreditation and awards, to support preparations for the Teaching Excellence Framework.

- 2.9. [Support for technology enhanced learning \(TEL\)](#) is guided by the TEL Framework and overseen by the TEL Implementation Group, chaired by George Roberts. This includes refreshed Course Design Intensives and a Digital Choices website which collates good practice around themes from the Jisc/NUS TEL benchmarking tool. OCSLD is currently undertaking a review of the work of the TEL Steering Group.
- 2.10. The [Academic Development Framework](#) was devised in collaboration with Susan Brooks (Research Training Co-ordinator). This was prompted in part by discussions relating to the Research Strategy which identified a need to clarify expectations and support for academics at all stages of a career in relation to both teaching and research. It was used to support the University's successful Athena Swan application, revision of the First Three Years programme, and renewal of EU HR Excellence in Research award. This year will see further work to provide a structured programme of activities and suggested CPD pathways for academics at all career stages.

3. A commitment to producing externally-recognised world-leading research which is exploited and disseminated for the benefit of our communities

- 3.1. OCSLD's Research and Knowledge Exchange Strategy was revised to define a better balance between original research and sector-leading consultancy, and to clarify a more realistic set of objectives for the small team. Over the next five years we will build on our existing strengths in order to conduct and publish institutional research, original research in specialist areas, and consultancy arising from research activities.
- 3.2. The Active Citizenship Learning Gain project, funded by the Higher Education Academy Strategic Excellence scheme, was completed and the project outcomes are being disseminated. Four bids for research grants were submitted, of which one was successful. Rhona Sharpe and Ian Scott are collaborating with the Open University and University of Surrey on the three-year [ABC Learning Gains](#) HEFCE-funded project to investigate measures of learning gain and assess their suitability for higher education (value £60,000 to Brookes).
- 3.3. OCSLD educational developers identified in the initial REF audit as having potential to enter REF 2020 are liaising with HSS to access appropriate support and development. OCSLD developers published three books and a range of other publications (see Appendix) and are supervising three research students on the School of Education's EdD programme.
- 3.4. OCSLD generated £50,000 of consultancy income, meeting our target, through running 26 workshops for other UK HEIs, hosting international visitors, writing and reviewing online course materials, and taking external participants on internal courses. There is a need to secure consultancy income longer term. We have recruited a marketing and digital media intern and identified the following areas: building capacity through a network of associates to tender for leadership and coaching consultancy; developing fresh topics for online courses; training more consultants to run [Course Design Intensives](#) and [Participative Process Reviews](#) and expanding the number of places for external participants on internal courses.

4. Infrastructure and services – to be a university characterised by its sector-leading, high quality, sustainable and cost-effective services, operating within a culture of continuous improvement

- 4.1. A simplified template for faculty and directorate Learning and Development Plans was developed and is being used by executive teams to plan and commission staff development. HR Business Partners and OCSLD developers will take a proactive role in planning and delivering development opportunities within faculties and directorates through regular reviews of Learning and Development Plans.
- 4.2. The OCSLD developers have continued to work closely with faculties and directorates to support organisational change, notably by supporting programme lead and executive team development in the Faculty of Business, conducting a 'listening intervention' for academic staff in TDE to explore issues around workload planning, and reviewing and enhancing local induction with Learning Resources (see Appendix). OCSLD developers also supported the creation of bespoke programmes of development such as customer services for Learning Resources staff and management development for Corporate Affairs.
- 4.3. In the last staff survey, 78% of respondents said more could be done to help staff prepare for and cope with change. OCSLD created a [Change Support for Managers](#) offer including a manager's personal change checklist and a 'preparing yourself for change' workshop which can be commissioned by managers to support groups of staff who are about to embark on a change initiative. Change support is particularly needed for staff relocating to other campuses or into shared offices. Workshops were run for staff moving buildings in Swindon, and for ASA staff in Buckley, and plans are well progressed to support Faculty of Business's campus move.
- 4.4. OCSLD has continued to offer [Participative Process Reviews](#) as a means of bringing about change in organisational processes that have become burdensome, complicated and costly. These events have supported process reviews in Learning Resources (Talis Aspire) and EFM at Clive Booth.
- 4.5. The [Brookes Leadership Programme](#) was launched following an evaluation carried out during 2014-15. This new programme is for leaders/manager at grades 8-12. The programme is centred on the Brookes Leadership Capabilities Model and aims to combine learning about leadership and management with personal self-awareness and practical leadership and management at Oxford Brookes.
- 4.6. All previous participants of the [Springboard, Navigator and Fresh Steps personal development programmes](#) were contacted as part of a long-term evaluation. This showed that staff continue to benefit from habits of reflecting on and setting goals, confidence and assertiveness, being open to opportunities, and networking up to three years after they took the course. Some participants are still meeting up with colleagues to support their continued development.
- 4.7. A survey conducted by the New Starter Experience Working Group showed a high level of satisfaction with information that is now provided for staff before they start and 73% of respondents reporting that they had access to email and other IT systems from day one (see Appendix). The working group is now focussing on the

experiences of academic new starters. The proportion of staff attending Welcome to Brookes within their first 90 days has increased from 77% in 2014/15 to 81% in 2015/16.

- 4.8. Despite the increase in work commissioned through the link roles, OCSLD ran 73 [central staff development events](#) (up from 65 in 2014/15), attended by 872 participants, which resulted in 1066 days of staff development activity. There continues to be very high satisfaction among staff attending OCSLD courses, including mandatory training events. Of the 356 staff who returned feedback surveys this year, 89% said that the event met their needs quite or very well.
- 4.9. As a result of the required efficiency savings, we introduced a consistent and [transparent approach to costing and charging](#) for OCSLD courses. The immediate effect of this is the introduction of charges to cover some of the costs for external trainers for lunchtime languages and the suite of personal development programmes (Springboard, Navigator and Fresh Steps).
- 4.10. The appointment to a new Administration Manager post has led to significant improvements in the systems and processes used to administer OCSLD courses. The 2016/17 course dates were ready in time for the PDR round and a new feedback survey is being introduced alongside a light touch QA process for all OCSLD courses. We are preparing to make use of the business intelligence data available as part of the Training module in HR Core, and to review the accessibility and sustainability of our course materials.

5. External - be a university dedicated to improving the human condition in Oxfordshire and around the world

- 5.1. OCSLD has been developing a response to the Apprenticeship Levy which comes into force in April 2017. An options paper was considered by Executive Board and it was agreed that HR should work towards a modest increase in apprenticeship for entry-level roles. OCSLD and HR Business Partners are working together to identify roles around the University that could initially be filled by apprentices, and liaising with local training providers.
- 5.2. The intern development programme supports the University's graduate interns to progress their careers. Marketing is the most popular internship accounting for half of the roles offered by Brookes, with the remainder in finance, human resources and business development. Of the 18 interns who started this year, seven went on to gain positions at Oxford Brookes
- 5.3. OCSLD's suite of online courses in learning and teaching attracted external participants from Australia, Belgium, Colombia, Denmark, Hong Kong, Ireland, Qatar, and UK.
- 5.4. Neil Currant presented his research on experiences of BME students at a predominantly white university at the Equality and Challenge Unit's Higher Education Race Action Group (HERAG) Think Tank, and was invited to join the ECU Race Equality Charter Mark development group. This work informs the work of the Widening Participation Action Group and has informed the Race Equality Action Plan.

- 5.5. OCSLD is supporting the development of coaching cultures within and beyond Oxford Brookes. This year the [ILM accredited Coaching and Mentoring course](#) welcomed six participants from local employers including Oxford City Council, Oxford University, Pearson's, Julian Housing and a primary school. We are starting a partnership with Oxford University to provide coaching opportunities for qualified coaches, moving between the two universities.

6. Looking ahead

- 6.1. The focus for OCSLD over the medium term is to:
- Launch the Academic Development Framework.
 - Support leaders with change management and performance management.
 - Maximise use of Apprenticeship Levy to support staff development.
 - Support the use of Learning and Development Plans to plan and commission staff and educational development.
 - Utilise coaching approaches to enhance performance and support career development.
 - Embed the Brookes Leadership Capabilities into leadership development
 - Implement the Technology Enhanced Learning Framework and run an associated staff development programme.
 - Undertake institutional research to support the PESE projects and in other areas important to the sector e.g. learning gain
 - Improve marketing activities to secure consultancy income.
 - Implement the Training module of HR Core allowing for more analysis and interpretation of training data.

Appendix OCSLD Publications 2015/16

Internal reports

Virtual Learning Environment Evaluation, Winnie Wu, George Roberts, Rhona Sharpe, July 2015, which informed PESE P02 Benefits Realisation Report, Oct 2015.

Listening Intervention: an opinion survey follow-up report, Faculty of TDE: School of Arts, Ian Whiting, Dec 2015,

Learning Analytics: Literature review for the learning analytics project, Stephen Broughton, Jan 2016.

Workload Planning Listening Intervention: an opinion survey follow-up report, Faculty of TDE, Feb 2016, Ian Whiting.

Grade Point Average Student Feedback, Stephen Broughton, Feb 2016, Paper presented to AESC, AESC160309/11.

New Starter Experience: Survey Report and Key Findings: New Starters Survey, Alison Cumpsty, April 2016.

New Starter Experience Evaluation Spring 2016 Survey report and Key Findings: Managers, Alison Cumpsty, April 2016.

Executive Team Development Programme in the Faculty of Business: Evaluation report, Kathy Greethurst, June 2016.

Programme Lead Development Programme in the Faculty of Business: Evaluation report, Kathy Greethurst, July 2016.

Apprenticeships at Oxford Brookes University: operating in a new landscape. Paper for Executive Board, Rhona Sharpe on behalf of working group, July 2016.

Online assessment and feedback: audit of the use of online assessment for the 2015-15 academic year, Stephen Broughton, August 2016.

Books

Deane, M. and Guasch, T. (eds.) (2015) *Learning and teaching writing online*. Leiden: Brill

Sharpe, R. (2016) *53 Interesting ways to support online learning*. Frontinus Ltd: Newmarket.

External publications

Broughton, S.J., Hernandez-Martinez, P. & Robinson, C. L. (2016) The effectiveness of computer-aided assessment for the purposes of a mathematical sciences lecturer. In S Marquez (Ed) *Driving STEM Learning with Educational Technologies*. IGI Global

Childs, M. and Walton G. (2016) Findings of the AMORES project. Report on a European project examining the effectiveness of the creation and sharing of digital artefacts to enhance the studying of national literature. DOI: 10.13140/RG.2.2.26420.45445

Currant, N. (2015) Strategies of belonging: counterstories of black students at a predominately white university, *Brookes eJournal of Learning and Teaching*, 7(2), bejlt.brookes.ac.uk/

Pavlaou, M. (2016). Work-based learning in undergraduate programmes: a literature review of the current developments and examples of practice. *Brookes eJournal of Teaching and Learning*, 8(3), <http://bejlt.brookes.ac.uk/>

Sharpe, R. & Browne, E. (2015) Digital Student: Further education and skills project Final Report. DOI: 10.13140/RG.2.1.2281.7043

Whiting, I (2015) Participative Process Reviews: developing a sector-wide tool kit, *SDF Digest*, A Practitioner Journal for HE Staff Development.

Conferences and invited talks

Cerrato Lara, M. (2016) Case Study: on Internationalising the Curriculum, *Inside Government: Designing and Delivering a Quality Higher Education Curriculum*. London, 3 March.

Cerrato Lara, M. (2016) The doctoral experience from the students' perspectives: a systematic review. 2016 AERA Annual Meeting: Public Scholarship to Educate Diverse Democracies, Washington D.C., UUEE. 8 - 12 April.

Cerrato Lara, M. (2016) Writing conceptions and psychological well-being in PhD. studies: students' perspectives, Quant Hub seminar. Department of Education. University of Oxford, 25 April.

Cerrato Lara, M. (2016) Case Study: using data and analytical tools to measure students' learning gain. *Inside Government: Measuring Learning Gain in Higher Education*. London, 11 May.

Childs, M. and Walton, G. (2015) Projekt AMORES radionica: Primjena ICT-a u učenju književnosti, CARNet Users Conference, Dubrovnik, Croatia, 19 Nov.

Childs, M. (2016) Through despair and hope: the cycle of second life, SOLSTICE Conference, Edge Hill University, 9 June.

Childs, M. & Francis, R. (2016) A benchmarking tool for technology enhanced learning development, Jisc Student Experience Experts Group Birmingham, 20 April.

Currant, N. (2016) institutional support and policy for diversity and inclusion, Diversity and Inclusion in Higher Education, King's College London, 10 March.

Currant, N. (2016) "Every time I walk in, my stomach churns": How the concept of 'environmental press' can be used to analyse belonging for students at a multi-campus university," HE Race Action Group 3rd Think Tank, 20 June.

Kitchener, M.P., & Lawlor, L. (2016) How can we best promote fundamental British values in teaching and learning? Oxford Brookes University School of Education Annual Research Conference. Oxford, 1 July.

Kitchener, M.P., & Lawlor, L. (2016) How can we best promote fundamental British values in teaching and learning? Poster at Education and Training Foundation Annual Practitioner Research Conference 2016. London, 5 July.

Roberts, G. (2016) Teaching on the edge, SOLSTICE Conference, Edge Hill University, 10 June.

Sharpe, R. and Pavlakou, M. (2016) Managing university wide teaching and learning projects: implications for academics taking on leadership roles, Invited speaker at SOLSTICE 2016, Edge Hill University, 10 June.

Sharpe, R. (2016) Developing digital literacies: 5 Ps for online learners. Invited speaker at BETT 2016, London, 22 January.

Sharpe, R. (2016) Rising to the challenge of education in a digital age: who are the leaders now? Invited keynote, Ed Tech 2016, Irish Learning Technology Association, Dublin, May.

Sharpe, R. (2016) Is technological innovation part of the problem or part of the solution for higher education? Invited speaker at SUMS Consulting Members' Meeting, London, 24 June.