

OXFORD CENTRE FOR ACADEMIC ENHANCEMENT & DEVELOPMENT

Inclusive, collaborative and compassionate

OXFORD
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Dear colleague,

Welcome to the August edition of the OCAED Newsletter!

As we enjoy a brief pause before the busy 2025/26 academic year begins, now is a great moment to take a breath and invest in your professional development. Whether you're looking to refresh your teaching strategies or revitalise your academic practice, this is a valuable opportunity to plan your CPD with intention and care.

If you haven't already, now is the time to gain recognition for your teaching and pursue an Advance HE Fellowship through the EXPLORE Scheme. Expressions of interest for all categories of Fellowship are now open. Additionally, we offer Drop-ins: Academic Enhancement Surgeries for those who teach or support learning. Meet with a member of OCAED to explore academic development opportunities in a relaxed, supportive setting.

Why not book a session with one of our student partners? Hearing directly from students can offer fresh insights and help you enhance the learning experience you provide. Our tailored Student Engagement drop-in sessions offer practical guidance on student experience topics, supporting you to respond to queries and foster inclusive, engaging learning environments.

The September issue of this newsletter will be out in the week commencing 8 September 2025.

Thanks for your interest.

Oxford Centre for Academic Enhancement and Development team.

Keeping in touch

Oxford Centre for Academic Enhancement and Development

Email: ocaed@brookes.ac.uk

Website: <https://www.brookes.ac.uk/ocaed/>

Teaching, Learning, and Assessment

Gain recognition for your teaching with an Advance HE Fellowship through the EXPLORE Scheme

We offer two pathways for Oxford Brookes colleagues involved in teaching and/or supporting learning to gain professional recognition through Advance HE Fellowships: EXPLORE Taught (for colleagues new to Oxford Brookes) and EXPLORE Experiential (for colleagues beyond their first three years who contribute to teaching and/or learning support).



Why achieving Fellowship is important from one of our Student Partners (Brookes Student)

"As students who have left difficult environments to access university, or have support requirements that have previously been ignored or trivialised, we are incredibly grateful to the Brookes staff members who make our university experience a positive one. Thank you for demonstrating your commitment to Inclusive practice through achieving a Fellowship."

Are you new to Brookes?

EXPLORE Taught: For colleagues who teach and/or support learning who are new to Oxford Brookes

We are pleased to welcome all new academic and teaching colleagues who have joined Oxford Brookes this academic year. As part of your contract, you are required to engage with the EXPLORE Scheme from 2025/26. This will support you in gaining Advance HE Fellowship recognition through our accredited EXPLORE Taught scheme or, for those who already hold Fellowship, participating in our non-accredited EXPLORE scheme. You will be invited to attend an online induction session, where you will be introduced to the scheme, its pathways, and how it supports your professional development at Oxford Brookes.

Next Steps: have a look at your inbox for the email invitation, which was sent out in July. If you think you are eligible to join EXPLORE but haven't received an invitation, please email explore@brookes.ac.uk. You can also find out more on the [EXPLORE Taught Scheme webpages](#).

How can existing staff pursue fellowship routes that recognise teaching excellence?

EXPLORE Experiential: For colleagues who teach and/or support learning.

2025/26: Expressions of Interest Open

Oxford Brookes supports colleagues in teaching and learning to achieve an Advance HE Fellowship, recognised internationally for professionalism and evidence-based practice in higher education.

We offer Fellowships at all levels: Associate, Fellow, Senior, and Principal. Fellowship enhances career development, demonstrates commitment to education, and is valued globally.

Next steps:

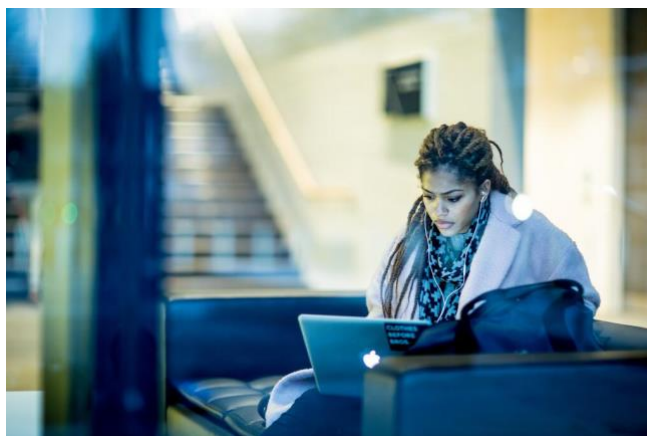
- Complete the [EXPLORE Experiential Scheme Expression of Interest Form](#) to be placed on the waiting list for 2025/26. This helps determine the most appropriate category for you (15–20 minutes required).
- Registrations confirmed in September 2025.
- The scheme runs for one academic year, starting October 2025, with submission deadlines in June 2026 (January 2027 for part-time colleagues).

Find out more on the [EXPLORE Accredited Experiential Scheme webpage](#).

Copilot tips to help in your teaching, learning, and productivity

The following are ideas and suggested prompts to use with Copilot. Oxford Brookes students and staff have access to the data-secure Microsoft Copilot AI chatbot, available through a Microsoft academic institutional licence.

When using Microsoft Co-pilot, signing in with your Oxford Brookes login ensures your data is protected, in accordance with Microsoft's privacy notice. However, we do not recommend you upload any confidential or protected data or information.



Tip 3 August 2025 - Using AI to create a pop quiz AI can be a great tool for creating a quick pop quiz, consider a prompt such as:

‘Create a 10 questions multiple choice quiz on [topic]’

You could take it a step further and ask it to design the quiz based on the lesson LO's, session slides, Handbooks etc and upload the relevant files. If you create the quiz as a Google Form, you could even ask AI to analyse the results, and suggest future sessions to address weak areas.

Got ideas for this segment? How are you using AI to improve your day-to-day life? Let [Samuel Folley](#) know.

Publications and resources

Free Podcasts from Advance HE. 8 episodes of [Let's Talk About Student Success](#). Each brings a new theme, fresh perspectives, and practical insights you can implement.

The latest issue of the SEDA publication [Educational Developments magazine \(26.1\)](#) is available.

[Generative AI resources](#) from the Quality Assurance Agency for Higher Education (QAA).

These events and resources are free of charge and included in our institutional membership.



Do you want to support the development of academic and educational leadership on a Degree Apprenticeship Programme?

Thank you to all colleagues involved in leading and teaching on Degree Apprenticeships for registering your interest. We will be in touch with further details very shortly.

There is still time to join us!

We want to support you in supporting Degree apprenticeship students. Working with colleagues at the University of Warwick, we are researching how to enable and sustain academic and educational leadership and development for Degree Apprenticeship Programme Leaders and Teams (UREC registration number is L24338). The inquiry's intended outcome is a portfolio of activities to support practice. We draw upon your experiences leading, teaching, and contributing to Degree Apprenticeships and invite you to participate in the research. The [participant information leaflet](#) is available. Complete the questionnaire (no more than 15 minutes) and [sign up for the research](#).



Join our Degree Apprenticeship Forum

Join us to connect, collaborate, and stay informed on the latest in Degree Apprenticeships with our online meeting. We'll explore current agendas, support each other, and share updates on new developments and improvements. [Join the DAPL+T Forum](#).

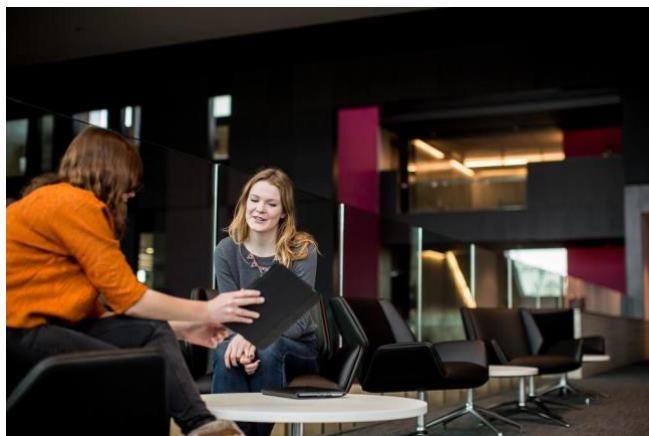
To help with planning, we've created a [short form](#) where you can:

- Indicate your availability for the next meeting.
- Express interest in presenting your work or showcasing an activity.

Information for Academic Advisors

Please contact our Senior Faculty Academic Advisors with any queries:

- **Faculty of Arts, Humanities and Social Sciences**, Matt Lawson (matt.lawson@brookes.ac.uk) and Deborah Carpenter FHEA (dcarpenter@brookes.ac.uk)
- **Faculty of Health, Life and Physical Sciences**, Dan Butcher SFHEA (dbutcher@brookes.ac.uk) and Adam Lonsdale FHEA (alonsdale@brookes.ac.uk)



Further information can be found on the [Academic Advising](#) webpages.

Drop-ins: Student Partners

Our drop-in sessions are led by student partners and provide tailored support on student experience topics, helping staff navigate student queries and enhance inclusive teaching practices.

Objectives:

- Increase Student Partnership use across departments
- Boost staff confidence in signposting and student support
- Promote inclusive academic environments



What are the drop-ins? Informal online or in-person sessions where staff can seek guidance direct from students on:

- Student engagement and feedback
- Mental health and wellbeing

- LGBTQ+ inclusion
- Neurodivergence and accessibility
- Supporting mature and international students

When and where? Weekly via Google Meets and in-person (locations TBC). Schedule shared via department newsletters.

How to attend: Book via our [drop-in sessions online form](#) or email student.engagement.drop-ins@brookes.ac.uk for quick queries.

Drop-ins: Academic Enhancement Surgeries

All staff who teach and support learning are welcome to meet with a [member of OCAED](#) to discuss an aspect of academic enhancement and development. Your discussions can include, but are not limited to:

- Teaching and learning strategies, module design, or programme development.
- Find out about our academic continuing professional development portfolio.
- Providing insights into assessment and evaluation methods.
- Finding out about Fellowships and getting recognition for your teaching.
- Getting ideas about IDEAS.
- Exploring EXPLORE.



Click the date below to book a half-hour online slot

- [Tuesday 12 August](#), 12.00pm - 2.00pm with [Sam Folley](#), FHEA

If the above dates and times are inconvenient, please contact us at ocaed@brookes.ac.uk for alternatives.

Brookes Briefings: guides to teaching, learning and assessment practice

This month, we're highlighting our [Brookes Briefing Digital Inclusivity](#), the "D" in our [IDEAS curriculum model](#). At Oxford Brookes, we're committed to creating digitally inclusive learning environments that are accessible, flexible, and responsive to the diverse needs of our students. By addressing digital poverty and promoting digital capability, we support active, collaborative, and inclusive teaching. Our approach is grounded in the principles of coherence, consistency, community, and choice, helping both students and staff thrive in a connected learning environment.



For more guidance on refreshing your curriculum, see our full catalogue of [Brookes Briefings](#), which offer scholarship-led, evidence-based teaching, learning, and assessment guides.
