

OXFORD CENTRE FOR ACADEMIC ENHANCEMENT & DEVELOPMENT

Inclusive, collaborative and compassionate

OXFORD
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UNIVERSITY



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Dear colleague,

Welcome to the September edition of the OCAED Newsletter!

As Semester One begins, we're excited to welcome you back and share a host of opportunities to support your teaching, development, and leadership at Oxford Brookes. Whether you're preparing to teach, seeking recognition for your contributions, or looking to mentor others, this month's newsletter is packed with ways to get involved and grow professionally.

Highlights include:

- Celebrating our colleagues across the institution who have gained Advanced HE Fellowship recognition for their teaching.
- Joining our Mentor and Reviewer team for 2025/26.
- Attending the open info session for NTF and CATE awards on Wednesday, 29 October.
- Applying for DEAL funding to develop your educational leadership.
- Academic Advising update for September 2025.
- The Centre for Academic Development launching *Think Space* – a new initiative offering cross-university development opportunities for students.

In addition, 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.

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

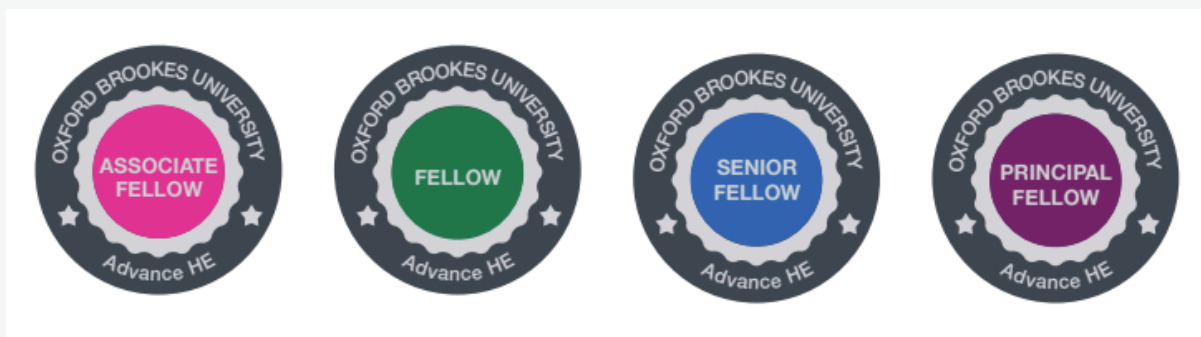
Website: <https://www.brookes.ac.uk/ocaed/>

Teaching, Learning, and Assessment

Upcoming internal workshops and events

- The [General Teaching Associates \(GTA\) course](#), Monday 10 - 12 November at Headington Campus and Tuesday 11 November online.

Congratulations to the following colleagues who achieved an Advance HE Fellowship through the 2024-25 EXPLORE Experiential scheme.



Fellowship - Than Min, Julie Cook, Adam Bibbley, Neil Jordan.

Senior Fellowship - Lisa Hale, Shelley Beck, Alice Gerlach, Sola Adesola, Kate Maguire, Sarah Britten-Jones, Lorraine Whatley, Giulia Rossetti, Naomi Robinson, Brianna Wyatt, Bjoern Asmussen, Polly Lasota, Omar Abou Hamdan, Juanxi Wang, Rebecca Beech (PSF Pathway).

Principal Fellowship - Rachel Payne, Helen Aveyard, Jennifer Kirman.

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

Show your dedication to teaching and learning with an Advance HE Fellowship - Associate Fellow, Fellow, Senior Fellow, or Principal Fellow. Recognised worldwide, Fellowship is a mark of excellence and increasingly required for academic roles. Critically, achieving Fellowship isn't just a personal milestone for staff; it sends a clear signal to students that we are committed to reflective, evidence-

based practice and professional growth. That commitment directly enhances the learning environment, as one of our Student Partners (Brookes Student) highlights:



"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."

We offer two pathways for Oxford Brookes colleagues involved in teaching and/or supporting learning to gain this professional recognition.

New to Brookes?

We have 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 recently joined Oxford Brookes. As part of your contract, you are required to engage with the EXPLORE Scheme in 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 have been 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. You can also find out more on the [EXPLORE Taught Scheme webpages](#). You can contact us directly at explore@brookes.ac.uk.

How can existing staff pursue a fellowship?

EXPLORE Experiential is for colleagues who teach and/or support learning.

Oxford Brookes supports colleagues who are already teaching and learning to achieve an Advance HE Fellowship, in particular Senior and Principal Fellowships.

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). Please complete the form by **Friday 26 September 2025**. We aim to accept all colleagues on the scheme if resources allow.
- Registrations will be confirmed in early October 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](#).

Join our Mentor and Reviewer team for the EXPLORE Accredited Experiential Scheme (2025/26)

Raising the number and profile of Fellowships across the university is a key objective for the university. Mentors and Reviewers ensure we have effective practitioners and leaders of teaching and learning, a fellowship scheme which is fit for purpose and staff (mentees) have a productive and enjoyable experience.

Why be a Mentor and/or Reviewer?

Being a Mentor and/or Reviewer on the EXPLORE Accredited Experiential Scheme contributes to your career development by deepening your understanding of the PSF, giving you mentoring and leadership experience. Enhancing your professional profile can also contribute towards meeting promotion criteria.

What is the time commitment?

The mentor is a voluntary role requiring an approximate commitment of 5 hours per mentee. We aim for submissions within the academic year unless there are exceptional circumstances. The reviewer is also a voluntary role that requires a minimum commitment of 2 hours (D1 or D2) and 3 hours (D3 and D4) per application reviewed. We also require attendance at two mentor and reviewer briefings per academic year.

How do I know I am eligible to be a Fellowship Mentor or Reviewer?

You can mentor and review submissions up to and including the appropriate category of Fellowship that you hold. If you have not undertaken mentoring or reviewing before, you can select 'shadow' in the form below and you will be supported through the aforementioned briefing and supporting materials.

How do I register to be a Fellowship Mentor and/or Reviewer?

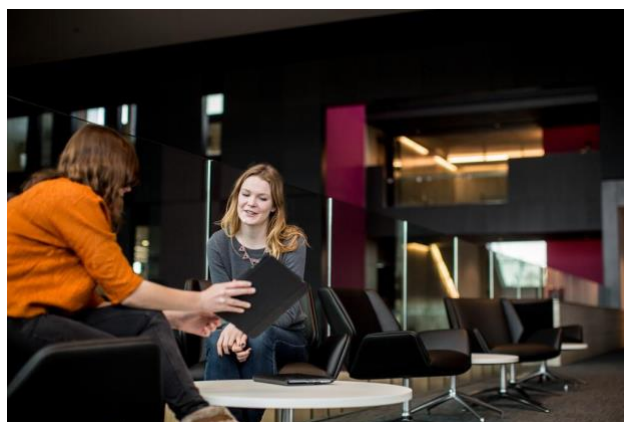
If you wish to join our Mentor and Reviewer team for the EXPLORE Accredited Experiential Scheme (2025/26), please complete this [Expression of Interest Form](#) by **Friday 26 September 2025**. We anticipate the form will take approximately 5 minutes to complete.

For more information, visit the [EXPLORE Accredited Experiential webpage](#) or email fellowships@brookes.ac.uk

Academic Advising - September 2025

In preparation for the new academic year, please see this [Academic Advising update](#), which contains important information, including the launch of a new Academic Advising Google Site to act as a central resource for Advisors, a new discretionary fund for care-experience and estranged students, what Advisors need to do now and how students have rated Academic Advising in the student satisfaction surveys.

You contact our Senior Faculty Academic Advisors if you have any queries about Academic Advising:



- **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.

National Teaching Fellowship Award (NTF) or Collaborative Award for Teaching Excellence (CATE)

Each year Advance HE invites individuals and teams "who have made a significant impact on both student outcomes and the teaching profession in higher education" to apply for the prestigious [NTF and CATE awards](#). This is a highly competitive process.



Join our NTF and CATE information Session on **Wednesday 29 October**, 10.00am - 12.00pm (online) to find out more. This session will: introduce you to the criteria for each award and the process of proposal, selection and progression; and outline the indicators of a potential application (including evidence of impact and reach). A panel of NTF and CATE reviewers and award winners will also share their experiences of the process and top tips.

Book your place here: [NTF and CATE information session](#) to find out more.

Funding opportunity to Develop Educational and Academic Leadership (DEAL)

Calling all Oxford Brookes programme leaders and subject coordinators!

DEAL funding supports OCAED's strategic ambition to enable and sustain educational and academic leadership. It aims to develop your competence as a programme leader (Lawrence and Scott, 2022) to benefit you, your teaching teams, Brookes, and, ultimately, our students.

We **fund opportunities** for programme leaders and subject co ordinators to:

- Expand educational and academic leadership experience.
- Build knowledge of educational and academic leadership.
- Nurture self-awareness of individual leadership capabilities.

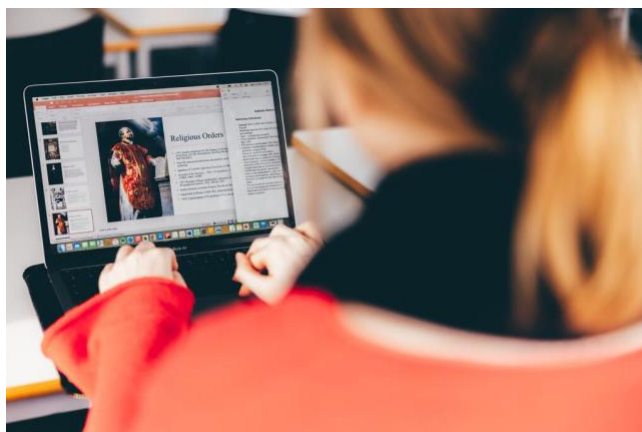
Available funding is up to £1000 and must be used by 1 July 2026. If your application is successful, you will provide a brief summary (up to 400 words) at the end of your activity. This summary will outline what you have learned from the funded activity, how you will disseminate this information, and the potential impact of your academic CPD.

Further information and to submit your bid can be found on the [ELF webpage](#). If you have any questions please contact ocaed@brookes.ac.uk

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 4, September 2025 - Use AI to create an example essay.

Ask Copilot to produce an essay on a certain topic, and then ask students to **critique** it, considering **potential bias, ethical concerns, inaccuracies** and then **improve** it. This builds critical thinking and deepens subject understanding whilst also highlighting the strengths and weaknesses of using AI for similar tasks.

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

General Teaching Associates (GTA) course

The [General Teaching Associates \(GTA\) course](#) is a three-day offering for PhD students, Associate Lecturers, Technicians, Affiliates and others embarking on teaching and associated duties and who may be eligible to progress onto the [EXPLORE Scheme](#) (leading to Associate Fellow/Fellow of Advance HE).

The course runs from **Monday 10 - Wednesday 12 November 2025** at Headington Campus. Please complete the [online enrolment form](#). For more information, please email ocaed@brookes.ac.uk



Publications and resources

Generative AI is reshaping teaching, learning, and assessment. The QAA has published a suite of free practical resources to help academic staff stay ahead:

- Quality Compass – Sector-wide insights on GenAI's impact.
- Maintaining Standards – Guidance for managing GenAI use in HE and FE.
- Reconsidering Assessment – Rethinking how we assess in the ChatGPT era.
- Approaching ChatGPT – Tips to uphold academic integrity.
- Academic Integrity Network Summary – Sector voices and shared strategies.
- DfE Consultation Response – QAA's stance on GenAI in education.



Explore these [Generative AI resources](#) from the Quality Assurance Agency for Higher Education to support quality, integrity, and innovation in your practice.

[Let's Talk About Student Success](#) Podcasts from Advance HE.

Episode 9: Employability bringing fresh perspectives and practical insights you can implement.

The latest issue of the SEDA publication [Educational Developments magazine \(26.2\)](#) is available.

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.

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.

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 23 September](#), 1.00pm - 3.00pm with [Dr Adrian J. Wallbank SFHEA](#)

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, [Assessment and Learning](#), which contributes to the "A" in our [IDEAS curriculum model](#). At Oxford Brookes, we're committed to creating assessments that are accessible, flexible, and responsive to the diverse needs of our students, as well as promoting assessment as an integral part of the learning process. Why not take a look as we head into the new academic year - it can help you think about any changes you may



want to make for upcoming revalidations, or simply if you want to understand some core principles ahead of innovating in response to GenAI.

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.

Across Oxford Brookes

Centre for Academic Development

This month sees the launch of the new Think Space initiative, which brings together a wide variety of developmental opportunities for students at Brookes offered by different departments across the university. The hope is to reduce the need for students to know about what different departments do before they can access such opportunities and to raise student expectations on what they might get out of their university journey by highlighting what is available. In addition to the academic literacies workshops offered by the Centre for Academic Development, Think Space includes sessions aimed at wellbeing and mental health, careers and entrepreneurial skills, and some new maths, stats and IT skills.



Some Think Space sessions are open to staff including one entitled *An Introduction to Spreadsheets*, which is a beginner's guide to the language and formulae used in Google Sheets and Excel. Details of this and all the Think Tank sessions will appear on the new Think Space website in the next few days, and you can also [book a place on the Introduction to Spreadsheets session](#).

Interdisciplinary Sandpit: Challenging Disciplinary Boundaries

Lucy Turner, Head of Portfolio Transformation, Faculty of Health, Science and Technology

During semester 2 of this last academic year, colleagues in Urban Design and Graphic Design have been undertaking an OCAED sponsored SOTL project for the Sustainability Mindset element of IDEAS. We have delivered a Transdisciplinary Live Project with Oxford City Council called "Healthy Cities" which was also supported with contributions from the

globally known designer Bruce Mau (<https://www.brucemaudesign.com/>). It's been an amazing learning curve as we delivered this within the modules of each programme without dramatically changing any assessment or timetabling.

We would like to share this journey with other like-minded colleagues who are keen to develop project ideas and relationships in the interdisciplinary space. We are proposing an interdisciplinary sandpit called Challenging Disciplinary Boundaries to be held on **Tuesday, 9 September from 10.00am - 1.00pm** in the Urban Design Labs in Abercrombie. We will explore the challenges and opportunities, our different approaches and ways of working and create a social network of interdisciplinary interests.

We'd love to also take this opportunity to share the experience of working in a space that has no physical boundaries and in a room layout that is flexible, agile and open to disruption. We will have opportunities to share expertise, create a playground for ideation and put forward new collaborations. If this sounds like something you would be interested in coming along to then please let us know by [completing this very short form](#) to let us know who you are, what your interest is and what subjects you work with. Everyone is welcome and we really look forward to meeting you.
