

Staff Learning and Career Development

NEWSLETTER | November 2024



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Dear colleague,

This month's newsletter celebrates achievements, shares upcoming events, and highlights important initiatives.

First of all, congratulations to Professor Mary Davis PFHEA on her National Teaching Fellowship. Mary has been awarded this prestigious award for outstanding contributions to education and the academic community.

In this newsletter, students offer insightful perspectives on high-quality teaching and fellowship.

OCAED is currently consulting colleagues on four Teaching Observation recommendations to promote academic CPD for all teaching staff, support best practices, and ensure fairness. Participation in this important dialogue is encouraged.

Looking ahead, Stress Awareness Week is scheduled for Monday 4 through Friday 8 November 2024. Make the most of the mental well-being events planned.

Finally, don't miss the upcoming Occupational Health Awareness and the new Mental Health one-day programme for Line Managers, both essential for fostering a supportive work environment.

Enjoy this issue!

Best wishes,

Learning and Organisational Development and the Oxford Centre for Academic Enhancement and Development teams

Teaching, Learning, and Assessment

National Teaching Fellowship award



Congratulations to [Professor Mary Davis PFHEA](#) who was recently awarded a National Teaching Fellowship at the Advance HE 2024 Ceremony in Edinburgh, accompanied by Professor Jenny Lawrence. It was a wonderful experience and a great opportunity to celebrate success in teaching and learning. Take a look at the [Oxford Brookes NTF webpage](#) for details of winners and OCAED support.

What does 'fellowship' mean?

A fellowship is an attainable award for any professional supporting or teaching in higher education here at Oxford Brookes. It acknowledges an individual's commitment and dedication to exceptional teaching and a quality student experience, whether it be through creating a future-facing, inclusive curriculum or showing care and community within the university. Providing fellowship opportunities demonstrates that the university invests in our education. As a student, I encourage all staff to apply and achieve the recognition they deserve!

Ella Matthews, a student at Oxford Brookes

Scholarship of Teaching and Learning and HE and Lifelong Learning Research

[OCAED's](#) vision is to 'Inspire Transformational Academic Practice' and our mission is to offer 'inclusive, collaborative and compassionate academic enhancement and development'. Brookes' [Academic Development Framework](#) includes Teacher, Researcher, and Leadership development.

OCAED's first strategic ambition is to 'Increase engagement with the scholarship of teaching and learning (SoTL) and academic development'. The [HE and Lifelong Learning Research Strategy](#) supports this ambition, underpins much of our work for TEF 2027, and aims to further Brookes's position at the forefront of evidence-based, transformational academic practice.

The strategy has 3 objectives:

- 1. Nurture HEALL SoTL/research capability collaboratively**
- 2. Develop HEALL SoTL research capacity inclusively**
- 3. Disseminate HEALL SoTL/research strategically**

If you have an interest in or would like to share your Scholarship of Teaching and Learning or HE research at Brookes, or have pedagogic expertise (and evidence of positive impact) that might be useful to colleagues in other institutions please take a few moments to respond to our [HEALL Strategy questionnaire on this Google Form](#).

There are a number of disciplinary-specific pedagogic research groups across the university, we're interested to hear from you so we might learn from each other. The following activities and resources may be of interest to you and your community:

NEW Evaluating and Evidencing Impact: Academic Enhancement Toolkit

We are pleased to announce the new [Evaluating and Evidencing Impact: Academic Enhancement Toolkit](#) which offers practical guidance on evaluating Teaching, Learning, and Assessment (TL&A) enhancement initiatives and inquiries.

Providing a high-quality learning experience is a collective effort, underpinned by shared values and collaborative activity. Evaluation planning should be integrated from project inception. This chapter of the toolkit includes practical steer for anyone interested in enhancing academic practice. It will help you in evaluating and evidencing impact on student learning, sustaining scholarly engagement, aligning your work with institutional strategies, and facilitating collaboration and dissemination.

Please hold the date for a pilot workshop 'Evaluation of Teaching Initiatives' to launch this chapter of the toolkit: **Wednesday 22 January 2025, 2.00pm - 4.00pm**. [Book here to attend the workshop](#).

Phase two of the Academic Enhancement toolkit 'Designing and Delivering HE Inquiries' will be published in January and a further chapter 'Dissemination and Publication of HE Inquiries' will follow in the summer of 2025. Many thanks to Dr Andrea Macrea, SFHEA for chairing this next phase of work.

Talking Teaching Across the Globe

In 2024/25 we will be showcasing the work of Oxford Brookes colleagues via Talking Teaching across the Globe:

Thursday 7 November, 1.00pm - 1.50pm, Dyslexic students' experience of receiving written feedback on written assignments with Hossein Sadeghi-Movahed FHEA, Senior Lecturer, School of Architecture. [Register here](#)

26 November, 1.00pm - 1.50pm, Student partnership working with Lucy Turner SFHEA, Head of Portfolio Transformation for the Faculty of Health, Science, and Technology. [Register here](#)

More information can be found on the [Talking Teaching Across the Globe webpage](#).

EXPLORE 'Open Offer'

Excellence in Promoting Leadership of Research and Education (EXPLORE) is our open offer of academic CPD events available to anyone who teaches and supports learning on an Oxford Brookes programme of study, to stay at the forefront of teaching best practices and connect with colleagues:

- [Planning and designing inclusive learning activities](#), Wednesday 6 November, 2.00pm - 4.00pm and Friday 8 November, 9.30am - 11.30am
- [Academic advising: how to respond to students in distress](#), Wednesday 13 November, 2.00pm - 4.00pm
- [Delivering teaching, supporting and guiding inclusive learning](#), Wednesday 20 November, 2.00pm - 4.00pm and Friday 22 November, 9.30am - 11.30am
- [Assessing and giving feedback](#), Wednesday 27 November, 2.00pm - 4.00pm and Friday 29 November, 9.30am - 11.30am

What is the importance of high-quality teaching for our students?

Oxford Brookes places a high value on excellent teaching as a result of its documented advantages for students. The impact of this strategy is immensely positive: It can reduce inequalities within institutions for students from disadvantaged backgrounds as well as those with specific educational needs or disabilities. There are long-term improvements in life chances, including income. Teaching and supporting staff shape futures and it is apparent at Brookes when looking at the success and satisfaction of graduates.

Ella Matthews, a student at Oxford Brookes

Programme Leaders: Join us at the Educational Leaders Forum

The [Educational Leaders Forum \(ELF\)](#) aims to enable and sustain Programme Leaders in their crucial role. If you would like to join the Educational Leaders Forum (ELF) and our community of practice please email ocaed@brookes.ac.uk

On **Wednesday 6 November, 9.15am - 10.00am**, Zephra Webber, FHEA from the Centre for Academic Development will speak about student evidence-gathering practice: Hidden literacies in the Classroom, and there will be a brief presentation by Dr Adrian Wallbank, SFHEA, on the [Observation Consultation Paper](#).

On **Wednesday 4 December, 9.15am - 10.00am**, Abigail Reilly, Director of Organisational Effectiveness and Development will speak about the Leadership and Management Framework.

You might also be interested in our [Leadership and Management workshops](#) available via the staff portal to support and enhance your CPD.

Closing soon! DEAL CPD opportunity for Programme Leaders

As outlined in our October newsletter, if you are a Programme Leader, take advantage of the funding opportunity designed to support your growth as an educational and academic leader. **Application deadline: Friday 8 November**. Further information on submitting your bid can be found on the [ELF webpage](#). If you have any questions, please contact ocaed@brookes.ac.uk.

GenAI Thinkspace

The GenAI and Assessment Thinkspace will meet online to discuss the implications of GenAI and pedagogic principles (e.g. [Oxford Brookes GenAI guidance](#) and the [IDEAS Curriculum Development Model](#)) for your assessments and the development of your student's assessment literacies/GenAI competencies. Led by Martha O'Curry, SFHEA (Deputy Head of the Centre for Academic Development) and Sam Folley, AFHEA (Digital Learning Developer, OCAED) the thinkspace aims to create an informal, supportive forum for discussing concerns, sharing ideas and practice, and working through the challenges/opportunities GenAI presents for assessments on your modules/programmes.

The sessions will run on Zoom through the following links:

- [Thursday 14 November 12.00pm - 1.00pm](#)
- [Thursday 28 November 12.00pm - 1.00pm](#)

Please ensure you are logged in to your [Oxford Brookes Zoom account](#) before joining the session.

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 wish to progress onto the [EXPLORE Scheme](#) (leading to Associate Fellow/Fellow of Advance HE). The course runs from **Monday 18 to Wednesday 20 November** at Headington Campus. Please complete the [online enrollment form](#). For more information, please email ocaed@brookes.ac.uk

IDEAS Programme Design Sprites

[Programme Design Sprites](#) are a set of three in-person workshops to facilitate the use of the [IDEAS curriculum model](#). They use Design Thinking methodology to identify rapid, impactful changes that can be made to improve a programme, module, or individual teaching practice.

During the workshops, you will work with student partners to identify one challenge you would like to solve and collaboratively generate solutions that you can put into practice.

The Sprites are suitable for individuals or small teaching teams wishing to review their curriculum, assessment and/or teaching practice.

The dates are:

- Tuesday 19 November, Tuesday 26 November, Tuesday 3 December 2024
- Wednesday 29 January, Tuesday 4 and Friday 7 February 2025
- Thursday 1, Thursday 8 and Thursday 15 May 2025

To book your place on one of these 3-day workshops, visit the IDEAS: Programme Design Sprites course on [Staff Learning](#).

IDEAS: An introduction for Associate Lecturers

Are you an Associate Lecturer? The Oxford Centre for Academic Enhancement and Development (OCAED) would like to invite you to complete a new training course: 'IDEAS: An Introduction for Associate Lecturers', which will introduce you to the Oxford Brookes [IDEAS Inclusive Curriculum Model](#) and how it is relevant to you in your role as Associate Lecturer.

The course will take one hour and on completing the assessment task, we will arrange for you to be paid for this time in the next payroll period.

Please access the course via this link: [IDEAS: An Introduction for Associate Lecturers](#).

Degree Apprenticeship Programme Leaders and Tutors Forum: DAPL+T Forum

All colleagues who design, teach, mentor, and assess Degree Apprenticeship Programmes at Oxford Brookes are invited to attend our online meeting. Join us to connect, collaborate, and stay informed on the latest in Degree Apprenticeships! We'll explore current agendas, support each other, and share updates on new developments and improvements. Our next meeting is **Wednesday 27 November, 12.30pm - 13.30pm**, Online.

[Join the DAPL+T Forum here.](#)

Academic Advising

New for 24/25:

- Enhanced CPD programme including 'Introduction to Academic Advising', 'Academic Advising - use of Individual Support Plans (ISPs)', 'Academic Advising - how to respond to students in distress', 'Effective Practice in Academic Advising' and 'Academic Advising Q & A Forum'. Please visit the Staff Learning portal for further details and to book a place.
- 'Academic Advising: Nurturing the will to learn' is our 2025 Brookes International Teaching and Learning Conference theme

Stay current in your academic advising

- All staff with advising responsibilities must complete an online asynchronous [Academic Advising course](#) on Staff Learning. Year 1 EXPLORE participants who attended the "Introduction to Academic Advising" workshop in October 2024 are exempt.
- Use [email templates](#) to welcome students, direct them to resources and services, and pre-empt enquiries. These templates should be sent at specific times during Semester 1 (weeks 1, 4, 8, and 12).

Further information about Academic Advising can be found on the [Academic Advising web pages](#).

Teaching Observations at Oxford Brookes: Consultation

Oxford Brookes is consulting colleagues on four recommendations for teaching observations, which we hope will support our ambition to further enhance teaching, assure universal best-observation practice, and ensure all staff who teach have fair and equal access to academic continuing professional development (CPD). Teaching observations are consistently recognised as high-impact, high-value academic CPD by observers and observees, and are a feature of excellence in Teaching Excellence Framework Gold awards. You can read the [Teaching observation consultation paper](#) and provide feedback through [the teaching observation consultation Google form](#). **The form is open until 12 noon on Wednesday 6 November.**

The paper is on the agenda at the **Wednesday 6 November** [Educational Leaders Fora](#).

Please feel free to attend the following Teaching Observation fora, hosted by OCAED's Professor Jenny Lawrence, PFHEA and Dr Adrian Wallbank, SFHEA.

All staff who teach: [Monday 4 November, 3.00pm - 4.00pm](#)

Please click on the Google Meet link to join.

Faculty Partners

In light of the restructuring of the faculties, OCAED has worked with the Deans of Education to rethink how OCAED Faculty [Partners](#) can better support academic practice across the institution. We have pleasure in presenting the revised [terms of reference](#).

- Faculty of Arts Humanities and Social Sciences, Nik Beer SFHEA
- Faculty of Health and Life Sciences and Technology, Dr Mary Kitchener SFHEA

We will continue to offer support for individual members of staff in Academic Enhancement Surgeries, details are below.

Academic Enhancement and Development Surgeries

Throughout Semester 1 we are piloting Academic Enhancement and Development Surgeries. These surgeries offer personalised support for teaching and curriculum development. Facilitated by an OCAED educational developer, colleagues might discuss individual session planning, module design, and programme development. You will receive tailored advice, explore innovative teaching strategies, and discuss challenges in a collaborative environment and in confidence.

Surgeries are held fortnightly, at various times in the week to maximise participation for those with busy teaching schedules.

Click on the calendar link to book a half-hour slot. You will need to 'jump to the next available date' to get to the correct date. If slots are full contact ocaed@brookes.ac.uk and we'll make alternate arrangements.

- [Friday 15 November](#), between 11.00am - 1.00pm with Sam Folley FHEA
- [Tuesday 26 November](#), between 2.00pm - 4.00pm with Dr Louise Rickard SFHEA
- [Monday 9 December](#), between 2.00pm - 4.00pm with Ben Walker SFHEA

Brookes Briefings: guides to teaching, learning and assessment practice

As the semester settles in, we have a range of Brookes Briefings - scholarship-led and evidence-based essential guides to teaching, learning, and assessment to support you. Two new Briefings:

- **NEW [Making Examinations Inclusive](#)**
- **NEW [Evaluation of Teaching Practice](#)**



Find the full selection of our Brookes Briefings on the [OCAED Brookes Briefings webpage](#).

Quality Assurance Agency for Higher Education (QAA)

The Quality Assurance Agency for Higher Education (QAA) works to benefit students and higher education and is one of the world's experts in HE quality assurance. They offer a portfolio of [online events](#), free to Oxford Brookes University staff, as we are institutional members.

Free events:

- [The new blend – how do we embed experiential learning in STEM education?](#)
Thursday 28 November 2024, 9.30am - 3.00pm, University of Warwick, Coventry

- [How collaborative partners can enhance student engagement and programme delivery- Knowledge Exchange Forum](#), online, Thursday 28 November, 2.00pm - 3.30pm
- [Step into Quality](#), online, Tuesday 3 December, 10.00am - 12.00pm
- [Student engagement network](#), online, Tuesday 3 December, 2.00pm - 3.30pm

Wonkhe Mondays

Wonkhe is the home of the UK higher education debate. Start the week with WonkHE's agenda-setting briefing, which includes everything you need to know about what's going on in UK higher education. As Oxford Brookes subscribes to WonkHE you can [sign up today for free](#).

Advance HE

Advance HE is a member-led charity that works with partners across the globe to improve higher education for staff, students, and society.

Log in to [My AdvanceHE](#) to access [Membership](#) benefits and [Development, Training, and Events](#). Advance HE has launched its brand-new portfolio of programmes, conferences, and events for 2024-25, which provides development opportunities to help address today's HE challenges. The portfolio, which includes new additions for this academic year, follows sector trends and developments. Take advantage of a time-limited early booking discount of 5%, in addition to your 25% member discount. [Download your copy here](#). Please see the [Member benefit events](#).

Advance HE member benefits

Funding Opportunity: The [Collaborative Development Fund](#) for 2024-2025 is now open for applications. This is an opportunity to receive grants of between £10,000 and £15,000 (inclusive of VAT) to fund collaborative projects that reflect varied approaches to overcoming sector-wide challenges. **Application deadline: Friday 8 November.**

Free workshops:

- [Sexual Harassment Workshop - Addressing all forms of unacceptable behaviour and applying intersectional practice](#), Wednesday 13 November 2024.
- [An Insight into the Impact of Fellowship in Business Schools](#), Monday 18 November 2024.
- [Securing Student Outcomes - Establishing the conditions for student success](#), Monday 18 November 2024.

- [Sexual Harassment Workshop - Overcoming barriers and resistance to inclusion initiatives](#), Thursday 5 December 2024.

Please note the Sexual Harassment workshops are run outside of a typical working day.

Staff and Educational Development Association (SEDA)

SEDA is the professional association for staff and educational developers in the UK, promoting innovation and good practice in higher education. As Institutional members, all Brookes staff have access to member [benefits](#) including exclusive discounts on SEDA conferences and workshops and a 20% discount on Routledge higher education texts. In addition please find the latest free issue of [Educational Developments magazine](#) (25.3).

The first SEDAtalk took place in October, on the impact and implications of [Generative AI for educational change](#). [Session recording and slides are available](#). The second episode of the SEDAtalk series will be on [Generative AI - the staff experience](#) and will take place on Monday 4 November from 9.30am - 10.00am on Zoom.

The publication [Using Generative AI Effectively in Higher Education, Sustainable and Ethical Practices for Learning, Teaching and Assessment](#) is available from Oxford Brookes Library and Routledge. This text is available to SEDA members with a 20% discount – use the ‘SEDA’ code at the Routledge online store.

Free online event: [SEDA Autumn Conference 2024, New Challenges for Educational Development - National and International Perspectives](#), Thursday 28 November 2024

Please see the following SEDA papers, on various academic development topics:

- [Transitions Into, Throughout and Out of Higher Education: Supporting Students Wellbeing in Higher Education](#)
- [Student Evaluation of Teaching: From Performance Management to Quality Enhancement](#)
- [Our Days Are Numbered: Metrics, Managerialism and Academic Development](#)
- [Ten Ways to Investigate Research Supervision Practice](#)
- [Wellbeing in Higher Education](#)

Learning and Organisational Development

[Calendar of upcoming workshops and events.](#)

Please also see the [What's New dashboard](#) on Staff learning for highlights.



November Workshops:

- [Financial products and services](#): Thursday 14 November 2024, 10.00am - 11.00am
- [Maximising income](#): Tuesday 19 November 2024, 10.00am - 11.00am
- [Adopting a growth mindset](#): Thursday 28 November 2024, 10.00am - 11.00am

A lot of our learning and development resources are now online making them easier to access at a time and place that suits you. We have created dedicated areas on the Staff Learning platform to help you find the development that suits your needs:

- [Leadership and Management](#)
- [Wellbeing and Personal Resources](#)
- [Equality, Diversity and Inclusion](#)
- [Essential Skills](#)
- [Risk and Compliance](#)
- [Professional and Career Development](#) (including [Apprenticeships](#))
- [New Starters](#)
- [Customer Service](#)

You can find the links to all these areas and more on the [Staff Learning home page](#).

Stress Awareness Week 4 - 8 November 2024

Stress management



Stress Awareness week this year is Monday 4 - Friday 8 November 2024.

See the [Stress Awareness Week Google site](#) for more information.

We have recently updated the [Wellbeing and Personal Resources dashboard](#) in Staff Learning so there are a range of new resources available for both managers and individuals.

Occupational Health Awareness for Line Managers

With UKIM and Paul Bradley, Director of Occupational Health and Safety

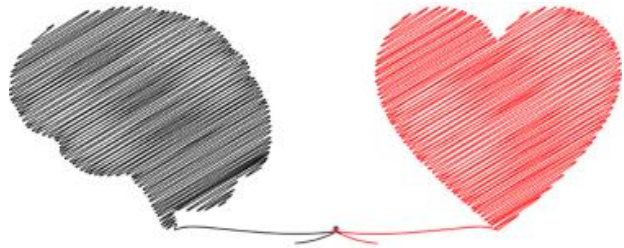
- Tuesday 19 November, 10.00am - 11.30am
- Wednesday 20 November, 10.00am - 11.30am
- Monday 2 December, 2.00pm - 3.30pm
- Thursday 5 December, 9.30am - 11.00am

This 1.5 hour session is designed to provide line managers with a greater awareness of the role of Occupational Health, how to make an effective referral and what needs to be considered when OH makes recommendations based on an employee's health, and what to do when the OH report doesn't answer your questions. The session will allow for line managers to ask questions but do be aware - it would not be appropriate to discuss individual cases in this session.

[Book a session via Staff Learning.](#)

New Mental Health - One Day for Line Managers

We are pleased to announce that we are delivering a one-day [Mental Health](#) course specifically for managers. This course will explore what mental health first aid is as well as touching on some of the mental health illnesses. The course will give you a model of how to start and have a discussion around Mental Health.



Leadership and Management

Have you recently taken on your first manager role?

We have recently introduced [new online content](#) to support new managers to develop the skills and knowledge they need to navigate their first managerial role.

We are now looking for 15 new managers to pilot the whole programme which combines the online offer with four sessions over 8-9 months where you will come together to share your experiences and learn. The first of these will take place in person on 10 December with the remainder being virtual.

You can find out more and express your interest in joining the pilot via the [course booking link](#) on the [NTM dashboard](#). We will then be in touch to let you know if you have been selected to join the pilot. Don't worry, we will be running more sessions in due course and anyone on the waiting list will be given first refusal.

Want to find out more about the Leadership and Management Framework?

See our new [Video Overview of the Leadership and Management Framework](#) for more information.

If you are looking to develop your skills, we are constantly adding resources to the [Leadership and Management Dashboard](#). Check out the new resources in the [Self as Leader section](#) or the [wellbeing and personal resources dashboard](#) which has several sections specifically aimed at managers.

The [Essential Skills Catalogue](#) also includes playlists from MindTools with resources aimed at middle and more senior managers.

Change and Project Management

Leading and managing change is increasingly a key part of a manager's role. To support this we have developed a [Change Toolkit Google site](#). It covers the following alongside a range of resources, checklists, articles and other information:

- Project or change management? An overview of the two disciplines along with information about related concepts such as Organisational Development and Continuous improvement.
- Planning a change? Depending on the size and nature of the change you are planning, there are different levels of governance and authorisation you may need to follow.
- University approach to project and change management and guidance on areas such as stakeholder engagement, communicating about change and supporting individuals through change.
- Roles and responsibilities in relation to organisational change and the processes that support this.
- Restructures and reorganisations.

This will be supplemented by training and further resources over the coming months.

Essential skills

A skill is the ability to do something. An essential skill is considered important (at some level) to all roles.

The [University's Essential Skills Framework](#) has been developed to support individuals in developing these essential skills; not only for their current role but also given their high transferability, for wider career development. To support both these aspirations, the framework has been aligned with the University's grading structure so that you can see what skill level would support the various stages of your career journey.

The framework covers the following skills: **Communication, Problem-Solving, Creativity, Keeping motivated, Achieving goals, Teamwork, and Leadership.**

A new area in Staff Learning - [Essential Skills](#) - contains a [catalogue](#) of resources to support people in developing these essential skills. This contains e-learning modules as well as playlists of relevant articles from Mind Tools (see below). These have been curated into three levels - foundational, developing and mastering to help guide you.

Mind Tools platform

We are pleased to announce the addition of a new resource to our Learning and development offer. Mind Tools is a platform that offers over 3,000 resources including videos, audio, fun animations, bite-sized top tips, self-assessments, how-to guides and more. It encourages self-directed learning to help people develop essential workplace skills.

For more information see [What is Mind Tools?](#) Or visit the [Mind Tools platform](#). You will find links to it across the Staff Learning Portal.

Coaching Pool

Coaching provides an opportunity to work confidentially on work-related issues with a skilled listener. A coach helps you to clarify your thoughts and feelings to deal resourcefully and creatively with the complex world of work. Coaching can help foster inner resilience to external pressures. It is especially helpful in times of change.

The University has a [Coaching Pool](#) which provides colleagues with a cost-free opportunity to access an experienced and qualified coach.

Keeping in touch

Oxford Centre for Academic Enhancement and Development

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Twitter: [@oxfordcaed](https://twitter.com/oxfordcaed)

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Learning and Organisational Development

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Website: <https://www.brookes.ac.uk/staff/people/teams/organisational-effectiveness-and-development>