

OXFORD CENTRE FOR ACADEMIC ENHANCEMENT & DEVELOPMENT

Inclusive, collaborative and compassionate

OXFORD
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Dear colleague,

We are pleased to welcome you to the May edition of the Newsletter, which features exciting news and updates.

Registration for the Oxford Brookes International Teaching and Learning Conference 2025 opens on Wednesday, 7 May. The conference will be held in person on Wednesday, 18 June, and online on Thursday, 19 June. This year's theme, Academic Advising: nurturing the will to learn, explores innovative approaches to student engagement and success.

Expressions of interest in the Advance HE Fellowships 2025/26 are now open for those wishing to be recognised for their contributions to teaching and learning.

We congratulate our new Fellows and Nicola Beer for receiving the Brookes Union Champion of Inclusive Teaching & Learning award.

Last but not least, don't forget our Academic Enhancement Surgeries, which provide educators with valuable drop-in support.

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

- [Educational Leaders Forum \(ELF\)](#), Student Organising for Sustainability (SOS) Sustainability Skills Survey findings 2024-25 and discussion, Wednesday 7 May, 9.15am - 10.00am
- [Transnational education and working with international students](#), Wednesday 7 May, 2.00pm - 4.00pm
- [Educational Leadership at Brookes](#), Thursday 14 May, 2.00pm - 4.00pm
- [Next rung of the ladder: developing your career trajectory](#), Wednesday 21 May, 2.00pm - 4.00pm
- GenAI Thinkspace, [Tuesday 20 May, 12.00pm - 1.00pm](#). You can add the Zoom events to your calendar by clicking the date/time. Please ensure you are logged in to your Oxford Brookes [Zoom account](#) before joining the session

Upcoming external workshops and events

Advance HE

- [A strategic toolkit for leaders implementing institution-wide curriculum \(re\)design](#), 13 May 2025
- [Using the Framework for Embedding Employability](#), 21 May 2025
- More events from [Advance HE](#)

SEDA

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

Quality Assurance Agency for Higher Education (QAA)

- [Supporting and Enhancing the Experience of International Students in the UK: Academic Support and Skills](#), 8 May 2025
- More events from [Quality Assurance Agency for Higher Education \(QAA\)](#)

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



Advance notice: registration for the Oxford Brookes University International Teaching and Learning Conference 2025 will open on 7 May 2025

Academic Advising: nurturing the will to learn

The conference will take place on Wednesday 18 and Thursday, 19 June 2025.

For more information, please visit the [conference website](https://bit.ly/bitlc25).

Do you want professional recognition for teaching and/or supporting learning?

Open now: Expressions of Interest for Advance HE Fellowships 2025/26

If you are involved in teaching and supporting learning at the university Oxford Brookes wants to support you to achieve an Advance HE Fellowship in an appropriate category for your level of experience. Advance HE Fellowships are internationally acknowledged and showcase professionalism, dedication, and a reflective, evidence-based approach to teaching and supporting learning in higher education.

We offer the scheme for awards in all fellowship categories: Associate, Fellow, Senior, and Principal Fellowship. Find out more on the [EXPLORE Accredited Experiential Scheme webpage](#). Fellowship enhances personal and professional development, demonstrates commitment to education, is recognised globally, is sought by employers, and grants post-nominal letters.

If you are new to Oxford Brookes and teaching and supporting learning and do not already hold Fellowship, we will invite you to join our [EXPLORE Taught scheme](#) as part of your contractual obligations to gain Fellowship recognition.

Next steps:

- Complete this [EXPLORE Experiential Scheme Expression of Interest Form](#) to be placed on the waiting list for the 2025/26. We aim to accept all colleagues on the programme if resource allows.
- The form helps determine the most appropriate category of Fellowship for you. We suggest putting aside 15 - 20 minutes to complete it.
- Registrations will be confirmed in September 2025.

The scheme takes place over one academic year. It will commence in October 2025 and the deadline for submission will be in June 2026 (January 2027 for part-time colleagues).

Congratulations to our new Fellows

We are delighted to announce our colleagues who were recently awarded fellowships from Advance HE:

Faculty of Arts, Humanities, and Social Sciences

- Rachael Falkner, FHEA
- Steph Flower, FHEA

Faculty of Health, Science, and Technology

- Abhinav Priyadarshi, AFHEA
- Andrew Page-Towers, FHEA
- Elena Papassissa, FHEA
- Eleni Elia, FHEA
- Haifeng Pettinger, FHEA
- Jack Pickford-Brake, FHEA
- Lucia Sagredo-Sanchez, FHEA

An Advance HE Fellowship formally recognises expertise and effectiveness in high-quality teaching and learning, signifying high achievement and dedication to the profession as well as a commitment to maintaining and enhancing high-quality teaching standards at Oxford Brookes.

Brookes Union Education Award winner

Congratulations to Nicola Beer, Principal Lecturer, Head of Digital Inclusive Curriculum Enhancement, OCAED, on the award of Champion of Inclusive Teaching & Learning.

Awarded to an academic staff member who has included a diverse body of work in their reading lists and teaching. They make a conscious effort to consider other experiences in their lessons and strive to maintain equality, diversity and inclusion in their class.

Nomination: Nik lives and breathes inclusion. Nik is bringing the [IDEAS Curriculum model](#) to life here at Oxford Brookes. Nik runs workshops for staff to look at how their practice could be more inclusive, drawing on her expertise in the subject area and leading with kindness and compassion. Nik integrates the student voice into curricular enhancement to ensure changes are relevant, meaningful and inclusive. Through supporting all staff to think about the inclusivity of their teaching, Nik has had a significant impact on the experience of students across the University.



Contributing to the HE and Lifelong Learning Research (HEALL) Strategy

In order to build engagement with and recognition of the Scholarship of Teaching and Learning and HE research, we are interested in finding out about work being done across the institution that investigates the enhancement and development of the student experience, teaching and learning. We aim to identify pedagogic expertise and evidence of positive impact that can be shared more widely. If you have been involved in this type of investigation, would like to share your work, or have identified a need for particular expertise in this area which we might signpost and develop, please take a few moments to respond to our [HEALL Strategy questionnaire](#).

Do you teach on a Degree Apprenticeship Programme?

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](#).

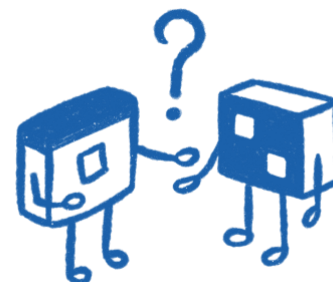


The latest IDEAS news

IDEAS Programme Design Sprints

[Programme Design Sprints](#) are a set of three 90-minute in-person workshops to facilitate the use of the [IDEAS inclusive curriculum model](#) through Design Thinking.

Participants work with student curriculum consultants to identify challenges and generate solutions to improve programmes, modules, or individual teaching practices. Suitable for individuals or small teaching teams.



Future dates are being organised, please get in touch via ocaed@brookes.ac.uk to register your interest.

IDEAS: Paid training for Associate Lecturers

Are you an Associate Lecturer? The Oxford Centre for Academic Enhancement and Development (OCAED) invites you to a one-hour online course, [IDEAS: An Introduction for Associate Lecturers](#). Learn about the Oxford Brookes [IDEAS Inclusive Curriculum Model](#) and its relevance to your role. After you have finished the assessment task, you will be compensated in the next payroll period.



Information for Academic Advisors

Advisors might use our [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 2 (the next is due to be sent in Week 12).

Please contact our Senior Faculty Academic Advisors with any queries:

- **AHSS**, Matt Lawson (matt.lawson@brookes.ac.uk) and Deborah Carpenter FHEA (dcarpenter@brookes.ac.uk)
- **HST**, Dan Butcher SFHEA (dbutcher@brookes.ac.uk) and Adam Lonsdale FHEA (alonsdale@brookes.ac.uk)

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

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

- [Wednesday 7 May](#), between 12.00pm - 2.00pm with [Sue Morón-García](#), SFHEA
- [Tuesday 13 May](#), between 1.00pm - 3.00pm with [Sam Folley](#), FHEA
- [Tuesday 27 May](#), between 2.00pm - 4.00pm with [Ben Walker](#), 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

Our [Brookes Briefings](#) offer scholarship-led, evidence-based teaching, learning, and assessment guides.

[Guidance for giving feedback](#)

As we enter the assessment period, our feedback practices should be constructive, effective, and crucially supportive.



[Guidance for evaluating your teaching](#)

Finally, as we draw towards the end of our teaching year, this is a valuable opportunity to evaluate our teaching practices, identify what went well, and pinpoint areas for improvement for the 2025/26 academic year.

Across Oxford Brookes

WRITING HUB | WRITE SPACE WRITING RETREATS

Is it challenging for you to find the right time and right place to get on with some writing? This year the Writing Hub is offering eight writing retreats, four on campus and four online, between May and July. All retreats take place from 9.00am - 4.00pm with an option for half-day attendance for the online retreats.

Whether face-to-face or online the format is the same: writers of any style and level create a sense of community containing plenty of quiet space to make progress with your writing. The group reflects together on the writing process at intervals, and there will be a Centre for Academic Development tutor available to talk through any aspect of your writing with.

Participants consistently provide feedback on how much they have achieved on the day, appreciating the calmness of the space, the ability to focus and be productive, and the supportive, welcoming community. You might also get ideas for how to start a writing group yourself, as some have.

The retreats are open to all Oxford Brookes staff and students, please [book to attend](#).