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University of  
Reading

**CELEBRATING TEACHING  
AND LEARNING SUCCESS 2024**



## Message from the Vice-Chancellor

What is it that sets Reading apart from other institutions, both nationally and internationally? And why should we strive to find ways to do things differently, when what is being done already gets results?

The answer to both questions is shown clearly and brilliantly by the actions of those receiving awards at this event today. The citations you will read in this brochure demonstrate exactly what excellence in education looks like and are evidence of the value we place on collaborating, sharing ideas and experiences and seeking new ways of delivering teaching and learning.

Higher education is all about exploring ideas and inspiring curiosity and that makes recognising the efforts of colleagues who have gone above and beyond in enabling these things one of the most rewarding parts of my role as Vice-Chancellor.

Everyone who has played a part in what is presented today can be proud of what they've contributed to our effort to achieve excellence in education, and it is a great pleasure to congratulate every one of you for your success.

I would also like to recognise your dedication to student experience and outcomes. Your work is absolutely in keeping with the core values I remind students of at their graduation, especially retaining a love of learning and to be involved in creating and sharing new knowledge. I appreciate what you have done to 'live' these values and show them in action.

Thank you, I hope you are as proud of this as I am.

**Professor Robert Van de Noort**  
Vice-Chancellor

## Message from the Pro-Vice-Chancellors

### Education & Student Experience

It is such a pleasure to recognise another year of success and achievement at our annual Teaching and Learning Celebration.

As Pro-Vice-Chancellors for Education and Student Experience, we have a special interest in ensuring teaching excellence through:

- enabling the best quality teaching
- valuing and recognising excellent teaching and support for learning
- sharing innovation with a broader community.

This event has that vision at its centre. Recognising the hard work, creativity and dedication of colleagues and students alike and acknowledging the importance of teamwork and working together to effect change. It is an opportunity to reflect on everything that makes Reading the university it is and what makes us all so proud to be part of its community.

Our University Teaching Fellowships are awarded to individuals who have demonstrated excellence and made a significant contribution to the development of teaching and learning. Specifically, this year's winners have shown commitment to inclusivity, student experience and wellbeing, curriculum design, working in partnership with students and enhancing assessment and feedback practices.

The University Collaborative Awards recognise and reward groups of staff and students who have made exceptional, significant and ongoing contributions to the student learning experience. The three projects awarded today show the value of involving students and hearing the student voice when developing best practice.

Advance HE's Collaborative Award for Teaching Excellence (CATE) celebrates collaborative work that has had a demonstrable impact on teaching and learning. Our winning entry is a source of enormous pride for its recognition of a project that not only centres the importance of education but clearly echoes the University's vision to be committed to addressing global problems through our teaching, research and partnerships.



Congratulations to all the award winners for their exceptional contributions to teaching, learning and our students' experience.

**Professor Elizabeth McCrum and Professor Peter Miskell**  
Pro-Vice-Chancellors  
(Education & Student Experience)

## Collaborative Award for Teaching Excellence

Through this highly prestigious and competitive national award, Advance HE recognises and rewards collaborative work that has had a demonstrable impact on teaching and learning at an institutional or discipline level. Up to 15 teams are awarded each year which have enabled a change in practice for colleagues and/or students. Winners of the Collaborative Award for Teaching Excellence (CATE) join a national community of like-minded professionals and play a role as ambassadors of the scheme, supporting the ongoing enhancement of learning and teaching.

This year, we are delighted to announce that the Climate and Sustainability Education in Initial Teacher Education team, led by the Institute of Education (IoE), has been awarded a CATE.



### Climate and Sustainability Education in Initial Teacher Education

The core team comprised: Dr Jo Anna Reed Johnson, Dr Sarah Marston, Melanie Jay, Baz James and Andrew Happle (*Institute of Education*); Professor Andrew Charlton-Perez (*School of Mathematical, Physical and Computational Sciences*); Konstantino Tsiolis (*external partner, Pollinating London Together*); Dot Scott (*External Relations*); Kirsty Shakespeare (*external partner, Trust for Sustainable Living*) and Dominic Sidonio (*student partner/graduate*).

In response to the establishment of the National Climate Education Action Plan (Autumn 2021), this cross-disciplinary team of academic and professional services staff, students and external partners collaborated to develop, pilot and embed a Climate and Sustainability Education (CASE) Framework for Initial Teacher Education (ITE). The Framework aims to inspire and empower teacher educators and pre-service teachers in all subject disciplines to address the issues of climate change through local action. Its flexible design allows contextualisation for a range of programmes and providers and offers opportunities for reflection and stimulation through example hyperlinks, questions and case studies.

The core team has supported programme teams to adapt the Framework to different needs and student profiles, drawing on external expertise to provide training opportunities, developing diverse and inclusive teaching resources and establishing mechanisms to facilitate sharing and co-creation of resources. In a short space of time, the Framework has been embedded across all 18 ITE programmes at the IoE. The team have drawn on feedback from pre-service teachers, teacher educators and a wider network to continuously develop the Framework.

In Autumn 2023, the Department for Education announced the national roll-out of the Framework, allowing other ITE providers to sign up for a licenced copy. As a result, a wide variety of providers across the UK are now able to confidently develop a pedagogical and contextualised approach to embedding CASE into their ITE curriculum. These ITE providers are collaborating, sharing understanding and developing pedagogical approaches around CASE through a Community of Practice led by the IoE. The team's reach and impact also extends internationally through collaborations with providers in other countries who are working to integrate CASE into their educational programmes.

Through effective visioning, communication and coordination, the team has been able to build capacity, drive and passion within others and is driving change at local, national and global levels.

## University Teaching Fellowship Scheme (UTFS)

The University Teaching Fellowship is a prestigious and competitive award for colleagues who have demonstrated individual excellence and made a significant contribution to the development of teaching and learning within the University and beyond. The Fellowship is designed to support staff to further progress in this area.



### Rebecca Jerrome

School of Agriculture, Policy and Development

Becky is an Associate Professor with over 20 years of experience in the education sector. She joined the University in 2008 from a successful career in secondary school teaching. Her main subject focus is environment and sustainability, and she currently supports student career development and delivers foundation level teaching. Becky is a strong advocate for student voice and partnership and embeds reflective practice in her teaching to encourage students to improve their own self-awareness.

As School Director of Teaching and Learning, Becky drove forward key improvements in assessment and feedback, developing the 'Six Steps' guide and a series of school T&L showcases to share and celebrate good practice. She also worked on major University initiatives, including the development of the School Teaching Enhancement Action Plans.

Becky takes a highly collaborative approach and is currently working with colleagues on projects around enhancing early engagement in career learning and building self-confidence and resilience at foundation level.



### Dr Jo Davies

School of Agriculture, Policy and Development

Jo is an Associate Professor of International Development, Programme Director of the BSc International Development and School Director of Academic Tutoring. Students regularly nominate her for the Students' Union Teaching and Academic Tutor Excellence Awards, praising her supportive and inspiring teaching, and she was awarded the Teaching Excellence Award in her School in 2021. Jo pursues continuous pedagogic learning and has achieved a PGCert (Distinction).

Jo works with academic and non-academic colleagues across the globe to explore how knowledge and power intersect in curriculum design. She convened an international panel at the Development Studies Association conferences of 2021 and 2022 to disseminate this research. Jo's work, funded by the British Academy, has influenced policy at the charity Warchild, and is published in the most recent issue of the *Journal of International Development*.

Jo was on the Editorial Board of the University's Promoting Racial Justice in Teaching and Learning journal, and her work with the UoR Decolonising the Curriculum Working Group, led by Professor Laville, was awarded a 2024 University Collaborative Award for Outstanding Contribution to Teaching and Learning.

### Sharon Sinclair-Graham

School of Law

Sharon is an Associate Professor in Law and has been School Director of Teaching and Learning since 2020. Her proactive approach to teaching and learning reflects her strong commitment to improving the student experience and her focus on inclusivity and student voice.

Sharon has collaborated with colleagues and student partners on various projects, including work to redevelop a Part 1 Legal Skills module by embedding key diversity and inclusion principles and employability skills, a project to develop a more inclusive blended learning framework, and work to improve the quality and consistency of feedback to students.

Sharon has supported colleagues to incorporate more diverse and inclusive learning strategies and assessments in their practice and to run successful workshops. She is highly committed to her own professional development and regularly reflects on her practice, leading to real change to improve the student experience, a notable example being her work on addressing digital poverty.

Sharon is a member of, and contributor to, several Communities of Practice, all with the aim of improving the student experience. She has shared her work widely both within the University and at external events and conferences, as well as through publication.

## University Collaborative Awards for Outstanding Contributions to Teaching and Learning

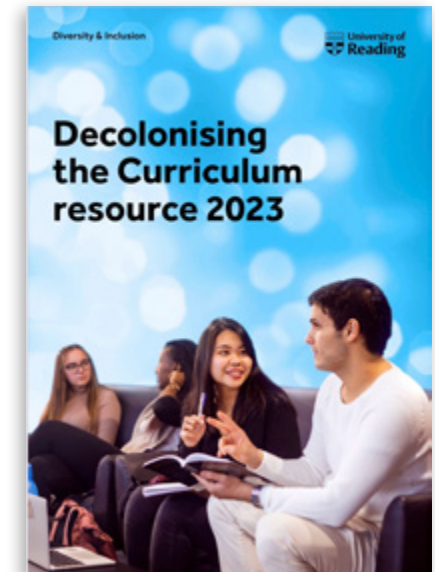
This highly competitive scheme recognises and rewards groups of staff and students who have made significant and ongoing contributions to the student learning experience and who have demonstrated a truly collaborative approach to enhancing teaching and learning.

### Decolonising the Curriculum Working Group

The Decolonising the Curriculum (DtC) Working Group launched in January 2022 in response to a recommendation of the University's Race Equality Review (2021). The Group included broad representation from across the University, comprising members from across academic schools and functions, students and representatives from Reading Students' Union (RSU). Members collaborated to create an institutional vision and two sets of resources for DtC, co-produced with the student Inclusion Consultants. Facilitating a safe space, establishing trust and active listening were key to enabling students and colleagues to engage in open discussion throughout this process.

The Group's work has had significant and wide-ranging impact across the University and more widely. The DtC resources have been embedded in teaching and learning, including through joint RSU and University student-focused workshops, within University-wide 'Inclusion by Design' guidance, in the Academic Practice Programme, in the Awarding Gaps toolkit and workshops and in the Reading Researcher Development Programme. The DtC work has been disseminated widely both within and beyond the University and was awarded a commendation from Advance HE in January 2023.

The project involved: Allán Laville (*School of Psychology and Clinical Language Sciences/Vice-Chancellor's Office*); Virendra Adhikari (*Reading Students' Union*); Michael Kilmister, Eileen Hyder and Victoria Grace-Bland (*Centre for Quality Support and Development*); Emma Pape, Katherine



Pritchard, Vishnu Nair, Yue Yue and Nakita Oldacre (*School of Psychology and Clinical Language Sciences*); Kat Bicknell (*School of Chemistry, Food and Pharmacy*); Sinead O'Flynn (*Vice-Chancellor's Office*); Mat Haine (*Student Success and Engagement*); Hong Yang (*School of Archaeology, Geography and Environmental Science*); Gabe James (*Student Inclusion Consultant*); Jo Davies (*School of Agriculture, Policy and Development*); Tony Capstick (*School of Humanities*); Alejandra Perotti (*School of Biological Sciences*); Giovanni Razzu (*School of Politics, Economics and International Relations*); and Sharon Sinclair-Graham and Elizabeth Conaghan (*School of Law*).

## Zines: A collaborative exploration of creative student partnerships

Having identified a need for a more inclusive student voice approach to complement traditional feedback methods, this team of colleagues from the Centre for Quality Support and Development and Student Success and Engagement explored alternative, creative student voice exercises to amplify marginalised voices and provide opportunities

for community-building. This led to 'zine'-making workshops where students used recycled and found materials to express their perspectives on matters central to student experience. Following the workshops, students collaborated with core team members on the post-production of the zines (self-published booklets). Together, they curated and published three (digital and print) issues under the heading 'Road to Unity', exploring experiences of Decolonising the Curriculum, Community and Belonging, and Diversity and Inclusion.



The unique outputs of this work have been embedded into high profile staff guidance including: the Inclusive T&L Awarding Gap Toolkit, the Decolonising the Curriculum resource, Student Voice & Partnership resources, and the 'Implementing Reasonable Adjustments' resources for staff. The work has been disseminated widely across the University and shared at four external conferences/symposia.

The project team comprised: Victoria Grace-Bland and Michael Kilmister (*Centre for Quality Support and Development*); Mat Haine, Drew Taylor and Aaliya Williams (*Student Success and Engagement*); and Reiwyn Ferrer, Becky Dillingham and Gabe James (*Student Panellists and Inclusion Consultants*).

Left: Students engaged in zine-making workshop

## Internationalisation @Home and Abroad: developing global graduate attributes

This multidisciplinary team spanning six academic schools, professional services and student partners from Study Abroad programmes and the Real Jobs scheme, collaborated to create a coherent offering to develop students' global graduate attributes and facilitate internationalisation of the curriculum. The team identified a need for a dual (curricular and co-curricular) offering and for '@home' and 'mobility' strands, which were crucial for widening participation and reaching as many students as possible. This led to the co-design and delivery of the:

- **Global Graduate Programme**, comprising summer schools, intercultural competence sessions embedded within school-owned provision and the University-wide, credit-bearing Intercultural Competence and Communication Module; and the
- **RED Global Engagement Award**, which can be completed while at Reading or during a period of mobility.

The project has had impact at multiple levels: on the student partners, on the broad range of students across the University who have engaged with the offering, and beyond the University through dissemination at two national conferences, which have since led to further opportunities for dissemination and collaboration. The team's collaborative approach in partnership with students has been cited as an example of best practice in the sector.

The core team included: Daniela Standen, Lucy Watson and Joan McCormack (*International Study and Language Institute*); Marcus Dowse (*Study Abroad team*); Tom McCann and Leonie Fisher (*Careers*); Dan Jones (*School of Psychology and Clinical Language Sciences*); Chiara Cirillo (*School of Literature and Languages*); Atta Naqvi (*School of Chemistry, Food and Pharmacy*); Chris Jones (*School of Biological Sciences*); Rachel Warner (*School of Arts and Communication Design*); Angelica Bellarte-Silva, Amandine Cretin, Elena Leuze, Melissa Dilara Ergen and Maxine Broich (*students on Study Abroad programmes*); and Hanorah Murphy and Esha Rajesh (*students, School of Arts and Communication Design*).





## Partnerships in Learning and Teaching PLanT Projects

Funding of up to £500 is available for Partnerships in Learning and Teaching (PLanT) projects. PLanT projects involve staff and students working as partners to identify problems, find solutions, and enhance teaching and learning at the University. Projects should demonstrate a clear impact on the student experience.

**Open for applications  
in the Autumn.**

**For further  
information  
click here**



## Teaching and Learning Enhancement Projects (TLEP)

The University Teaching and Learning Enhancement Projects (TLEP) scheme is open to all staff who are involved in teaching and/or supporting teaching and learning. The scheme offers 'start-up' funding of up to £2,500 to encourage and enable staff to experiment and/or develop practice. TLEP projects can address any aspect of teaching and learning or support for teaching and learning.

**Open for applications in the Spring.**

**For further  
information  
click here**

## Teaching and Learning Initiatives Funding

The T&L Initiatives Funding scheme aims to support small-scale initiatives across the University that will enhance teaching and learning and/or the student experience. Applications should normally be for £1,500 or less and they will be considered on a rolling basis.

**For further  
information  
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