



**CELEBRATING TEACHING AND
LEARNING SUCCESS 2021**



Message from the Vice-Chancellor

I truly struggle to find words to express my thanks for the incredible commitment, support and tenacity that our community has shown during the pandemic. Community is at the heart of our University Strategy because it really is at the heart of who we are. And this is what makes me so honoured to be Vice-Chancellor of the University of Reading.

I am also continuously impressed and heartened by the dedication and commitment of our students. While University life has been very different for everyone, they are still learning, growing and achieving academically. You can feel deeply proud of the role you have played in that, delivering excellence in teaching and learning in the most challenging of circumstances.

Despite these immense achievements, it has been a tough year for everyone, and that has been reflected in some of the feedback that we have received in this year's National Student Survey. This makes it all the more important that we celebrate your achievements and that we learn from them, adopting the very best practice across our institution. So today, a plea. Continue to strive for excellence and to work in partnership with your peers across the University. Continue to challenge yourself and others to innovate. Be curious and stay up-to-date with the very best across the sector so that together we can continue to improve the student and colleague experience.

Professor Robert Van de Noort
Vice-Chancellor

Message from the Pro-Vice-Chancellors Education & Student Experience

The past two years have been amongst the most challenging many of us have known in our professional lives. We couldn't be more proud of the ways in which colleagues from across our University have come together and all worked so very hard for our students, enabling them to progress through their studies and providing them with much needed support in these most challenging of times.

It is a real pleasure to be able to come together to recognise and celebrate your outstanding achievements over the last two years in our annual Teaching and Learning Celebration. The awards and recognitions today are testament to our commitment to the quality of teaching and learning and to your creativity, ingenuity and dedication.

We celebrate both individual excellence and collaboration and team-working. As well as colleagues excelling at the start of their careers teaching in higher education, we also recognise those building on many years of experience. Today's recipients are not only trail-blazers internally, but represent Reading and enhance our well-deserved national and international reputation for excellence.

There are new challenges ahead, including having the foundations in place for the future and to continue to ensure teaching excellence and an outstanding student experience. With the commitment we can see here, and continuing to work with each other, we can face these challenges together.

We are very pleased to congratulate all the award winners this year for their exceptional contributions to teaching, learning and our students' experience. Thank you and congratulations.

Professor Elizabeth McCrum and Professor Julian Park
Pro-Vice Chancellors (Education & Student Experience)



University Teaching Fellowship Scheme (UTFS)

The University Teaching Fellowship is a prestigious and competitive award for individuals 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.



Dr Amanda Branson

Psychology & Clinical Language Sciences

Amanda is an Associate Professor in Psychology, Programme Director for Undergraduate Psychology Programmes and Placement Tutor. Amanda is passionate about enhancing employability; she is an accredited Springboard Sprint trainer, supporting undergraduate women to build confidence and assertiveness and to identify and utilise their personal power. Amanda has conducted research to understand the employability skills that are desirable to employers, and has been proactive in embedding these into the Psychology curriculum. Amanda's current research is investigating the costs and benefits of remote placements.

Amanda teaches topics in organisational psychology and career preparedness; she has been instrumental in embedding self-reflection into the undergraduate curriculum. Amanda's work standardising Blackboard courses across SPCLS modules has aided student engagement with blended learning and has been shared by the TEL team as an example of best practice.



Simon Floodgate

Institute of Education

Simon joined the University in 2001 teaching on the unique undergraduate programme, Theatre Arts, Education and Deaf Studies, for 17 years with two spells as Programme Director (2006–12 and 2015–18).

Currently Subject Leader for PGCE Secondary Drama within his role at the Institute of Education, Simon is both a trustee and executive committee member of his discipline's subject association, National Drama, and an active member of both the Standing Committee for the teaching of educational drama (SCITED) and the Drama and Theatre Education Alliance (DTEA).

Simon is committed to inclusive practice and a pastoral approach to T&L. He is project leader for "Stories of Our Studies", receiving two rounds of T&L enhancement funding within the University for this student co-constructed initiative.

Simon is a Senior Fellow of the Higher Education Academy.



Daniel Grant

Chemistry, Food and Pharmacy

Dan joined the University in 2006 as a Teacher Practitioner Pharmacist working with Oxford University Hospitals NHS Foundation Trust; he particularly enjoys bringing the "real world" of pharmacy to the classroom and seeing graduates' contributions to patient care. Since that time, he has undertaken a range of T&L-focussed roles, culminating in his appointment as Teaching & Learning Dean from August 2021.

Dan is experienced in the development, quality assurance and accreditation of professionally regulated programmes and has external roles with the General Pharmaceutical Council and Royal Pharmaceutical Society. He is a Senior Fellow of the HEA and is currently undertaking a professional doctorate in education with the Institute of Education at Reading.



Kat Hall

Chemistry, Food and Pharmacy

Kat is the Director of the Centre for Inter-Professional Postgraduate Education and Training (CIPPET). She has led module and programme design to support practising healthcare professionals to access part-time higher education courses equitably. Kat is committed to developing flexible and innovative approaches to teaching and learning which represent the fast-paced change in the health service's educational initiatives. Since 2016 she has led the CIPPET team through five accreditation events with four national PSRB/professional leadership organisations. She has expertise in aligning academic processes with assessing clinical competence, sitting on national and international committees to represent the academic perspective. Kat is an HEA Senior Fellow, and her research is focussed on resilience in the pharmacy workforce and the transition of healthcare professionals to pracademic roles.

Sarah Marston

Institute of Education

Sarah is the School Director of Teaching and Learning at the Institute of Education (IoE), committed to providing high quality experiences for students, with a strong focus on diversity and inclusion. After working in secondary schools for many years, Sarah joined the University in 2016 to lead the Secondary PGCE Initial Teacher Training course at the IoE. In this role, Sarah has collaborated with a large regional partnership of secondary schools to support them to recruit and create the next generation of teachers. During Sarah's tenure as Programme Director, over 1000 new secondary phase teachers have entered the profession, many of whom now work in our local schools and who later become very valued school-based mentors and contributors to the course.

Sarah has also been the lead Senior Academic Manager at the IoE, leading the IoE academic line management team and advocating inclusive leadership and a coaching approach.

Sarah is Associate Professor and Senior Fellow of the Higher Education Academy.

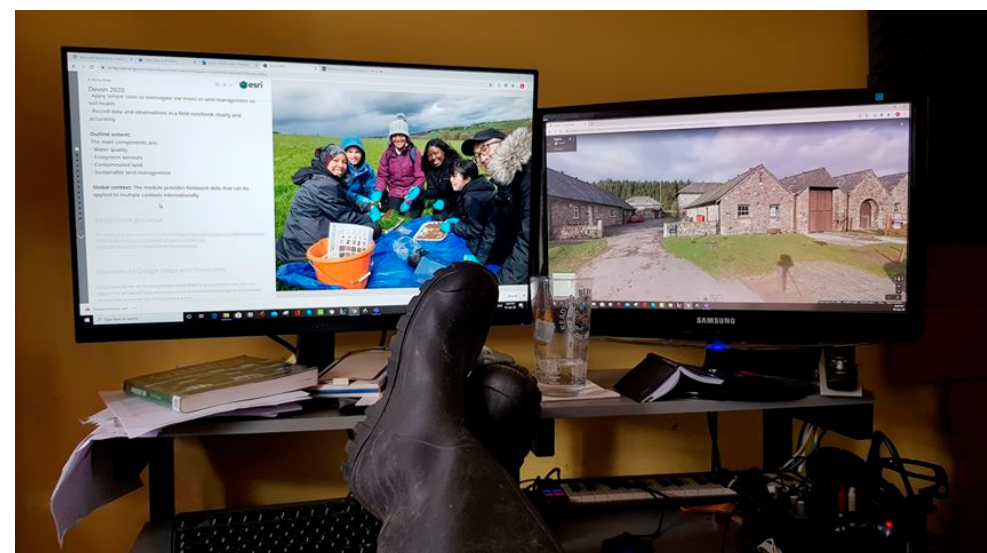
University Collaborative Awards for Outstanding Contributions to Teaching and Learning

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 an integrated team approach to enhancing teaching and learning.

Virtual Field Classes: teaching field techniques at home

- Dr Mike Simmonds
- Professor Nick Branch
- Dr Alison MacLeod
- Dr Kevin White
- Professor Mike Goodman
- Dr Stuart Black
- Professor Chris Collins
- Dr Thomas Grisaffi
- Professor Frank Mayle
- Hon Li (Student Partner)

This team in Geography & Environmental Science collaborated to design and deliver diverse and immersive virtual field classes (VFCs) during the Summer Term 2020, using the ArcGIS ESRI Story Maps platform. The VFCs were received positively by students and colleagues and have since been enhanced further, drawing on student evaluation and detailed work by the student partner, to run again in 2021. The outcomes and impact of the project have been disseminated across the University and showcased on the Royal Geographical Society website. The team's approach has already informed practice in other Schools and Departments, and they plan to continue the use of virtual field classes beyond the return to field-based teaching.



Cross-campus team-based learning across international boundaries

- Dr Tabarak Ballal** (University of Reading)
- Dr Bruno Lot Tanko** (University of Reading Malaysia)
- Jiajing Feng** (PhD student)
- Kingford Mkandawire** (PhD student)
- Ralph Unwin** (Undergraduate Teaching Assistant)
- Isobel Harrison** (Undergraduate Teaching Assistant)
- James Pringle** (Undergraduate Teaching Assistant)
- Laura Hayes** (Undergraduate Teaching Assistant)

This team of academic colleagues, doctoral students and undergraduate teaching assistants (final year students) in the School of the Built Environment worked in partnership to design, pilot and implement an innovative cross-campus enquiry-based learning experience. Second year construction students studying in the UK and Malaysia worked in international 'virtual' teams in a simulated Construction Consultancy Group to deliver design and construction solutions to a real-life international client. The project assessment and interactive sessions were led and managed by the student partners. The learning experience was well-received by participating students, who gained key transferable and employability skills and developed their intercultural competence.



The Academic Tutor System (ATS) Project Team

- Professor Orla Kennedy & Professor Clare Furneaux** Vice-Chancellor's Office
- Pip Oppenheimer, Ed White, Rose Lennon, Lillie-Mae Firmin, Dan Bentley, Fifi Bangham & Gemma King** Former RUSU Student Officers
- Jack Paulley** Academic Governance
- Dr Michelle Reid, Dr Sonia Hood** Study Advice
- Beth Blewitt, Jennifer Corless, John Ellul, Dr Paddy Woodman, Elaine Miles** Student Services
- Esther Hanley-Clark, Gemma O'Connell, Jen Rich** Marketing Communication and Engagement
- Professor Helen Bilton** Institute of Education
- Dr Madeleine Davies** Literature and Languages
- Amanda Millmore & Dr Rachel Horton** Law
- Dr Paul Jenkins** Psychology and Clinical Language Sciences
- Dr Alastair Culham** Biological Sciences

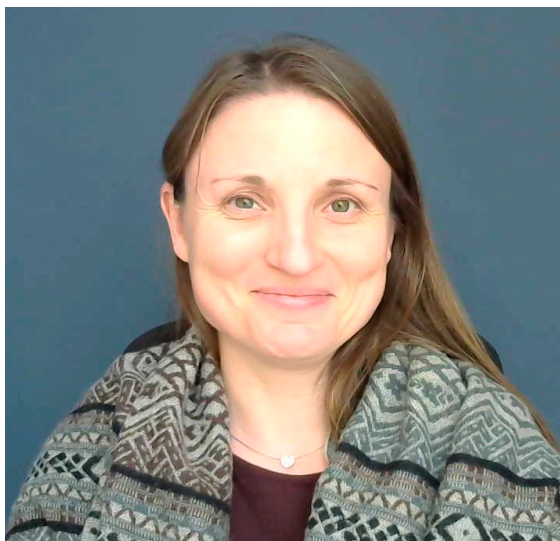
- Em Brady & Jess Johnson** Planning and Strategy Office
- Dr Jo Cordy, Cindy Isherwood & Dr Maura O'Regan** CQSD

This large, multi-disciplinary team of students, academic and professional services colleagues worked in partnership from 2016 to 2020 to review the previous personal tutoring system and to design and deliver a more proactive academic tutoring system, thereby enhancing students' academic, personal and professional development. The impact of the ATS project has been felt across the whole University, both in terms of structural and culture change, as evidenced through quantitative data and positive comments from students and colleagues. The team's collaborative and consultative approach and the outcomes of the project have been shared extensively as an example of good practice, both internally and across the wider sector.

APP Award

The Academic Practice Programme (APP) is an Advance HE accredited development programme for lecturers and other colleagues who teach and support learning at the University of Reading. Successful completion of the APP modules leads to HEA Associate Fellowship and full HEA Fellowship.

Each year, the David Malvern Prize is awarded to the Academic Practice Programme (APP) participant who has achieved the highest standard across all of their assignments for the APP. The prize is in memory of Professor David Malvern who was the first Programme Director of the PGCAP at the University of Reading. David was widely known and respected for his knowledge about pedagogy and his passionate commitment to enhancing the quality of teaching and learning. The University is proud to honour his legacy through this prize.



Dr Liz Stephens

Department of Meteorology

Congratulations to Dr Liz Stephens who is the winner of this year's prize. Liz is an Associate Professor in Climate Risks and Resilience in the Department of Meteorology. Her comments below highlight how transferable the skills developed through the APP are, and is a reminder that teaching at Reading takes many forms.

'Undertaking the APP course during the pandemic provided me with an excellent opportunity to both engage with the pedagogy of online learning and to reflect on the experience of it. This has placed me on excellent footing for my new role in the Department of Meteorology, a post jointly funded with the Red Cross Red Crescent Climate Centre; I will be continuing to develop training activities for national hydrometeorological services and disaster responders, and mostly in a virtual capacity to minimise our carbon footprint.'

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 can demonstrate a clear impact on the student experience.

Open for applications in the Autumn Term.
For further information visit:

reading.ac.uk/reading-cqsd/Developing-and-enhancing/project-funding/cqsd-plant-scheme.aspx



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 between £500 and £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 Term.
For further information visit: reading.ac.uk/reading-cqsd/Developing-and-enhancing/project-funding/cqsd-UTLEP.aspx



Teaching and Learning Innovation Funding

The T&L Innovation 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 visit: reading.ac.uk/reading-cqsd/Developing-and-enhancing/project-funding/cqsd-tldevelopment-innovation-funding.aspx.



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