Celebrating teaching and learning success at Reading in 2012
Since arriving at Reading in January this year, I have been hugely impressed by the time, care, attention and effort devoted to enhancing teaching and learning across the University. At a time when students will be more concerned than ever about the quality of education they receive, our longstanding focus on these issues augurs well for the future.

Already, I have seen many examples of imaginative teaching on the part of both individuals and teams. Such work supports our collective desire to ensure that students receive an intellectually rigorous, demanding and challenging education. Combined with our continuing strength in research, we are very well positioned to retain our status as one of the leading universities in the country.

The work we have been doing on our Promoting Excellence Project is an exciting and complementary development. Through this, our system of promotions will better recognise the contribution made by our most outstanding teachers. At the same time though, and as these awards demonstrate, it is important to recognise high-quality teaching and learning in many different ways.

I am pleased that RUSU – the Reading University Students’ Union – continues to work with us to support and celebrate excellence in teaching and learning. I am very grateful for the work done behind-the-scenes by sabbatical officers who make a valuable contribution in a number of ways. I am also delighted that RUSU has, once again, run the Gold Star Awards in which students nominate staff for the work they do. I know for a fact that prize winners really appreciate this recognition.

I offer my warmest congratulations to all those who have nominated for awards this year. Thank you for all that you do for our students and the rich contribution you make to the University of Reading.

Sir David Bell
Vice-Chancellor
Celebrating teaching and learning success at Reading

The annual awards for teaching and learning recognise and reward the very best in teaching and learning practice across the University, both for individuals and for teams. We received a significant number of very high quality applications this year that helps to demonstrate the excellence in teaching and learning that we have across campus, and the commitment that staff make to provide an excellent student experience. In addition to the University Awards for Outstanding Contributions to Teaching and Learning and the University Teaching Fellowships that are coordinated by the Centre for the Development of Teaching and Learning (CDoTL), I would like to thank the Reading University Student Union for running the Gold Star Awards again this year. These latter awards provide a mechanism for students to recognise and reward members of University staff who go above and beyond their normal duties in enhancing the student learning experience. Congratulations to all the winners of both individual and team awards for 2012!

Professor Gavin Brooks
Pro-Vice-Chancellor (Teaching and Learning)

Recognising and rewarding the outstanding contributions that staff make in teaching and learning are a fundamental component of the University’s strategic priorities. I am proud that the Centre for the Development of Teaching and Learning (CDoTL) has played a key role in working with colleagues to develop a number of schemes to recognise and reward the excellence of both our academic and support staff. This brochure provides an overview of these schemes and is a way of paying tribute to all those staff who are making such substantial contributions to teaching and learning across the University. On behalf of CDoTL I would like to pass on our warmest congratulations to all of this year’s award winners.

Dr Anne Crook
Acting Director,
Centre for the Development of Teaching and Learning

2012 National Teaching Fellowship Scheme (NTFS)

The Higher Education Academy runs the National Teaching Fellowship Scheme (NTFS) and each year up to 55 awards of £10,000 are made to recognise individual excellence.

The purpose of the National Teaching Fellowship Scheme is to raise the profile of learning and teaching, recognise and celebrate individuals who make an outstanding impact on the student learning experience, and provide a national focus for institutional teaching and learning schemes. Eligible HE and FE institutions are invited to nominate up to three individual members of staff who can demonstrate excellence in supporting the student learning experience in higher and further education.

This year the University of Reading made three nominations to the NTFS and are delighted that two of these staff, Professor Rachel McCrindle (Systems Engineering) and Helen Bilton (Institute of Education) have been awarded National Teaching Fellowships.

Prof. Rachel McCrindle
Helen Bilton

Dr Anne Crook
Acting Director,
Centre for the Development of Teaching and Learning
The University of Reading Teaching Fellowship Award (UTFS)

The University of Reading Teaching Fellowship is a prestigious award conferred on an individual who has demonstrated individual excellence and contributed to the development of teaching and learning within the University. The Fellowship is designed to support staff to further develop in this area. The purpose of the award is to:

• Recognise and reward excellence in teaching and the support of student learning
• Raise the status of teaching in the University as a scholarly activity
• Provide funding for researching, developing and disseminating best practice in teaching and learning.

This year, the UTFS awards went to:

**Professor Andy Kempe**
Senior Lecturer in Drama Education, Institute of Education

Winner of the Reading Teaching Excellence Award in 2004, Andy Kempe is a long standing colleague of the Institute of Education who has contributed to the development of many of its programmes. He has served as PGCE Programme Director and Head of Initial Teacher Training. He leads the PGCE/GTP Secondary Drama course and virtually all trainee teachers in the Institute are likely, at some point, to take part in one of his practical sessions on effective use of the voice or enlivening the classroom environment.

His energy and enthusiasm is regarded as being infectious. However, he warns against relying on charisma or personality as a teaching strategy, insisting that effective teaching and learning arises from sound theoretical foundations, thorough planning and carefully honed performance skills rather than raw charisma. His work in developing theory and practice in drama education has resulted in him commanding an international reputation while closer to home local schools frequently call on him to support both their staff and children with his imaginative and dynamic approach. ‘I never feel more alive, engaged and useful than when I’m actually teaching,’ he says.

With regard to the UTFS he states that, ‘I have colleagues in other Universities that are rightly jealous of the recognition Reading gives to the processes involved in teaching and learning. I aim to use my fellowship to try and understand better the decisions that successful teachers make in their own career development in order to enhance the work of colleagues at Reading and so further enrich the students’ experience.’

**Dr Jane Setter**
Senior Lecturer, English Language and Literature

A past recipient of both Student and Faculty Awards for Outstanding Contributions to Teaching and Learning (and not-so-secret rock vocalist), Jane Setter believes in going above and beyond the call of duty to support colleagues’ teaching and students’ learning and employability in Applied Linguistics. ‘The best feelings in the world for me as an academic educator,’ said the Senior Lecturer and Director of BA programmes in English Language, ‘are when I can see the penny drop on the face of a student who has just grasped a difficult concept, and when a student succeeds in finding their dream job on graduation, and then tells me that they couldn’t have done it without the knowledge and skills we helped them develop throughout the programme. Magic!’ A firm believer in the power of the internet, Jane has developed the Facebook presence for Applied Linguistics, English Language and ELT (English Language Teaching) at Reading to engage new, old and prospective students alike. She also runs a Twitter account, @UniRdg_EngLang. ‘We don’t just post updates about Reading,’ she said, ‘we also inform students about useful and interesting sites and stories in our subject area from all over the internet. It has resulted in a truly international online community.’

**Dr David Carter**
Senior Lecturer, Classics
Faculty Co-Director of Teaching and Learning

David Carter is a Senior Lecturer in the Department of Classics, where he has taught since 2004, and has recently been appointed Co-Director of Teaching and Learning in the Faculty of Arts, Humanities and Social Sciences. He enjoys working with colleagues to design and enhance the curriculum and previously did so in a number of departmental roles including Part 1 Coordinator and BA Programme Director. In David’s view ‘teaching is whatever it takes to promote students’ learning. Every student learns in his or her own way and at his or her own pace; so the skill of the teacher is to inspire and manage the learning of a great number of individuals. On this definition teaching works best where students contribute as much to the teaching event as lecturers do.”

**Professor Rachel McCrindle**
Professor of Computer and Human Interaction, Systems Engineering

As Professor of Computer and Human Interaction and Director of Enterprise for the School of Systems Engineering Rachel’s teaching is informed by the research she undertakes as well as by her work with external organisations to identify, define and implement highly strategic computer systems and business processes. By combining and embedding principles of research, enterprise, entrepreneurial activity and professional issues into her teaching, Rachel aims to enhance the student learning experience making it relevant to the real world as well as academically challenging. Rachel places emphasis on teaching both the technical aspects of her discipline as well as the softer skills so highly valued by employers today, achieving this through innovative assignments and teaching practices that encourage students to interact and engage with the learning process as individuals as well as with each other in team based assignments.
Early Career Teaching Fellowships Scheme (ECTFS)

The University of Reading Early Career Teaching Fellowship follows the same principles as the main scheme and is aimed at any individual who has demonstrated individual excellence early in their career within the University.

Dr David Nutt
Lecturer, Chemistry

David joined the University in September 2007 as an RCUK Fellow. Alongside his research in computational chemistry, he has a particular interest in developing research-teaching synergies and the use of learning technologies. He has developed a popular and successful advanced undergraduate module based around the department’s research seminar series, encouraging students to find out more about chemical research within the wider scientific community. A key member of the department’s ‘Chemical Education Group’, David is committed to adopting and sharing good practice and is always on the lookout for new ideas to enhance the student learning experience.

Dr Katrina Bicknell
Lecturer, Pharmacy

Since joining the School of Pharmacy as a lecturer in 2007, Kat Bicknell has shown a commitment to embrace and incorporate innovative approaches to teaching Pharmacology and Therapeutics within the School of Pharmacy. Motivated by the need to ensure that Pharmacy students graduate with the knowledge and skills to practice safely, effectively and ethically as health professionals, her teaching philosophy focuses on the promotion of active learning; encouraging students to apply the information they gain and to reflect on its meaning to foster a deeper understanding of the material. To achieve this goal, Kat is an advocate of e-learning technologies; for example, she has successfully pioneered the use of student-developed collaborative webpages (wikis) to support her students’ learning.

Dr James Garnett
Lecturer, Institute of Education

Three core values are central to James’ philosophy of teaching. The first is the belief that people are capable of learning at all stages in their lives, and that teaching needs to be adapted to their particular needs at a given time. The second is a commitment to active learning, so that students undertake authentic tasks that both develop their learning and also demonstrate what they need to do next. The third is an interest in partnership working, involving bringing together groups of people who have complimentary learning needs, not only to meet specific learning objectives, but also to promote an interchange of contrasting perspectives that can deepen and enhance personal change. In addition to underpinning James’ teaching at the University these values have led to a number of collaborative projects with schools, charities and a ‘Young Offenders’ Institution. They also inform his role as Chair of the National Association of Music Educators.

Post Graduate Certificate in Academic Practice (PGCAP) Awards

The University of Reading has an active group of mainly new academic staff undertaking the Postgraduate Certificate in Academic Practice. As part of the programme participants are required to undertake a work-based project on an aspect of teaching and learning in an area of their interest and create a reflective portfolio. Each year the Projects and Portfolios which are awarded the mark of Distinction by the PGCAP Examiners Board are eligible for consideration for a number of prizes. A Project Prize is awarded for the project which is considered by the PGCAP Board of Studies to most likely influence practices within the School and/or discipline area. A Portfolio Prize is awarded to the writer who best demonstrates a commitment to continual improvement and development. From this year the Portfolio Prize has been renamed the David Malvern Prize. Professor David Malvern was Programme Director for the PGCAP from its inception in 2001 and was one of the early proponents of the programme. Sadly Professor Malvern passed away on 23 September 2010. A fund, which was created in his memory, is being used to enhance the sum of money attributed to this award. David was a remarkable man and the PGCAP programme benefited greatly from his energy, expertise and passion for teaching and learning and we are honoured for David’s name to remain connected with outstanding achievement on the programme.

PGCAP Project Prize
Dr Samuel Laryea
School of Construction Management and Engineering
for his project ‘Feedback provision and use in the School of Construction Management and Engineering’

David Malvern Prize
Catherine Foley
Institute of Education

Congratulations also go to those who have passed the Postgraduate Certificate in Academic Practice (PGCAP) in September 2011 and May 2012

- Dr Kleio Akirívou
- Dr Natasha Barrett
- Dr Elena Beleska-Spasova
- Dr Martin Bicknell
- Dr François Bouchetoux
- Dr Bhismadev Chakrabarti
- Dr Helena Cimarosti
- Dr Che Connón
- Polly Grove
- Dr Federico Faloppa
- Dr David Field
- Melanie Jay
- Dr Hannah Jones
- Richard Joyce
- Dr Leo Webley

And to those who passed the Teaching and Learning Support Programme in September 2011 and May 2012

- Dr Stuart Lakin
- Dr Samuel Laryea
- Priti Lodhia
- Dr Christian-Anders Nygaard
- Wendy Martin
- Dr Andrew Meade
- Dr Lisa Methven
- Dr Mathew Owens
- Dr Benjamin Potter
- Dr Remi Tailleux
- Dr Llewelyn Tang
- David Watson
- Ute Wolfel
- Dr Faye Woods

- Dr Natasha Barrett
- School of Biological Sciences

- Dr Faye Woods
- School of Literature and Languages

- Dr Natasha Barrett
- School of Biological Sciences

- Dr Natasha Barrett
- School of Biological Sciences

- Dr Natasha Barrett
- School of Biological Sciences

- Dr Natasha Barrett
- School of Biological Sciences

- Dr Natasha Barrett
- School of Biological Sciences
University Awards for Outstanding Contributions to Teaching and Learning

This year the awards panel, chaired by the PVC T&L Professor Gavin Brooks, agreed that five awards of £1000 should be made to the following members of staff:

Faculty of Arts, Humanities and Social Science
- Dr Jacqueline Laws  Faculty of Arts
- Catherine Foley   Institute of Education
- Faculty of Life Sciences
- Dr Alastair Culham  Biological Sciences
- Faculty of Science
- Dr Calvin Smith   Mathematical and Physical Sciences

Directorates of Academic Services and Student Services
- Ross Connell   Library

When judging the nominations for these Awards the Panel also identified a number of staff who had clearly made a significant contribution to teaching and learning, which deserved wider recognition. The Panel therefore made seven additional awards of £200 each to the following members of staff:

Faculty of Arts, Humanities and Social Science
- Dr Eileen Hyder   Institute of Education
- Sara Chapman   Arts and Communication Design
- Deborah Murphy   Literature and Languages
- Dr Emma Mayhew  Politics, Economics and International Relations

Henley Business School
- Imogen Watson   Henley Business School

Faculty of Science
- Dr Milan Radosavljevic  Construction Management and Engineering

Directorates of Academic Services and Student Services
- Guy Baxter   UMASCS

Team Awards for Outstanding Contributions to Teaching and Learning

The Panel reviewed each team’s application and ranked each according to the awards criteria and it was agreed that awards should therefore be made to the following teams:

Chemistry
Chemical Education Group including Library and Study Advice support
- Dr Elizabeth Page
- Dr Matthew Almond
- Sally Wade
- Dr David Nutt
- Dr John McKendrick

A team comprising members of the Chemical Education Group of the Department of Chemistry, along with support staff from the library, have received the award for a new module, Chemical Concepts in Context, which combines independent learning and other transferable skills to achieve key learning outcomes from the Part 1 chemistry curriculum.

The team has focussed on some of the more challenging first year chemical concepts and developed context-based learning activities to be carried out – mainly by group work, an approach our industrial partners have stressed the great value of. A variety of assessment methods are used and each activity highlights a different skills set. Judy Turner lends guidance on effective team working and Helen Hathaway, our link librarian, is on hand to promote good practice in using traditional and electronic information resources.

The module leads smoothly onto Part 2 work on career management skills which provides students with ample experiential evidence for placement applications and interviews. The concept of the module is completely transferable to any discipline and a new guide, ‘CBL Module Resource Pack’ is now available through the CDoTL web site giving ideas and support for departments to set up their own version of the module.
Pharmacy
Teacher Practitioner Team
Dr Samantha Weston
Dr Daniel Grant
Kate Fletcher

The Teacher Practitioner Team from the School of Pharmacy is made up of six registered pharmacists, whose role is to ensure that the School’s Master of Pharmacy undergraduate degree programme effectively prepares students for practice after graduation. TPs bring a wealth of knowledge and expertise in a number of areas, including community pharmacy, hospital pharmacy, and pharmacy management and prescribing, and work closely with members of the academic staff throughout the whole School, bringing working life relevance to the degree programme. The TPs have helped integrate a variety of teaching methods across the MPharm programme, in addition to exposing students to ‘real-world’ concepts, and aided in initial concept and design of many practical and theoretical workshops, to provide up-to-date and clinically relevant programme content in collaboration with other departments within the School of Pharmacy. The TPs also provide advice to undergraduates on career planning and applications, and have been instrumental in the development of student placement experiences. The team act as role models for the profession towards which students are aiming, the importance of which was recently highlighted by the programme’s Periodic Review.

Systems Engineering
Module and Programme Restructuring Team
Eur Ing Dr Simon Sherratt
Dr Hong Wei
Dr Richard Mitchell
Dr’ Virginie Ruiz

This team has been awarded for their innovative restructuring of all the undergraduate programmes in the School of Systems Engineering with the objective to offer a high quality student experience in a research intensive school. The School had a large number of cross cutting programmes that needed to be unwoven in order to identify exactly what skills students needed to develop. The process resulted in mapping a large number of programmes into just six undergraduate programmes, all with a year-long (maxi) placement option. The student experiences were enhanced in the process by simplifying the relationships between the new programmes allowing students to develop skills in multiple areas. The school continues to be professionally recognised with accreditation by the British Computer Society (BCS), the Institute of Engineering and Technology (IET) and the Institute of Measurement and Control (InstMC).

Construction Management and Engineering
Renewable Energy: Technology and Sustainability MSc team
Dr Maria Vahdati
Lucia Owinnell
Phil Coker
Dr Running Yao
Dr Emmanuel Essah

The renewable energy MSc team from the School of Construction Management and Engineering at the University of Reading provide a unique course which combines technical components of renewable energy with economics, energy policy and carbon management. The team have worked together to substantially develop this course which has been running for almost 30 years, in order to enhance the learning experience of students and update the course to include the latest developments in what is a very rapidly changing field. This includes the introduction of new practical work, new tutorials, class debates, new methods of assessment and arranging special site visits. The effort of the team has resulted in a unique course which is able to accommodate students from a variety of academic backgrounds. The team is made up of academic, administrative and technical staff who work closely to create a productive and exciting learning environment. This is achieved through team discussion sessions and assessment of our own performance. Members of the team support each other’s work through active collaboration.

We aim to create an informal atmosphere where all students are encouraged to contribute to every session, and where one can convey the excitement of this rapidly changing field of study. Our objective is to involve the students fully in all the modules and to provide them with an exciting experience.

Institute of Education
SENO team
Dr Catherine Tissot
Elizabeth Schlackman
Rosemary Jones

Working outside the University, but included on the team were:
Jenny Tuck, Reading LA
Nicola Allen, Wokingham
Margaret Sampson, Wokingham
Rhian Ireland, West Berkshire
Maggie Shimam, Slough
Rosanna Boarder, Bracknell forest

All schools are required to have a named individual to advocate for children with additional learning needs. This person is a SENCO (Special Educational Needs Coordinator) and is required by law to take Masters level training. The Institute of Education was awarded the right by the government to provide this training programme. What is unique about our team is that it recognises the contributions that are made by our administrator and liaison librarian as well as representatives from Surrey and all six local authorities in Berkshire. Due to the compulsory nature of the programme, we have had classes with up to 70 students in them. Catering for the varied demands of large cohorts of busy professionals is not easy and the success of the programme is largely due to the team, who work hard to support students. This is evident in student feedback not only on the direct teaching, but also on the support they receive for their studies. The team is especially proud of their work together, not only in the impact on their students’ learning and attainment, but in the impact on the provision for children in the wider area with special educational needs.
RUSU/Gold Star Awards for Outstanding Contributions to Teaching and Learning

This awards scheme provides an opportunity for students to nominate those teaching and learning support staff who they consider to have made the greatest contributions to supporting students’ learning. All nominations are considered by a panel of student representatives who select a member of academic staff from each faculty. This year’s Gold Star Award winners are:

Dr Maria Gee
Henley Business School
Senior Lecturer
Business, Informatics, Systems and Accounting

Students said:
‘When things got tough she would always listen and never judge.’
‘Whatever time of day she always made time to see me and make sure things were running smoothly.’
‘She just cares about her students.’
‘She would always make arrangements to ensure that I was able to complete work to the best of my ability.’
‘She would encourage me to never give up.’
‘Without all her support and hard work I would never have made it through my degree.’

Helen Marlow
Faculty of Life Sciences
Clinical Tutor
School of Psychology & Clinical Language Sciences

Students said:
‘Once came into clinical practice with crutches so that we wouldn’t miss on-site clinic observation sessions in the Clinic.’
‘An absolute asset to our department.’
‘Always willing to give up her time to help us.’
‘Always feel comfortable confiding in Helen if I have any issues with my degree.’
‘Fantastic at helping us on Blackboard.’
‘Deserves this award to show how much we appreciate how hard she works to ensure that everybody achieves their potential.’

Dr Orla Kennedy
Faculty of Science
Lecturer and Faculty Director for Science Food & Nutritional Sciences

Students said:
‘Friendly, supportive and lively member of staff.’
‘Extremely good at giving individual advice.’
‘Thinks of everyone’s individual abilities and directs individuals in the right direction.’
‘She is very approachable and has time for everyone.’
‘Supports students and staffs to achieve their full potential.’
‘Always encouraged and supported me to further my career.’

Dr Alan Renwick
Faculty of Arts, Humanities & Social Science
Director of Postgraduate Research Studies
Politics and International Relations

Students said:
‘It would be brilliant if more academics were like Alan.’
‘He gives an additional page of feedback when he returns our essays.’
‘He always has time to help his students and our concerns always come before his other commitments.’
‘Has continuously made my university academic life better.’
‘Makes sure that he is providing us with up-to-date research via twitter, a department blog and through activities with RUSU societies especially the Think Tank Society.’
‘His passion, depth of knowledge, and encouragement for learning is unparalleled.’

Jane Batchelor
Support staff
Careers Development Advisor
School of Real Estate & Planning

Students said:
‘Never fails to be welcoming’
‘Will always put a smile on people’s faces.’
‘The advice she gives is top rate.’
‘Maintains constant communication with the students.’
‘Her knowledge of careers, charisma, charm and out-going personality really is a breath of fresh air.’
‘Adds value to the career service in the University.’
Celebrating teaching and learning success at Reading

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