

**CQSD**

CENTRE FOR QUALITY SUPPORT  
& DEVELOPMENT



**University of  
Reading**



**CELEBRATING TEACHING  
AND LEARNING SUCCESS 2023**



## Message from the Vice-Chancellor

One particularly rewarding and enjoyable part of my role as Vice-Chancellor is that of recognising the effort and achievements of colleagues. To be able to come together and celebrate initiatives developed specifically to improve our students' experience of teaching and learning is particularly special, because it is our high-quality education that sets us apart from other institutions, both nationally and internationally.

The desire to find better ways of doing things, to innovate and to share good practice, is at the centre of everything that is showcased at this Celebrating Teaching & Learning Success event. Everyone who has played a part in what is presented as part of it 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.

As well as celebrating your achievements, I'd like to thank you and to acknowledge the dedication to student experience and outcomes you have demonstrated. 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.

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

We are absolutely delighted to celebrate another year of achievements and successes at our annual Teaching and Learning Celebration. The education we provide and the experience we give our students is at the very heart of what we do as a university.

The winners of these awards have demonstrated a passion that has been the catalyst for some truly innovative ideas and inspirational practice.

We are incredibly proud of those colleagues who have put our core educational priorities at the centre of their practice and shown commitment and dedication to:

- be a genuinely caring and inclusive community of learning
- provide an excellent learning experience
- ensure that learning is impactful.

Some key themes came across strongly in their award-winning applications and we celebrate their achievements in supporting diversity and developing inclusive practices; building T&L communities; fostering global engagement and cross-cultural learning; and promoting sustainability and climate education.

Celebrating their endeavours is an important recognition of their professional knowledge, creativity and expertise. It is also a way to inspire further change, and we hope the examples that are shared as part of the celebration serve as a springboard for others with bold ideas to find ways to put them into practice.

The University of Reading has a well-deserved reputation for excellence, and these examples show that we have the expertise and motivation to continue to build and enhance that reputation. We must continue to work together to encourage more innovation, more creative thinking and problem solving, and all activity that contributes to an outstanding student experience.

Congratulations to all the award winners for their exceptional contributions to teaching, learning and our students' experience. Thank you for your hard work and dedication.

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



A vertical teal background on the left side of the page, featuring a bokeh effect of out-of-focus light circles in various shades of teal and blue.

## National Teaching Fellowship Scheme

Through this esteemed national award, Advance HE recognises the individual teaching excellence of up to 55 National Teaching Fellows each year from Higher Education Providers across the UK. The NTFS celebrates and recognises individuals who have made an outstanding impact on student outcomes and the teaching profession. National Teaching Fellows play an ongoing role in enhancing teaching and learning within their institution, the higher education sector and further afield.

This year, we are delighted to announce that Professor Allán Laville (Vice-Chancellor's Office) and Professor Cindy Becker (School of Literature and Languages) have been awarded National Teaching Fellowships.



## Professor Allán Laville

Allán (Al) Laville, Professor of Equity in Psychology and Dean for Diversity and Inclusion, began his career working in the NHS within psychological therapies. Al is very passionate about diversity and inclusion and has taken many strides towards embedding diversity and inclusion across psychological therapy training programmes.

In the classroom, Al has created sector-leading teaching on working with sexual diversity in psychotherapeutic care, which has resulted in five national publications and invitations to deliver his teaching at multiple HEIs. Most recently, Al was invited to deliver a national masterclass at the British Association of Behavioural and Cognitive Psychotherapies (BABCP), which led to his invitation to be national co-lead on NHS England's LGBTQ+ Positive Practice Guide.

In order to ensure all protected characteristics are considered in teaching and learning spaces, in 2017, Al published his 'appropriate' awareness framework with the BABCP. The 'appropriate' awareness framework avoids assumption-led approaches and supports practitioners to be aware of areas of practice where knowledge could be developed e.g., knowledge of specialist services for particular communities and groups. The 'appropriate' awareness framework has since informed the teaching on psychological therapy programmes across the UK, informed NHS Education for Scotland national curricula, and is the guiding framework for the 2021 British Psychological Society Diversity and Inclusion vignettes.

Since 2022, Al has chaired the University's Decolonising the Curriculum Working Group, which has produced sector-leading resources to support colleagues in decolonising their curricula. Through Al's leadership, the University's work in this area has been published by Advance HE, Oxford University Press and Times Higher Education.

Al's approach to diversity and inclusion teaching has been formally recognised by winning the 2019 Reading Students' Union Diverse and Inclusive Teaching Excellence award and being a 2020 and 2022 Finalist for the British Psychological Society and Oxford University Press 'Higher Education Psychology Teacher of the Year' award.



## Professor Cindy Becker

Cindy Becker is a Professor of Pedagogy in the Department of English Literature; she has received many teaching awards and is the author of over twenty study skills books. Most recently, she has become an Editor-in-Chief for the innovative Student Success online platform from SAGE Publications, a global enterprise that will have a positive impact on the study lives of thousands of students.

Cindy came to the University of Reading as a mature student, having previously worked as a trainer, consultant and newspaper columnist. Gaining a degree, masters and doctorate from Reading was transformative for Cindy, affording her the opportunity to work with her students to broaden their horizons.

Drawing on her professional experience she created an academic placement scheme, in which students, academics and professionals work together to craft a bespoke placement, where academic knowledge is applied within a professional organisation on a project that benefits the organisation and enriches student learning. This scheme was replicated across the University, and was soon followed by the Professional Track Scheme, which provided certified, professional training on campus, timetabled to suit students, and delivered at little or no cost.

As School Director of Teaching and Learning, Cindy continued to work closely with students by creating the Student Impact Network, a staff/student discussion group that was fair, responsive and able to make speedy decisions with lasting impact. Cindy has always worked closely with colleagues across the University: she was the first Chairperson of the University Teaching Fellows Community of Practice and is a member of several other Communities of Practice.

In 2019, the Student Impact Network was involved in the design of the Arts and Humanities Foundation Year, which was created and introduced by Cindy and now offers modules across the University. The Foundation Year, and its co-creation with students, is at the heart of Cindy's teaching philosophy: engaging closely with others to give the widest possible range of students the chances that Reading gave her: to become an effective student, graduating with the skills, knowledge and attributes that help create a happy and successful life beyond graduation.

## 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 Elizabeth Houldsworth

Henley Business School

Elizabeth is a long-serving Associate Professor of Leadership, Organisations and Behaviour who teaches on Apprenticeship and Masters programmes in Henley Business School. In her role as Academic Director of the MSc International Human Resource Management, Elizabeth secured CIPD (re-) accreditation in 2012 and 2022. Students praise her teaching for its focus on linking theory to practice and employability.

Earlier this year, Elizabeth became Academic Lead for the Advancing Business Education Research initiative in Henley, reflecting her lifelong interest in management learning. Her scholarship activities focus mainly on management learning and career development and she is a reviewer for the Journal of Management Education. Elizabeth has a particular interest in women's careers and recently published a study on the impact of the Henley MBA on women's careers in the Association of MBA's 'Ambition' Magazine. Her current study into the Scholarship of Teaching and Learning resulted in a presentation at an Advance HE Conference and a workshop at the University.



## Daniela Standen

International Study and Language  
Institute (ISLI)

Daniela is a language teaching and intercultural competence specialist. She joined ISLI in 2010 and has held a number of teaching and learning leadership roles. As School Director of Teaching and Learning, Daniela expanded Foundation Level provision for both home and international students. She became an Associate Professor in 2021 and is currently the Academic Director of Teaching and Learning, NUIST-Reading Academy.

Daniela's approach to teaching is student-centred and highly collaborative and she is passionate about working with students as partners. She has developed curricular and co-curricular provision with students, including the 'Red Global Engagement Award' and 'The Global Graduate Programme', which reflect her focus on global engagement and internationalisation. Daniela's interest in supporting diverse groups of students has led her to explore innovative, inclusive approaches to T&L including flipped learning in language teaching. Throughout her career, Daniela has supported colleagues to enhance their T&L practice through mentoring and sharing good pedagogic practice at a local, national and international level.



## Professor Hong Yang

School of Archaeology, Geography  
and Environmental Science

Hong is a Professor in Environmental Science, a Senior Fellow of the HEA, Programme Director of Reading-NUIST Human and Physical Geography, and Co-Chair of the University's Black, Asian, and Minority Ethnic (BAME) Network.

His pedagogical philosophy is deeply rooted in two key themes: the promotion of active, hands-on student engagement, and the fostering of an environment abundant in cross-cultural exchanges and learning opportunities. Hong's enthusiasm for sharing innovative teaching strategies reflects his commitment to a collaborative approach to leadership. His efforts are focused on cultivating the application of best teaching practices across both Reading and NUIST. As an advocate for inclusivity, Hong is dedicated to improving racial equality within educational structures. This commitment is further highlighted by his active participation in pedagogic research. As a regular presenter at education conferences, he offers valuable insights, contributing to the progressive development of educational practices.

# 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.

## Creation and embedding of an Initial Teacher Education Curriculum Framework for Climate and Sustainability Education across the Institute of Education Programmes (Early Years, Primary, Secondary Postgraduate and Undergraduate)

This collaboration brought together a wide range of internal and external stakeholders, including colleagues and students in the IoE and other academic schools, local partnership schools and external organisations, to create and implement an Initial Teacher Education (ITE) Climate Education and Sustainability Curriculum Framework.

The framework evolved from previous work to develop the National Climate Education Action Plan and builds on other initiatives within the IoE including the Bee Hotel and Bee Meadow living laboratory. It is being taught across all ITE programmes at Reading during its pilot year 2022-23 and its impact is also cascading to students on non-ITE programmes.

The initial benefits of the initiative can be seen in student work and through student feedback. A systematic evaluation of the project is underway and plans are in place to disseminate the outcomes both within the University and at a national level.



The project involved: Jo Anna Reed Johnson, Sarah Marston, Andrew Happle, Carol Fuller, Catherine Foley, David Dobraszczyk, Nick Davies, Emily Yearsley, Mel Jay, Graham Goldthorpe, Baz James, Martin Sutton and Caroline Foulkes (all Institute of Education), Netty Gunn, Cait Greenwood, Emily Keenan, Isabelle Stevenson, Munib Aziz and Bradley Alma (all PGCE Secondary students), Phillipa Heath and Catherine Smith (both Museum of English Rural Life), Marco Bernardini (Research Assistant), Lynn Hawkins (Furze Platt Senior School), Professor Simon Potts, Konstantinos Tsiolis and Joris Rocks (all School of Agriculture, Policy and Development), Professor Andrew Charlton-Perez (School of Mathematical, Physical and Computational Sciences) and Professor Sylvia Knight (Royal Society of Meteorology, Visiting Professor to the IoE).

## Entangled Environments: Working with community gardens in Stage 1 architectural design

Staff and students on the BSc and MArch Architecture programmes collaborated with the Museum of English Rural Life; Food4Families, which has created 25 food growing gardens in Reading; and Nature Nurture, a Reading-based organisation that connects people with wild spaces, to re-develop an architectural design module for BSc Architecture Stage 1 students.

The module asked students to work with these partners on live sites to design structures which celebrate the work of community gardens. Their designs were built at full scale and placed in public spaces in Reading to prompt wider public engagement. Films of these interventions were subsequently screened in the Broad Street Mall Urban Room and have been used to champion community gardens in policy discussions.

Through this module, students placed their own expertise and time at the service of local community groups, directly engaging with initiatives that address issues of biodiversity loss and food poverty to understand what they can do to tackle climate crisis now and in their future work as architectural designers.

The project involved: Amy Butt, Darren Bray, John Harding, Juan Leiva, Arjun Rajah, Vsevolod Kondratiev-Popov, Jen Forakis, Phil Graham, Penélope Plaza and Louise Humphreys (all School of the Built Environment), Rhi Smith (University Museums and Special Collections Services), Anna Knight Gonzalez, Torin Kenny, Rosie Clark, Bethany Mettam, Gina Dinesen, Kim Pearce, Paulina Lemos and Daniel Hellyer (all MArch student Module Support Assistants), Natalie Ganpatsingh (External partner – Nature Nurture), Dave Richards (External partner – World Education Berkshire (RISC) Garden Coordinator), and Kath Burton and Beth Scott (both External partners – RISC Garden Volunteers).



Above: Work produced by students Alex Partington, Jonathan Joseph-Iyanda and Penelope Pomey-Carpentier

## Inclusion Consultant Scheme

The Inclusion Consultant scheme was established in January 2022 with the aim of bringing together colleagues and underrepresented students to improve colleagues' understanding of the challenges faced by students from diverse backgrounds and to propose practical strategies for creating more inclusive learning environments, thereby reducing awarding gaps. A diverse group of Inclusion Consultants was recruited and trained to take part in weekly consultations with colleagues across the University, facilitated by team members in Student Services. The scheme has been positively received by staff and students and has led to a wide range of outputs, including: the co-production of resources for the Decolonising the Curriculum toolkit; support with converting a disused office in the School of Agriculture, Policy and Development into a quiet space for religious and neurodiverse

students; and guides for widening participation students on how to navigate university life. Future developments to the scheme will focus on wider promotion and dissemination, both internally and across the sector.

The project involved Mathew Haine, Drew Taylor and Martina M. De Burgos (all Student Services), Tarek Ahmed, Ikraan Arab, Lucy Bestow, Sarah Byrne, Lucy Coombs, Mustafa Demir, Rebecca Dillingham, Tanya D Souza, Aliya Emiabata, Rahasia Mae Ferrer, Reiowyn Ferrer, Chloe Galapin, Anastasia Gale, Gabe James, Nassib Jawad, Sacha John-Baptiste, Ayishia Jones, Jesse Koranteng, Musab Mabruk, Faith Makanjuola, Santhiya Neasarajan, Jas Notta, Angel Oduah, Kolatat Phaiboonnukulkj, Emma Pullen, Selina Smadi, Charity Smith, Danai Theodoropoulou and Gaia Toxiri (all student Inclusion Consultants).





## 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 Term.**

For further information scan 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 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 scan 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 scan here:



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**i** For more information, please contact:

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