

Teaching and Learning Enhancement Projects (TLEP) Application Form

Reference Number (f11/2020)

Please refer to the Teaching and Learning Strategy and TLEP scheme criteria and guidance when completing your application.

Please save as a PDF file and submit your application to Martin Wise: m.wise@reading.ac.uk

Applicant's details

Name:	Prof Jane Setter Prof Emma Mayhew
Role:	Jane: Professor of Phonetics; SDAT, TEF lead, SLL; Exams Rep, DELAL Emma: Professor of Pedagogy in Politics and International Relations
Directorate:	
School / Service:	Jane: School of Literature and Languages Emma: School of Politics, Economics and International Relations
Department / Unit:	Jane: Department of English Language & Applied Linguistics Emma: Department of Politics and International Relations
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Project Title:	Enhancing the communication of progression and degree classification rules to students
Project Start Date:	01/09/2020
Project End Date:	31/07/2021

Project Outline and Rationale (Maximum 500 words)

Aims

To enhance student understanding of progression and classification of degree outcomes University-wide, specifically:

- the key information contained within programme specifications, principally the relative weighting between parts and progression requirements;
- degree award algorithms, focusing on “dominant quality” and “exit velocity”.

Strategic fit

This proposal fits with the **2018-2021 T&L Strategy** goal “increasing student engagement with academic study”, as students who understand they can e.g. get a First Class degree with a mid-to-low Part 2 average may be more motivated to engage effectively with feedback and studies.

Transparency surrounding marks has increased significantly at UoR with the introduction of sub modular marks on RISIS and the Student Progress Dashboard. Student engagement with these marks data has been very high (submodular marks: 79,726 student views since 01/2018; Dashboard: 28,000+ since 11/2019). Student communications stress the importance of considering these data alongside progression rules, but students may not look at programme specifications or understand them.

The UK Standing Committee on Quality Assessment has asked universities to outline how they ensure that degree classification algorithms are “clearly understood by students and other stakeholders”. Although some outline content is included within the Assessment Handbook, anecdotal evidence suggests that students are not aware that this information exists, where to find it and/or fully understand it.

Academic staff have reported confusion among students during the results period over, e.g.: failure to progress despite a Part mark over 40; a lower degree classification than peers despite a higher overall average. Addressing this confusion prior to results could support both students and staff, enhance the student experience, and avoid any potentially adverse impact on NSS scores, especially surrounding Q9 (marking and assessment have been fair).

Deliverables

We will recruit ten student partners from across UoR to review current institutional/sector practice, and deliver a clear, visually engaging infographic with accompanying screencasts housed on the “Study” section of Student Essentials and “help” section of the Student Dashboard and a postcard.

We will use the “Real Jobs” scheme in Typography to create graphics. Our student partners will pilot the resources. Examinations Office will also be consulted.

Profs Setter and Mayhew are uniquely positioned to carry out this work owing to their internationally recognised expertise working with students as partners and the production of multiple award-winning EMA resources respectively.

Scope

The project focuses on resources for undergraduates.

Evaluating impact

The Essentials page will collate student views of the infographic. Screencasts will be housed on YouTube enabling the collection of various data. Professors Setter and Mayhew will disseminate a short survey to their students to understand further the impact of the resources.

Dissemination

New resource: me@reading; Carrington screen; Support Centre newsletter; postcards; potential commission for a student comms ambassador; University/ RUSU social media accounts.

Information on the project: case study in *Student Engagement in Higher Education*; conference presentation; UoR's T&L Exchange.

Graphics will remain on Essentials/Dashboard after the end of the project, updated by Profs Setter and Mayhew if necessary. Materials will be disseminated to staff via the Academic Tutor Toolkit and S/DDAT CoP.

Full Budget Details (breakdown of total proposed expenditure)

Activity/item (Including activity start and end dates)	Costs
Donations to Typography Student Fund	
- infographic	£100.00
-postcard	£100.00
50 hours' student work via Campus Jobs (10 students x 5 hours each – using the Campus Jobs calculator)	£583.34
Postcards (500 recycled)	£95.23
Conference fee and travel, 1 member of staff, 1 student (approx.)	£700.00
Total expected expenditure	£ 1,578.57

Previous Funding

Have you previously received TLDF project funding? If Yes, please provide details including year of award:	Jane: T&L "Think Space" funding, BA English Language for overseas fee-paying students, 2010-11, £750.00 Emma: TLDF maxi funding, GRASS Project, 2014-2016, £30,000.00
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Head of School / Service (Please answer all questions and delete as applicable)

Is your Head of School/Service aware of this application?	Yes / No
Is your Head of School/Service supportive of this application?	Yes / No

I have read the **TLDF guidance and scheme criteria**. I understand and accept the terms and conditions of funding. (Please tick box) ☒

