

TEACHING AND LEARNING STRATEGY 2018-21

Consultation feedback and responses

The Teaching and Learning Strategy Board (TLSB) found the feedback that staff and students provided through the autumn term consultations extremely helpful in developing the final iteration of the Teaching and Learning Strategy 2018-21. The table below provides a high-level summary of the consistent themes that emerged through the consultation and the response in the final Strategy.

Theme	Feedback	Response
Staff development	Staff wanted to see an explicit focus on staff development in the renewed Strategy in line with the current Strategy, to include reward, recognition, development and professional learning for academic and professional services staff.	The Board acknowledged clear need to foreground this in the renewed Strategy. The Foreword references staff development and reward as a success in the current Strategy and highlights strong support for staff as a core element of Reading's ethos. There is a clear commitment to continuing the staff development activity started under the previous T&L Strategy, to 'recruit, develop, value and reward well-qualified professional and academic staff' (enabler A).
Distinctive to Reading	Staff felt that the Strategy should be more distinctive to Reading, highlighting what we do well and what we want to enhance further.	A Foreword from PVC (T&L), Professor Gavin Brooks, has been included in the final iteration of the Strategy, referencing the successes from the previous Strategy and highlighting the distinctive ethos of teaching and learning at Reading, notably of 'working in partnership with our students, and the Students' Union/Association, and of strong support for staff'.
Vision and ambition	Staff did not easily recognise the 'Vision and Ambition' statements as coming directly from the 2026 University Strategy and raised concerns that there were too many words, with some duplication of ideas.	The Strategy now includes a reference to the 2026 University Strategy that 'sets out the University's vision and ambition for Teaching and Learning'. The Vision and Ambition section has been separated from the Teaching and Learning Strategy in final presentation to enable clear focus on the two strategic priorities.
Partnership-working	Staff and students felt that meaningful student partnership and engagement should be reflected consistently throughout the Strategy, including partnership-working with our Students' Union/Association.	More explicit references to partnership-working have been included throughout the Strategy document, including in the Foreword which highlights our ethos of partnership-working, and in our commitment to 'develop mechanisms to support meaningful student and staff partnership across all aspects of the student learning experience' (enabler B).
Innovation vs. evidence-based best practice	Staff were concerned that too great an emphasis had been placed on 'innovation' and 'innovative practice'. Staff preferred 'best practice that is evidence-based and effective'.	A reference has been made to 'best practice' approaches under the first strategic priority. The reference to 'distinctive and innovative models' in the Vision and Ambition remains in the Strategy as it comes directly from the 2026 University Strategy.

Research-informed teaching	Staff suggested that the T&L Strategy should be more clearly and explicitly linked to the Research Strategy. Staff wanted to see a stronger focus on research-informed teaching reflected throughout the Strategy.	The final Strategy makes explicit references to and links between teaching and research within the Foreword, the Vision and Ambition and the Curriculum Framework which sets out our academic principles, including a 'research-based' curriculum.
Employability	Staff wanted to see a more explicit reference to embedding employability, recognising that this might look different for different students. RUSU Officers and students indicated that a direct reference to extra-curricular activities would be beneficial, acknowledging these as an integral part of the learning experience outside of the classroom.	Clear reference within the Strategy has been made to equipping students with the 'aspirations, skills and confidence to become highly employable graduates' under the second strategic priority. The importance of co-curricular personal development opportunities has been highlighted through our commitment to supporting students to 'access and understand the value' of opportunities (enabler E).
Teaching infrastructure and facilities	Staff felt that the Strategy should reference the need to update, grow and invest in T&L infrastructure to ensure we have sufficient, well equipped T&L spaces informed by pedagogy.	Enabler C within the Strategy conveys our commitment to 'update and invest in learning environments, systems and technologies to support our students and staff now and in the future'.
PGT / PGR	Staff and students did not feel the Strategy referenced different student groups, especially PGT and PGR students. Some students and staff felt that the draft Strategy appeared to focus on UG students.	References to 'all/our students' at 'all stages of their careers' are made throughout the Strategy to be clear that this is applicable to all our different student groups.
Wider student experience	Staff and students were not clear on where the wider student experience areas (e.g. sports, extra-curricular) are picked up if they are not included in the T&L Strategy.	Wider student experience is implicit within the second strategic priority. Ongoing work to reconfigure the remits of UBTL and its sub-committees will help to address any gaps between the student learning experience and wider student experience.
Too-wordy, not specific enough	Staff felt that the draft Strategy needed to be more specific and that the language should be clear and accessible for all staff (including non-T&L specialists) and students.	TLSB revisited the wording, retaining the very clear focus on the two strategic priorities and reducing the number of enablers to address repetition. The Strategy has been presented in a short booklet with images of our own staff and students to reduce the feeling of 'wordiness'.
Implementation	Staff and students requested more detail about 'how' the Strategy would be delivered/implemented. Staff emphasised the need for the University to demonstrate its commitment to resourcing and funding Strategy delivery.	TLSB is developing and will monitor a flexible Implementation Plan reflecting the key activities in train that support Strategy delivery. The Board will consider how this will be shared once finalised. The Foreword also states that our strategic priorities will drive investment and resourcing decisions now and in the future.