

## Teaching and Learning Enhancement Projects (TLEP) Application Form 2023

**CQSD use - reference number : 006/2023**

Please refer to the [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](mailto:m.wise@reading.ac.uk)

### Applicant's details

Name:	Dr Daguo Li & Professor Elisabeth Wilding (Co-Leads) ISLI project team will include Daniela Standen, Laura Connolly, Aaron Woodcock, Sasha Shen
Role:	Vice Dean, NUIST Reading Academy; Director of TNE Programmes
School / Service:	International Study and Language Institutes (ISLI)
Department / Unit:	N/A
Email:	<a href="mailto:d.li@reading.ac.uk">d.li@reading.ac.uk</a> <a href="mailto:e.a.wilding@reading.ac.uk">e.a.wilding@reading.ac.uk</a>

<b>Project Title:</b>	Enhancing students' sense of belonging in a global university
<b>Project Start Date:</b>	1 <sup>st</sup> August 2023
<b>Project End Date:</b>	31 <sup>st</sup> July 2024

### Head of School / Service

Name:	Stephen Thomas (Dep. HoS) for David Carter
I confirm that I am supportive of this application	

## Project Outline and Rationale (Maximum 700 words)

### The overall aim of the project

To develop collaborative exchange activities for students involved in programmes offered at both the NUIST Reading Academy and in the UK. Building sustained interaction will enhance the students' feeling of belonging within our global university. This sense of community will also have a positive effect on the overall student experience.

In-person interaction is an inherent challenge in transnational partnerships, a situation made even more acute during three years of Covid disruptions in China. The project will directly address the issue raised by student representatives at BoSSEs: a lack of contact between NUIST and UoR students or staff, and a lack of a sense of connection with UoR. This has also been confirmed by the NUIST leadership in recent meetings and cited as one reason for the lower-than-expected levels of transfers to Reading in the last two years. Low transfer rates are a key concern for some Schools with NUIST programmes.

### Achieving this aim

In collaboration with existing student reps at NUIST and recruited student partners at UoR, we will design, pilot, and evaluate online and in-person activities that encourage inter-campus interaction and community-building. The partnership with students will be essential to ensure that these activities match student needs /interests and can have the greatest impact.

The first step will therefore be to use student input to select priorities from a list of potential activities, such as: a virtual peer discussion group or club; student video and poem competitions on the theme of 'Students of a global university', a peer mentoring scheme, or a student champion scheme for transfers. The recruited student partners will then support the design and implementation of activities.

Activities will be designed to build on existing structures and activity by:

- Embedding activities in the Global RED award
- Making use of current UoR mentoring schemes
- Tying in with planned UoR in-person visits to complement virtual exchanges. For example,
  - Visiting student groups can collaborate in video creation.
  - Visiting staff can judge competition entries or present award certificates at NUIST.

### Expected impact

The project will benefit all students on UoR degrees offered at Reading and the NUIST Reading Academy. Intended outcomes will be:

- Student participation in newly-created cross-campus communities or groups
- Enhanced sense of student belonging to the global UoR community
- Increased student transfers to Reading

### Evaluation and dissemination

Evaluation will be embedded into each stage of the project. We will distribute pre- and post-activity questionnaires to students on their perceptions, and we will measure levels of student participation in activities. End-of-project focus groups will elicit more in-depth views from (a) student participants and (b) student partners. Additional insights will also be gleaned from UoR flying faculty to Nanjing. All findings and project updates will be shared with NUIST stakeholders at the regular NUIST Stakeholder and PD meetings and updates to elicit support and feedback. We will further disseminate outcomes at the School Learning & Teaching Forum, via the UoR T&L Exchange, at a national conference such as

RAISE or Advance HE (depending on the annual theme), and the UK-China Joint Institutes Alliance (of which UoR is a founding member and the current project leads are key members).

#### **Alignment with strategic priorities**

The project aligns with ISLI School and the University priorities. Developing global partnerships is one of ISLI's three key areas of activity, with NUIST as the University's key strategic partner in China. The project team are centrally involved in leadership and teaching for the NUIST collaboration, and are therefore well-placed to ensure that the project aims align with these priorities.

The project aligns with the University 2020-2026 Strategic Plan as well, especially under the principles of Community and Excellence.

#### **Sustainability**

As noted above, activities will primarily be online, which will ensure environmental sustainability: no additional long-haul flights will be required. By embedding activities in existing UoR practice we will also build in a sustainable framework of exchange that can continue beyond the project end. NUIST leadership has also indicated willingness to provide ongoing support.

#### **Funding**

The funding will be used primarily to pay student partners to collaborate in all stages of developing activities, from design to dissemination. For this latter stage, we include costs for conference attendance in the budget.

**Word count: 700**

**Full Budget Details (breakdown of total proposed expenditure)**

Activity/item (Including activity start and end dates)	Costs
<ul style="list-style-type: none"> <li>• Student partner briefing, September 2023.                             <ul style="list-style-type: none"> <li>○ 1 hour per student = 4 x £14.12</li> </ul> </li> </ul>	£56.48
<ul style="list-style-type: none"> <li>• Student partner activity design &amp; questionnaire analysis, October 2023.                             <ul style="list-style-type: none"> <li>○ 10 hours per student = 40x £14.12</li> </ul> </li> </ul>	£564.80
<ul style="list-style-type: none"> <li>• Implementation (to include promotion of activities to students, facilitation of online clubs or activities, supporting online discussion groups), October 2023 to April 2024                             <ul style="list-style-type: none"> <li>○ 16 hours per student = 64x £14.60</li> </ul> </li> </ul>	£934.40
<ul style="list-style-type: none"> <li>• Feedback and evaluation (to include supporting participant focus groups and providing own feedback), May 2024                             <ul style="list-style-type: none"> <li>○ 2 hours per student = 8x£14.60</li> </ul> </li> </ul>	£116.80
<ul style="list-style-type: none"> <li>• Dissemination: Conference attendance (to include registration, travel, subsistence), June to July 2024                             <ul style="list-style-type: none"> <li>○ 2 attendees x £350</li> </ul> </li> </ul>	£700
<p><b>Total expected expenditure</b></p>	<p><b>£2372.48</b></p>

**Previous Funding**

<p><b>Have you previously received TLDF project funding? If Yes, please provide details including year of award:</b></p>	<p><b>Yes. TLEP 2020</b> <b>Production of a TEEP Learner Familiarisation Package</b></p>
--	--

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