



AT A GLANCE
2019

150 YEARS OF ADVANCED EDUCATION

For most of this period, the University of Reading – and prior to that, University College Reading – has been a centre for outstanding education and research. This continues to the present day.



1860 The Schools of Art and Science are established in Reading. In 1892, the two schools merge to form University Extension College Reading, an extension college of Christ Church, Oxford University.

1903 The College is organised into five groups: Letters and Science, Agriculture, Horticulture, Fine Art and Music.



1904 Our first international student is welcomed and the London Road site is donated by the Palmer family, of Reading biscuit manufacturers Huntley & Palmer.



1908 Edith Morley is appointed professor, becoming the first woman to receive this title at an English university.



1926 The University of Reading receives a Royal Charter and with it the power to award our degrees. Students carry the Vice-Chancellor William Childs aloft in celebration.



1945 Henley Management College is founded. It is one of the first business schools in the UK.

1947 The University acquires Whiteknights campus, a 300-acre park, once owned by the Marquis of Blandford.



1957 The Faculty of Letters (now the Edith Morley building), the first academic building on the new Whiteknights campus, is opened by HM The Queen.

1989 We are the first university to win the Queen's Award for Export Achievement.



2008 Henley Management College joins the University of Reading, leading to the formation of the Henley Business School.



2018 The University-owned Thames Valley Science Park opens the doors of its flagship 'Gateway' building for business.



THE UNIVERSITY OF READING

AT A GLANCE

IN THE
TOP 200
UNIVERSITIES
WORLDWIDE¹



21,620

STUDENTS
from around
165 countries⁴



AWARDED
SILVER

in the Teaching
Excellence and Student
Outcomes Framework⁶



80% of graduates
in full-time
work are in **PROFESSIONAL
OR MANAGERIAL ROLES**⁸

94% of graduates
in work or further
study **SIX MONTHS AFTER
GRADUATING**⁹

98%

OF OUR RESEARCH
IS INTERNATIONALLY
RECOGNISED

and **78%** is
internationally excellent²



13,835

UNDERGRADUATE
STUDENTS and

7,785

POSTGRADUATE STUDENTS⁴



83%

OVERALL STUDENT
SATISFACTION
remains high, matching
the sector average⁷



Stonewall
Acceptance without exception

WE ARE A STONEWALL

TOP 100

EMPLOYER¹⁰

RANKED
32ND

among UK
universities³



IN THE
TOP 100

FOR
INTERNATIONAL
OUTLOOK⁵



ACROSS ALL LEVELS OF STUDY

56% of our students
are female,

35% are from a black
and minority ethnic
background and

10% have declared
a disability⁸

4,386

MEMBERS OF STAFF



57% are
female

13% are from a black
and minority ethnic
background¹¹

¹ Reading ranked joint 195 out of 1000 Universities in the QS World University Rankings 2019.

² Based on our submissions judged to be world leading, internationally excellent and internationally recognised in overall quality by the Research Excellence Framework, 2014 and the Times Higher Education's analysis of REF 2014. See the overall table of excellence at www.timeshighereducation.com

³ Reading ranked 32 out of 131 UK Universities in the Complete University Guide 2019.

⁴ HESA 2017/18 Student Record and Aggregate Offshore Record, figures rounded to the nearest five.

⁵ Times Higher Education World University Rankings 2019 – scores by International Ranking.

⁶ Teaching Excellence Framework – Office for Students, awarded 2017–2020.

⁷ Reading received a score of 83% for Overall Student Satisfaction in the Times Higher Education National Student Survey (NSS) 2018.

⁸ HESA 2017/18 Student Record and Aggregate Offshore Record.

⁹ Based on the 2016–17 Destinations of Leavers from Higher Education (DLHE) survey of 2,779 University of Reading First Degree Leavers, of which 73% responded.

¹⁰ The University of Reading is ranked 80th in the Stonewall Top 100 employers 2019.

¹¹ Based on internal data.

FULFILLING POTENTIAL

We are committed to providing our diverse community of students with what they need to fulfil their potential.



Supporting our thriving Student Union, RUSU

The annual £1m Student Experience Capital Fund – now in its third year – is an initiative developed in partnership with RUSU. The fund resources projects suggested by students to enhance their experience. Recent projects approved include increased investment in 'Personal Capture' – which allows students to easily record teaching material – improved sporting facilities including a new 3G pitch, and improved study and meeting space.

“Where you learn can impact on how well you learn. To be successful, the learning environment has to be a physically and emotionally comfortable place. This is what the University Library will achieve with the refurbishments planned: a learning environment that supports many styles of learning.”

Professor Helen Bilton
Associate Professor of Education,
National Teaching Fellow, SFHEA



Investing in our campuses

Our Library refurbishment – one of a number of major building projects underway – will transform our students' study experience, with increased space for individual and group work.



Improving welfare services

- Enhancing our triage process, to help students get the right help sooner.
- Establishing a new team of Welfare Officers.
- Launching a free online support community available 24/7.



Diverse and inclusive

- 35% of our professors are female¹, which is significantly higher than the national average².
- We are a Stonewall Top 100 Employer, ranked 80 out of the 445 UK organisations that submitted for the Stonewall Workplace Equality Index 2019.
- We have developed and launched a robust four-year action plan taking us towards race and ethnicity equality.



Preparing for employment

We have expanded our award-winning career mentoring programme, THRIVE, which gives students a year of collaboration with successful, professional alumni. This often leads to unique opportunities in the workplace and beyond. Mentors may be able to offer a workplace visit, introductions to fellow professionals, guidance on CVs and interview technique, and the opportunity for personal growth.



Enriching opportunities

We encourage our students to study abroad and experience life in another country as part of their degrees. Students who study abroad are not only more likely to find graduate employment, but also start work on a higher wage. It's a valuable opportunity to learn a new language and gain skills and life experiences that employers are looking for.

¹ Based on internal data, rounded up from 34.9%. ² "Equality+ higher education, Staff statistical report 2018", Advance HE, 2018. www.advance-he.ac.uk/resources/2018_HE-stats-report-staff-pdf

CIVIC UNIVERSITY

MUSEUMS

The University's Museum of English Rural Life has joined with Reading Museum to form 'Museums Partnership Reading' – a National Portfolio Organisation funded by Arts Council England. £1m will be invested over four years to improve educational opportunities and engagement for young people, vulnerable adults and our diverse local community.

BUSINESS

Ground-breaking research is having a transformative impact on businesses locally and globally. For example, working in collaboration with biotechnology company Clasado Ltd, our researchers developed a novel prebiotic called 'BiMuno', which improves gut health. Already estimated to be worth \$3bn worldwide, the product was used by Team GB to help avoid gastrointestinal illness in Rio in 2016.

COMMUNITY PROJECTS

In 2017/18 students volunteered more than 12,000 hours of their time to community projects through the University's Reading Experience and Development Award, designed to help them make the most of their extra-curricular experiences.

APPRENTICESHIPS

Henley Business School is working to create and deliver apprenticeship programmes for businesses in England across a range of sectors, including telecoms, pharmaceutical, healthcare and banking. This initiative is one of the first of its kind, and will help companies upskill their workforce, and support the Government's goal of improving productivity through the apprenticeship levy.

The economic, cultural and educational benefits of the University reach beyond our campuses into Reading, Wokingham and the wider Thames Valley.

We welcome our local community through our SportsPark, four museums and award-winning grounds. Thousands of people attend our public events – such as lectures and exhibitions – and over 750,000 individuals have signed up to our free online courses.¹

SCHOOLS

Our 'Students in Schools' scheme is over 20 years old and continues to go from strength to strength. Last year 400 students volunteered across 40 schools in Wokingham and Reading, collectively investing over 6,000 hours of their time. Alongside teachers, students build relationships with pupils, helping to raise aspirations and encourage them to continue into higher education.

OUR TOWN'S FUTURE

A multidisciplinary research team from the University is supporting a project to reimagine the future of Reading. 'Reading 2050' sees an ambitious, smart and sustainable future for Reading, with green technology, culture and diversity, and our town's rivers and parks at the centre of development.

SCHOLARSHIPS FOR REFUGEES

“Universities are places for people from all over the world and from all walks of life. We welcome to Reading those fleeing violence and persecution in their own countries and we value the contribution those seeking sanctuary can make to the University and the town in general.”

Professor Robert Van de Noort, Vice-Chancellor

The Reading Refugee Scholarship Scheme provides University scholarships for refugees in the local area. Developed in partnership with Reading Refugee Support Group (RRSG) and our Students' Union (RUSU), we aim to support and engage with our town's refugee community.

¹ Based on internal data from the Open Online Courses team.

EXCELLENCE IN TEACHING AND LEARNING



We are committed to delivering pioneering, high-quality teaching and learning to enable our students to fulfil their potential and secure them excellent outcomes.

The University of Reading holds a Silver Teaching Excellence and Student Outcomes Framework (TEF) award, identifying that we consistently exceed the rigorous national quality requirements for UK higher education.



Our renewed Teaching and Learning Strategy sets out two clear priorities:

- 1 Delivering academic excellence
- 2 Offering students an outstanding learning experience

Reviewing our curriculum

The 'what' and 'how' we teach. Our established Curriculum Framework outlines the distinct skills and attributes of the Reading graduate, based on our academic principles. We prepare our students for their future lives, supporting them to grow in mastery of their discipline, research skill, personal effectiveness and self-awareness, and global engagement.

Assessment and Feedback

We have improved assessment and feedback through major investment in our Electronic Management of Assessment (EMA) programme. Coursework submissions, grading, marking and feedback have been moved online in the majority of Schools, allowing students to submit assignments and access feedback electronically. We are also working to create digital interactive dashboards so that students can track their progress.

Academic Tutor System

All undergraduate and postgraduate taught students are allocated an 'Academic Tutor' – a member of academic staff who acts as a key point of contact throughout their degree. Academic Tutors work with students to ensure they get the most from their studies, and identify other sources of support for personal and professional development if needed.

Working in partnership with our students

- Our **Partnerships in Learning & Teaching projects (PLanT) scheme** gives staff and students the chance to work together by identifying problems, finding solutions, and enhancing Teaching & Learning at the University as partners. Dedicated funding is set aside for these projects every year, with applicants invited to demonstrate how theirs will impact the student experience.
- Our **Undergraduate Research Opportunities Programme (UROP)** offers undergraduates the chance to work alongside academic researchers, to gain hands-on research experience on projects covering all disciplines across the University.

“Here at the University of Reading, the student voice is central to the way that Teaching and Learning activities are shaped. Reading University's Students' Union (RUSU) works with a variety of elected student representatives, in partnership with staff to create positive change.”

Lillie-Mae Firmin
RUSU's Education Officer 2018/19

Rewarding and recognising exceptional teaching

Each year, our Celebration of Teaching and Learning Success Awards and our University Teaching Fellowships honour and reward the remarkable achievements of committed colleagues, who go above and beyond to ensure their students have the best possible experience at Reading.

In 2018, Jane Setter, Professor of Phonetics, was awarded a prestigious National Teaching Fellowship by Advance HE. Professor Setter is a passionate advocate of students leading change in teaching and learning. She pioneered our PLanT Scheme and has also led workshops at national conferences on students as partners and change-agents. Her teaching and research in phonetics and English pronunciation are internationally acknowledged, and her inclusive learning techniques have been adopted by colleagues worldwide.

In her own words:

“I believe that to be a successful teacher it is vital to include students in the teaching and learning process, and I have always made an effort to take my students' and colleagues' feedback on board.”



RESEARCH FOR A BETTER WORLD

Our world-leading research helps to transform the lives of people locally, nationally and internationally. Through it, we discover more about ourselves and the world we live in. At the same time, we build a stronger and more resilient economy, enhance social and individual wellbeing and influence policy and practice.

51%
of all
research
publications
from 2013–2018
were a result of
**INTERNATIONAL
COLLABORATION**¹



£43 
MILLION
in the value of
NEW AWARDS WON
in 2017/18²
Our success rate
with Research Councils
was 33%³

37 **RESEARCH
DIVISIONS** covering
5 themes with nearly
**1000 staff
members**



Dr Sakthi Vaiyapuri is working to reduce the 138,000 deaths and 450,000 life-changing injuries caused by snake bites each year. He has started a programme of community education – which is being rolled out in rural village schools and colleges in India – in order to raise public awareness about how to prevent bites and support clinics and hospitals in effectively treating those who have been bitten. His work is also informing policy on the access to, and use of, anti-venoms.



Professor Hannah Cloke and **Dr Liz Stephens** are helping us become better prepared for destructive events by improving flood forecasting. Their research helps to save lives by improving early warning systems in flood-prone parts of the world. Hannah advises the UK Government on flood response and preparing for national and international flooding incidents, while Liz works with the International Red Cross and Red Crescent, helping people to prepare for floods.



Professor Andrew Kakabadse has asked the question 'Is the Government fit for purpose?' His inquiry into the effectiveness of the Civil Service and the relationship between ministers and officials is believed to be the biggest of its kind since the 1854 Northcote-Trevelyan Report, from which the Civil Service was established. His work was based on more than 140 confidential meetings with government officials. The report was submitted as evidence to the Public Administration and Constitutional Affairs Committee.



Professor Hella Eckardt is uncovering the truth behind ancient migration by using isotope analysis to determine chemical signatures in teeth and bones. Her work helps us explore how ethnically diverse the early Romano-British population was and shows that Roman Britain had a socially vibrant population from the outset – incomers were not just soldiers and administrators, but also women and children. Hella's commitment to the study of social and cultural identity was recognised by Current Archaeology, who named her Archaeologist of the Year 2018.



Professor Peter Dorward is supporting farmers across sub-Saharan Africa to give them the best chances of a successful harvest. Two-thirds of people in this region depend on small-scale, rain-fed farming as their main source of income, and so critical farming decisions depend on variables such as how much rain falls and the timing of dry spells. Peter's work uses climate, crop, livestock and livelihood data to help local farmers accurately assess risks, and ultimately make more informed decisions on their planting.



Dr Jacqui Turner is shining a light on the female pioneers of British politics – in particular, Nancy Astor. Jacqui was instrumental in the installation of a memorial to Astor in the House of Commons and contributed to a major exhibition at Westminster called Voice & Vote. In addition, she is managing the 'Astor 100' initiative, which includes a major series of events and seeks to make information relating to Nancy Astor – along with other early female MPs – accessible to the general public, by engaging with historical and contemporary female narratives in Parliament.

¹ 50.9% rounded up based on SciVal data from 2013–2018. ² Based on data recorded in the Research Services award database of total amount of awards funding pledged in 2017/18 – £42,964,072 rounded up. ³ Times Higher Education Research Council Success rate analysis – 2017/18; 32.9% rounded up.

KEY REGIONAL PARTNERSHIPS



WORKING TOGETHER IN WEATHER RESEARCH

The European Centre for Medium-Range Weather Forecasts (ECMWF) headquarters is currently located on the Shinfield Road in Reading. ECMWF has chosen to relocate, and following a competitive bidding process, our Whiteknights Campus has been selected as their preferred destination. It is planned that the University will provide land for the construction of a new building at Earley Gate, with designs and timelines currently being discussed. This relocation would retain the investment that the ECMWF brings to the area and be a springboard for substantially growing our joint working in weather and climate research.



GROWING SCIENTIFIC INNOVATION IN THAMES VALLEY

Tenants are moving into the flagship £35m Gateway building at our Thames Valley Science Park, which will provide flexible office and laboratory space and high-speed digital infrastructure for around 20 technology-led companies. Additionally, the Rutherford Cancer Centre has already opened, providing services for children and adults in the local community. A long-term project, the Science Park will take up to 20 years to fully develop, representing a significant investment for the University. It will not only be the largest dedicated science business park in the region, but also one of the largest in the south-east. The campus-style setting has been designed to encourage collaboration, and once completed, it will have the potential to provide up to 5,000 new jobs.



OPENING UP THE BRITISH MUSEUM'S COLLECTION

This is a first of its kind partnership between a national museum and a UK university. Based in Wokingham, the centre will house objects from the British Museum's world-renowned archaeological collections, offering the opportunity for collaborative research and community engagement. Joint funding from the University and the British Museum will strengthen the partnership by supporting innovative scientific and historical research on the collections. The planned building will provide custom-designed space to store, study and share the collection. Construction will begin in 2019 and be completed by spring 2023.



MEETING THE HEALTHCARE CHALLENGES OF THE REGION

The University is developing an even stronger partnership with the Royal Berkshire NHS Foundation Trust and the Berkshire Healthcare NHS Foundation Trust. Through collaborative research and knowledge exchange, we aim to address some of the most important healthcare challenges in the region. Existing work has included student placements in the Royal Berkshire Hospital for the Physician Associates programme and research between bariatric and health psychologists to help understand motivations of patients who have undergone surgery. There are several joint clinics on the Whiteknights campus.

CAPITAL PROJECTS



The University has already invested over £500m into teaching, student accommodation and research facilities. But we do not rest on our laurels.

Having recently completed refurbishment of lecture theatres and our student nightclub we continue to invest in our future with an ambitious update of the Library as well as a brand-new Health and Life Sciences Building.



An investment of over £55m is proposed to enhance our teaching and research space through a new Health and Life Sciences building. Construction has started, with the building scheduled to open in summer 2020. It will be a huge improvement to existing teaching and research facilities, and will include a state of the art Bioresource Unit. In addition, the Cole Museum of Zoology will be housed inside, securing this rich heritage collection for future reference and research.



To a university student, a library is much more than a building: it is integral to their learning journey. This is why we're investing over £40m into the modernisation of our Library. The project began in summer 2016 and is scheduled for completion in autumn 2019. The biggest improvements focus on increasing space for individual and group study, introducing a more efficient system for borrowing and returning books, improving access throughout the building, and reducing our energy usage and carbon emissions.