

HUU's Student-Led Teaching Awards Analysis 2017

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1. Introduction

The Student-Led Teaching Awards (SLTAs) are hosted and run by Hull University Union to identify areas of good teaching practice and support across the University of Hull, and to reward those who stand out from the crowd and go the extra mile for students. The purpose of this report is to present feedback from the nomination comments to help improve the overall student experience.

Nominations were open from 21st November 2016 to 8th March 2017, with students encouraged to show their appreciation for, and recognition of, the work members of staff have done to make the student experience at Hull the very best it can be. This document explores the themes and patterns contained within the nominations as evidence for improvement and for the purpose of sharing good practice. The nominations have also been analysed to identify which faculties received the most nominations, and therefore where HUU's reach to students could be improved during the nomination period. However, to ensure anonymity, it has not been possible to include some nomination quotes in this document.

Although there has been analysis of the nominations prior to 2016, last year's report made provision for the analysis to be submitted annually, and in keeping with the intention of '*longer-lasting impact*' highlighted in the previous report. In addition to this, HUU acknowledges the need for further dissemination of good practice, and is collaborating with Learning and Teaching Enhancement (LTE) to facilitate this opportunity for University staff.

1.2. Analysis Methodology

Both qualitative and quantitative approaches have been adopted for the analysis of the nominations, and all comments submitted by students have been assessed to identify core themes and trends. The further aim of this report is to understand which areas of university teaching and support are excelling, and in which Faculties and schools there is a higher or lower HUU marketing reach.

In response to the 2016 recommendation; '*HUU to examine other methods of data analysis...*' the Nvivo qualitative data analysing programme has been used to examine keywords used in the 2017 nominations, and their frequency. Such analysis is undertaken by other Students' Union's such as Edinburgh SU's '*What Does Good Teaching Look Like to Students?*' where Nvivo has been used extensively.¹ The quantitative data for this report was collected manually, and is presented to demonstrate where engagement with the Student-Led Teaching Awards was strongest, and where HUU can improve its focus.

The number of nominations this year reached 1397 on 632 individual nomination forms, which is a fantastic recognition of staff efforts. However, many nominations put staff forward for multiple categories, including some for all nine awards available. While all nominations are valued, this makes it difficult for detailed analysis to be undertaken.

1.3. Recommendations

Following recommendations from the previous analysis, changes have been made to the nomination process, whereby all nominations are now made online via a link on HUU's website.

¹ <https://www.eusa.ed.ac.uk/representation/campaigns/teachingawards/research/> [12 December 2017].

This allows an electronic database to be created using the information submitted by a student when they make a nomination.

HUU has also employed the Nvivo data analysing software to provide a more detailed analysis of the comments made by students during the process. This included the search for stemmed keywords and their frequency of use.

HUU responded to feedback received and rebranded the awards as the Student-Led Teaching and Support Awards in its 7th iteration, including a review of the award categories for 2017-18. There are now 12 individual awards with students able to nominate in nine different categories, including two *Admin and Support Awards*. The shortlist for the two *Overall Outstanding Achievement Awards* (academic or non-academic) will be derived from the nominations received for those nine categories. New award categories this year include the award for *Best Postgraduate Student Who Teaches* and splitting the *Best Supervisor* category in one each for *taught and research* programmes. The *Central Services Staff Award* has been replaced by a second award for *Admin and Support Staff* to be awarded to a non-academic member of staff anywhere on campus that has supported, or gone that extra mile, for students. The results of this change will be evident in the 2018 analysis.

The 2016 Student Written Submission suggested that there was an '*...emphasis on quality submissions over quantity.*' HUU has addressed both these areas and students this year may only make one nomination per nomination form. As a result, students are encouraged to submit multiple reasons for each individual nomination via the nomination form, which will allow for deeper analysis of the comments and improve the quality of the nominations. By submitting a nomination, each student also acknowledges that their comments may be used by HUU in its analysis. HUU aims to beat the tally of 632 nomination forms submitted in 2017, rather than the 1397 nominations received in total, as a result of the change in format. The quantity of nominations should be improved by reaching out to those areas submitting the least. One such area in 2016 was the Hull York Medical School, where just three nominations were received. Efforts have been made through interacting with, and advertising to, HYMS Reps at training and to HYMS staff to further promote the awards.

The newly created judging and shortlisting criteria can be found on HUU's website: hullstudent.com/teaching-awards.

1.4. Statistical Overview

The 2017 Student-Led Teaching Awards amassed a total of 1397 nominations on 632 individual nomination forms compared to the 502 nomination forms, across the nine categories, in 2015-16. This showed that students often nominated staff for multiple awards, with an average of 2.21 nominations per form. On ten of these forms, students nominated a staff member for eight or all nine of the awards available. Where 8 nominations were received this was due to the fact that only postgraduate students could nominate for the Postgraduates Choice Award.

Of the 632 forms, 171 students nominated staff for both the *Overall Outstanding Achievement Award* and the *Inspiring Teaching Award* together. The nominations for *Inspired Teaching* appeared on more than 60% of the 632 forms, while the *Central Services Staff Award* featured on less than 5%.

The nominations were made by 555 individual students, who nominated 351 individual staff, compared to 171 staff in 2016. The highest number of nomination forms from any one student was five, and the highest number of forms for any member of staff was 9.

1.5. Nominations by Award Category

Award Categories	Nominations (1397)	Percentage of Total
Overall Outstanding Achievement Award (OOAA)	258	18.47
Inspiring Teaching Award (ITA)	386	27.63
Best Supervisor Award (BSA)	133	9.52
Innovative Teaching Award (INTA)	209	14.96
Admin and Support Staff Award (ASSA)	53	3.79
Best Module Award (BMA)	168	12.03
Central Services Staff Award (CSSA)	27	1.93
Best Feedback Award (BFA)	118	8.45
Postgraduates Choice Award (PGCA)	45	3.22

1.6. Individual Nomination Forms by Faculty

Faculty	Individual Nomination Forms (632)	Percentage of Total
The Faculty of Arts, Cultures and Education (FACE)	146	23.10
The Faculty of Business, Law and Politics (FBLP)	171	27.06
The Faculty of Science Engineering (FSE)	261	41.29

Faculty of Health Sciences (FHS) Inc. HYMS.	54 (HYMS: 3)	8.55
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It is evident that the highest number of nominations came from the Faculty of Science and Engineering, and the least nominations from the Faculty of Health Sciences. However, it is recognised that only three nominations came from Hull York Medical School, and while this can be attributed to most students working off campus and on placement during the campaign, HUU acknowledges the need to engage directly with HYMS Reps and academic and administrative staff to further promote the awards, and building on what so far has been the highest turnout for the Student-Led Teaching Awards since its inception in 2012, aims to improve on 2017's total of 632 nomination forms in 2018.

1.7 Nominations by Faculty and Award Category.

	OOAA	ITA	BSA	INTA	ASSA	BMA	CSSA	BFA	PGCA	Total
FACE	51	88	33	55	9	41	6	30	9	322
FBLP	79	112	29	59	12	46	5	22	20	384
FSE	107	154	50	81	24	66	8	57	12	559
FHS (HYMS)	21 (1)	32 (1)	21	14	8 (1)	15	8	9	4	129
Total	258	386	133	209	53	168	27	118	45	1397

2. Effective Teaching

The following key themes relate to teaching methods identified within the nominations that students valued as effective and helpful, and which they believed enhanced their learning experience. The quotes presented demonstrate how each nominated member of staff is, as one nomination stated, *'An absolute credit to the campus!'*

2.1. Innovation and Participation

Students have continued to emphasise their appreciation of participatory teaching methods and **engaging** approaches, and the varying methods of successfully doing this can be seen across the faculties. As may be expected, reference to these approaches is most frequently found within the Innovative Teaching Award nominations, particularly in the Faculty of Science and Engineering where the more practical nature of study often allows for this to take place. The Faculty led the way with the highest nominations for *Innovative Teaching*, however the study of keywords found shows that more students in Business, Law and Politics found their nominee **interesting**. FSE did however have the highest reference, 146, to **help** or **helpful** throughout the comments.

The use of everyday items has been employed to capture the attention of students. In Science and Engineering: *'...using a KitKat and mars bar as an interactive demonstration...'* In addition, the use of visual aids continues to be popular: *'He would bring in some molecular models to class... which helped us gain better understanding of the miniature world of chemistry.'* And: *'...(Their) molecular disco' in which varying molecules dance to music...we don't have that all the time though!'*

While the Faculty of Arts, Cultures and Education, in keeping with the nature of the subjects, engaged students by welcoming guests to join in their lectures, as highlighted by two students: *'She has brought in guest speakers to help students and shows how experience has helped for future practice.'* And *'To enhance our learning he has invited a number of guest speakers either from other countries, or that study topics that we cover, so that we can really get an idea first hand of how our module relates to people in the international world.'*

The Faculty of Business, Law and Politics has embraced modern interactive tools, such as the use of vodcasts to engage students, and with effort put into presentation; *'He presents topics in an interesting way and encourages individual thinking and critical analysis "on the spot", which is what university is about.'*

The nature of these nominations makes it clear that the response of students to ways of teaching is still very much dependent on the nature of their course. Students continue to respond to both traditional forms of teaching, with some still preferring an enthusiastic lecturer talking with, not just to them, during lectures, and new methods. For example, whereby a member of staff engages the room using an extra technological tool and encourages participation and interaction.

2.2. Communication

As explored, new and innovative technologies are well received, but how these are delivered is equally important. Students want to feel supported throughout their studies: *'He listens to contributions and always encourages and praises his students.'* and to feel comfortable in

sharing their views and experiences as communication is a two-way process: *'...she has made me feel very comfortable in talking to her about any issues. She is always available to talk to and makes time for her students valuing each person's opinion.'*

The easy access of lecture material via YouTube, or direct contact time with staff through email or Skype has proven helpful to many. This has been especially helpful for those who struggle to physically attend: *'...(He) is very creative in finding ways to engage students with his teaching subjects, he is an excellent presenter and he goes above and beyond in helping students achieve very high results... He knows when someone is missing from a lab and checks on them and offers help via email'*. Credit is also given to those who acknowledge the need for variety in their teaching methods: *'I'd never imagined there were so many different ways to deliver lectures... She has been an inspiration and deserves recognition for this commitment and dedication.'*

Clear and concise are just two words of the communication related words that have been commonly used throughout these awards: *'He consistently presents a very clear and concise coverage of all the subjects in the lectures and is very willing to address any questions and queries in tutorials, often delving into very specific, but related issues in great detail'*.

2.3. Humour in Engagement

Humour can be an important ingredient when it comes to remaining focussed, and is a personality trait that a number of staff put to use. There has been a clear indication from a number of nominations this year that many students responded well to humour being inserted into teaching, with one lecturer simply described as *'Funny.'* This section links to the Innovative Teaching section above and Demeanour and Personality below, and there are various methods identified when it comes to the use of humour in teaching at the University of Hull. By quoting some of the nominations here, perhaps some further inspiration can be taken for new ways to engage students.

Some students appreciated the personal touch and even anecdotal approach from staff, with several students highlighting **humour** among the keywords. This can also be linked to others, such as **warmth** in the delivery of a lecture or a **welcoming** nature: *'He lectures with warmth, humour and genuine enthusiasm....'* Many students still respond well to this more traditional approach to teaching and engagement. In this environment it is evident that the only tool necessary is the charisma of staff: *'He is truly one of the most welcoming lecturers who actually fills students with a drive to study and further their knowledge/education.'* And: *'She is always ready to help and invests so much time in the students. We enjoy her lectures so much.'*

In some, the indication is that the humour is a bonus to the actual teaching, while not being specific to the taught subject, with one student stating: *'On top of this he makes me laugh.'* And some unexpected constructive criticism of art skills in the Faculty of Science and Engineering: *'Could work on his drawing skills though. Haha.'* And as an engagement tool using popular film characters: *'...he does a stellar Darth Vader impression.'*

Humour has also been shown within topical discussions in the Faculty of Business, Law and Politics: *'...whilst engaging in some light-hearted political humour.'* The **'light-hearted'** approach taken by one member of staff in the Faculty of Health and Social Care has also had an impact on the way students recall important information in exams: *'His delivery often carries humour making the lectures both more interesting to listen to, and memorable ready for when you are sat in the exam hall trying to remember key points.'* This approach appears to allow

for a better **understanding** of a topic as students feel less pressured during their contact time, and more information is retained as a result.

Humour can also simply make students want to attend an overall amusing lecture or seminar; *'Great humour adding a sense of fun to lectures and practical's', 'I don't think there has been a workshop or lecture he hasn't made me either laugh or smile.'* *'Her lectures are filled with banter!!'* And: *'His lectures are always fun to attend, with jokes and demonstrations with audience participation'* The following quote is presented to suitably conclude this section; *'He never fails to have us in a fit of laughter throughout either with cheesy jokes... or giving us random facts and I believe we all engage much better because we enjoy the work.'*

2.4. Demeanour and Personality

The use of humour has already been explored, and highlights the nature of staff as well. There are also continuing themes captured within this area of analysis, including **enthusiasm**, **passion** and **helpfulness**. The words **enthusiasm** or **enthusiastic** appeared 25 times within the Faculty of Science and Engineering alone: *'He makes you want to be as enthusiastic about the subject as he is.'* However, it is not just the personality as a teacher that students warm to, but a more personable outlook: *'Easily one of the most personable, intelligent thought provoking lecturers I've ever had.'* There is also a desire to get to know students: *'He is academically brilliant, with a vast amount of psychological insight and experience; he is also a fantastic mentor and friend. His compassion for others is remarkable and without him I wouldn't be where I am today.'* This outlook is complimented by one student's nomination: *'it seems that he loves his students!!!'*

Students appreciate the extra efforts made by staff to entertain during teaching: *'Always makes teaching exciting, full of singing and dancing (lyrics on screen too!) Never a frown on his face.'* The visible willingness of staff to make an effort means that students want to attend their lectures: *'He totally deserves to be the best teacher if he can make a 9am...'* and *'For an academic she is a breath of fresh air.'*

Students recognise that for some staff, to be **engaged** and clearly explain topics comes naturally: *'...they are a consistently engaging, hard-working, educator with brilliant expertise and eloquent oratory.'* Many students also appreciate staff's willingness to adjust their schedule to allow for unexpected issues: *'She is flexible with the time she commits to students, ensuring everyone's needs are met efficiently.'* Feeling comfortable in the learning environment, and knowing that staff have open minds are highlighted by one student: *'He promotes a very open atmosphere in all the sessions he runs and is always welcome to discussion. Though holding very firm convictions himself, I do believe that he gives a fair hearing... and credits all who present a clear argument, irrespective of whether he agrees with the position taken or not.'* Students appreciate this open mind-set, and enjoy the opportunity to speak their own mind.

From the analysis it is clear that some students want to feel that their lecturer is as passionate about the subject as they are. A genuine belief that the lecturer loves the topic through their delivery is important: *'Genuinely passionate about his course which translates in the way he teaches.'* And *'He lectures with warmth, humour and genuine enthusiasm which is easy to learn from and promotes a sense of closeness.'*

2.5. Structure and Provision of the Module

A clear structure to modules and direction has been commended by students as a vital tool in achieving their outcomes and taking as much from their studies as possible, as highlighted: *'A structured module also allows for swift feedback.'* There has also been an appreciation for the willingness of staff to be flexible, and take on board feedback from previous students to make positive changes to a module: *'She'd listened to feedback from the previous students'*

and made appropriate changes.' This matters, not just to the module as a whole, but for individuals: *'...she's really made an effort to make her module more accessible to me... this has definitely given me the confidence to approach her with questions...'* Students also feel more comfortable and confident when staff can demonstrate their expertise in class: *She knows the module well and lessons are always interesting...'*

Students also appreciate being introduced to a range of reading and resources that are relevant and interesting. Vodcasts are mentioned often in a positive way, and students want the use of these resources to increase as: *'...maximum information... sources enable students to grasp the content fully.'* One member of staff is credited as being: *'...always organised and armed with many resources.'* Some found that the structure of a module, and the way in which it is taught, actually allowed them to appreciate the topic more: *'At the beginning, it was the module I dreaded the most as it sounded tedious and boring, however I grew to love it.'* and even reignite enthusiasm for it: *'...he reinvigorated my interest and can't thank him enough.'*

Relating studies to current events in the world have had a positive impact on the way students think and retain information: *'First hand idea of how our module relates to people in the international world.'* *'Outstanding use of current events to get students engaged with the relevant themes of modules...'* The introduction of guest speakers has also been well received: *'real life examples... to demonstrate the impact of theory.'* Students want the content of the module to be meaningful, not just while they study, but to lead them into their future careers.

Keywords from the Best Module Award include **clear and concise**, as note these are frequently used across categories. Other notable inclusions in the category were **informative, interesting, attractive, exciting** and **challenging**. One nomination from FSE simply referred to their course as: *'...a fascinating voyage of discovery.'*

2.5. Inspiring Teaching

The *Inspiring Teaching Award* was selected on over half of the nomination forms submitted, demonstrating that most students find something in the way that they are taught that drives them on to try harder and do better: *'...inspired me to have the confidence to disseminate... and present... to conference delegates as a result of passing the module.'* Bringing the best out of a student and inspiring them to achieve: *'As a student of his, I am constantly encouraged to learn, engage and, ultimately study to my highest possible intellectual capacity just by being taught by him.'* *'...we realise we find ourselves critically evaluating ourselves, our work, our views and the topics we're covering. She inspires me to do better, achieve more and succeed.'*

Many students look to their lecturers as role models, people to emulate and even work alongside one day, as one student from Health and Social Care specified: *'Excellent teacher... Would love to work with him when I am registered.'* And from the School of Education and Social Sciences, inspiration to consider their future career: *'...if I'm ever a teacher (he) is the perfect role model.'* Students have commended staff for developing their confidence and even restoring self-esteem throughout their studies. For one student who found their start to university life difficult, credit is given to a member of staff whose support and guidance made the difference: *'I have wanted to leave university and quit it all, but she supported me and showed me that I could manage... I aspire to be like her and strive to have her confidence in supporting the students.'*

Communication, demeanour and personality, innovation and module structure have all been highlighted as areas that have provided inspiration to students throughout their studies. However, many find that **knowledge** alone is the key asset: *'His knowledge of the subject is inspiring, the acts and facts he can flow from his mouth like a wordsmith...'* *'He is a very*

knowledgeable man coupled with a plethora of experience... Students have also enjoyed the connection that has been made between staff and students, with references to students queuing in large numbers outside an office waiting to speak to a member of staff.

Some students have even been inspired to adapt, alter and even change their outlook and the way they live as a result: *'... (She) managed to really open my eyes as to how pollution and consumerism has permeated my lifestyle and the lives of many others, this motivated me make some simple changes to my usual consumer habits and contribute to a greener future.'* Personal anecdotes have proved to be a useful tool whereby students can draw upon the personal experiences of their teachers to drive them to succeed; *'She has shared her life story with us as a group and it has inspired me to strive for excellence in all that I do where my education is concerned.'* And from Health Sciences; *'She is a brilliant example of how you can always work for what you want, no matter what pathway you take in life, and her dedication and motivation for her role is definitely inspiring and a great example to strive for success.'*

There are a range of keywords found throughout the Inspiring Teaching Award, and one nomination showed appreciation with the simple use of some words for their selected member of staff: *'6c's – competence, care, compassion, communication, commitment, courage to put up with us.'* Other keywords found throughout the award are **fantastic rapport, passion, understanding, approachable, positive attitude, encouragement, outstanding, forward thinking, motivational, proactive, compassionate, committed, and engaging**. One reason given for nominating a member of staff was simply to give: *'...a massive thank you for being so genuinely interested in every one of her students, and for helping us to realise our full potential.'* Students have found some of the feedback and supervision they have received inspiring; *'She gives good feedback and is supportive of our work...'* Despite having the third lowest total of nominations in the *Inspiring Teaching Award*, FACE had the highest reference to **inspiration** in the comments at 39 and also a high of 72 on the topic of **support** received.

Section 3. Supervision

Students rely on the guidance and support provided by their supervisors to achieve the best results possible, and this section highlights the effective support that students feel they have received to improve by staff who are; *'...considerate and very approachable.'* With each student allocated an Academic Support Tutor, it is important to understand how students engage with their AST. An effective supervisor is someone who is personable and gives clear feedback and guidance.

3.1. Approachability and Accessibility

For students to feel valued by staff it is important to know that they have access to the help that they need, when they need it. The *Best Supervisor Award* shows the strong working relationships that some students have built up with staff during their studies, and this can be the difference between continuing in education or dropping out. One student in Arts, Cultures and Education highlighted this; *'(It is easy to feel isolated... (he) has steered me in the right direction and helped me to regain a positive outcome...'* And another referring to their supervisor as; *'One of the only reasons I want to continue at university.'* However, others manage to persevere when they do not feel support has been available, as one fourth year student from Science and Engineering stated; *'I feel like I can approach a lecturer with questions for the first time in four years.'*

Many students have acknowledged that staff are busy, and that some have offered assistance during their own time but a timely response to an email means a lot, and has led to students wondering if their teachers know when to stop working; *'I sometimes wonder if she ever stops as I have received emails from her as late as 11pm and as early as 6.45am! ...has helped me ease into uni' life and built my confidence which was at an all-time low.'* While staff are required to respond to emails within a three-day period, students who receive a swift response feel that their supervisor is more accessible to them, which brings increased confidence and comfort. However, as in 2016, no nomination referred to the exact response time from a member of staff. Students enjoy the ability to gain information as and when they need it, and appreciate the open-door policy adopted by many staff, and the ability to pop in rather than wait for an appointment; *'With an open door policy, anyone that feels that they need help can go and see him, even if they're not in that module or if he's not their tutor.'*

The impact that supervisors have on a one-to-one level where knowledge can be delivered directly is appreciated in all faculties. From Business, Law and Politics; *'She is an embodiment of who and what a supervisor... should be. Thanks to her guidance, I am able to conduct my research in ways I did not think possible.'* And Arts, Cultures and Education; *'(He) has continually shown commitment and enthusiasm that is infectious and inspiring. Coupled with his empowering supervision style which has helped me to feel completely supported and capable, his breadth and depth of knowledge in his field is unquestionable. It is difficult to imagine a better supervisor.'*

Approachability is a theme featured throughout, with students seeking support from staff that they feel comfortable with. *'(She) is a very supportive lecturer and always does what she can to help and support us. In general, she comes across as very caring and always listens and offers her time... Her lessons are also very enjoyable, and she has a positive teaching style.'* Students should always be comfortable in approaching their Academic Support Tutors, whether it is about an academic issue or personal welfare. However, it is understood that students will speak more freely with certain members of staff, and it is a credit to them that students feel this way. *'(They) went above and beyond to listen to me and offer me advice and support even when he wasn't my personal or academic supervisor. To me, he seemed like the only staff member interested in my situation and how I was coping.'* The theme of **approachability** and **approachable** appeared most in nominations from Science and Engineering and least in Business, Law and Politics where it did not make the top 10 keywords.

Despite only appearing 16 times in Arts, Cultures and Education, in this faculty many nominations referred to similar themes, such as **support** and **personal**, with regard to assistance received on a one-to-one basis and students feeling comfortable talking to staff.

3.2. Academic and Pastoral Support

University staff support students with their academic studies while they are a student, and signpost them to the relevant party should any further support be required; *'This lady has helped, supported and guided me... in my assignments... I have learned more... in a couple of hours than in any other academic lessons in the last 15 months.'* However, many continue to be a rock for students when pastoral support is required, going beyond the requirements of their role to ensure that students are comfortable and capable of continuing their studies and develop confidence; *'As someone who suffers with depression and anxiety, (she) has made her class a safe place for me to express my feelings in hope (that) other students will understand and aid me in 'high anxiety' situations.'*

In relation to support nominations include some notable examples relating to staff who have been there to support and give guidance to students who struggle with dyslexia. Some have been credited with going **above and beyond** to do so; *'He found (an) interesting way to present information to keep our attention never forgetting how he demonstrated we could develop a bad solution... I paid more attention.'* This provision of structuring lecture material and delivery appropriately for those with learning differences and personal problems has seen the use of **understanding** recognised by students to reflect the **caring** nature of staff; *'(He) designs his lectures to give us the maximum information, and its sources to enable his students to grasp the content fully... Furthermore, he is extremely supportive and understanding in regards to learning or personal issues.'* Personal and family worries often result in time off and feeling that too much work has been missed. However, reassurance is given to those with such concerns; *'...I have had to have time off while my son was ill and he was more than helpful in answering questions I had about what material I had missed...'* And; *'She constantly kept reassuring me and keeping me optimistic through the whole process that I would get the result I was after...'*

HUU acknowledges that it can be more difficult for some part-time and mature students to access the same support network used by full-time students. However, it is important to highlight the positive response from a History student that this can be overcome, and support has been there from day one; *'I am part of a small group of part time students... now in our 6th and final year. (He) has been our go to point from the start of our degree in 2011... rock solid and supportive as ever... I have had times when I have felt I could not do the course, and have had advice from (him on) how to get help. I am a mature student, in my early 60's, but have never felt that my age is a barrier, and have always felt well treated and well encouraged...'*

It is not just teaching staff that have been credited with aiding students, administrative staff are also commended as being patient when encountering a student in difficulty. Nominations show that for some they are there for support, and ensure that students know the next step to finding a solution to their problems. Good supervisors and faculty staff are those who are willing to listen to students' concerns and guide them through the necessary processes. While support is provided by Student Health and Wellbeing, some staff also follow up on students and go **above and beyond** in providing student support; *'Always helpful with any academic or personal issues and there to talk about future etc.'* This assistance has made some students more confident in approaching other staff with questions, with a mathematics student stating that this made a module *'more accessible'* and was key to achieving their high marks.

3.3. AST Supervision

The words **above and beyond** have appeared frequently throughout the nominations, and students wish to acknowledge and reward those members of staff who regularly provide extra support. This support can be unspecific, but has been found across academic and pastoral issues or with extracurricular activities.

Students continue to seek help from staff who are not necessarily their Academic Support Tutor, but somebody that they are comfortable talking to: *'... anyone that feels that they need help can go and see him, even if they're not in that module or if he's not their tutor.'* *'(He) is always willing to help even outside of hours and with modules he doesn't teach.'* For some students it is difficult to switch to a new AST, especially after building such positive relationships with someone from the previous year: *'(She) was mine and many of my friends (AST) in our foundation year. But now we're in the 1st year and she's still there for us, whenever we have a problem she's the first port of call.'*

Other students do appreciate the help given to them by their tutors: *'His advice and direction has helped me get through my course... There is no one that I would have rather had to be a module leader and a tutor.'* *'...goes above and beyond in all aspects, as a tutor and an AST. Nothing is too much trouble and she always has time for you.'* And on occasion tutors have been: *'...a shoulder to cry on... and (with) a positive comment to push you to keep going.'*

3.4. Postgraduates' Choice Award Review

Throughout the nominations for the Postgraduates' Choice Award, there is a recurring theme of effective supervision and encouragement of independent work. This is seemingly a good balance for postgraduate students: *'...A masterful blend of teaching and encouraging independent research, which is perfect for a postgraduate taught course.'* This appreciation covers areas from good feedback to support with modules: *'I have received from (him) valuable support and feedback... he was one of the reasons for my success.'* *'He is direct and wastes no time and has helped us solve many issues in our postgraduate module changes.'*

This emphasis not only extends to teaching staff, but support staff too: *'(He) is the most supportive and helpful member of staff in the Graduate School... It is this level of support that helps guide students through what is an extremely stressful postgraduate process.'*

3.5. Extra-Curricular Activities

An important part of life at university is meeting new people and making friends, this can be through studies, sports, societies or other activities. Staff have been commended for encouraging students to make the most of their university experience by doing this: *'He encourages them to join societies and get engaged with university life.'* The time spent getting to know students, and talking about what they enjoy during their tutorials is appreciated: *'...not just talking about (university) Module work but also with projects I do outside of uni as well.'*

3.6. Administrators

The contribution of support and central services staff to the student experience, along with their knowledge and ability, cannot be overlooked. One entire admin team was credited with a nomination: *'They are all fantastic at organising the department... we couldn't do it without them.'* These members of staff have a positive attitude that is reflected throughout the nominations: *'(She is) so helpful to all students and our go-to member of staff for help... always provides considerate and calming help to us and provides us with the right documents or solutions.'*

Students appreciate that many support staff enjoy their jobs and helping in every way possible, and that they do so modestly and often receive little or no thanks in return. *'She is thrilled to see students enjoying their degree, and she loves helping us learn skills...'* Working behind the scenes, support staff do not receive the same level of recognition as teaching staff, but a good number of students recognise them, and value their contributions: *'(she) is consistently steering the school... in the right direction from her cubby hole.'* *'I strongly believe that (she) is like the glue, holding us all together. Thank you... for treating us all as equals and never being too busy for us!'*

3.7. Student Development and Employability

In addition to supporting students with their studies, supervisors are there to provide students with skills and confidence for the future and encourage the search for career opportunities while at university. As outlined in the University of Hull Education Strategy; *'...students are at the heart of what we do...'* and staff ensure that that; *'(Students) Are prepared and ready for the world of work.'*² In Chemistry, one nominee had arranged for a subject relevant jobs fayre for students to understand what employers are looking for; *'(He) acted as a host for the few hours that it was on. This gave us (the students) much more confidence in approaching the employer stands and talking to the staff on them.'* A good supervisor will also write reference letters or go above and beyond to help with finding the ideal job, further education or training programme post-study; *'She has inspired many of us to continue following the path to teaching and we're grateful for her consistent efforts.'* *'Offers support and help to students whenever required, always relieves pressure and stress from students no matter how big or small the problem is. Inspired me to do so much better in my studies and to do a PhD.'*

Staff continue to discover, and use, ways to relate what they teach to the world of work for the future benefit of students; *'He gives advice on careers and where to study or train...'* *'(She)... has inspired me through my first year at uni and her door has always been open when I have sought guidance and help with my tuition and assignments including future career development.'* The enthusiasm that lecturers have shown for a subject has often been enough to make students believe in their chosen future; *'A truly passionate lady who is willing to go great extents to support and nurture your talents.'* *'His lectures are always interesting and keep me motivated to continue working hard to get the grades I need to fulfil my dreams of going into ecology.'*

² University of Hull Education Strategy 2016-2020. P.1.

Section 3. Feedback

Students rely on the swift return of feedback from their teachers and the high quality of the content to allow them to improve. Many have found it inspiring when they receive good feedback or when their emails are replied to swiftly,

3.1. Method and Accessibility of Feedback

The nominations for the *Best Feedback Award* demonstrate that students have given clear attention to the feedback that they have received. Feedback can be given in various forms, and not just in writing following an assignment. Staff making themselves accessible for a meeting to discuss feedback in person is popular; *Feedback is always very constructive and always makes time for a face to face meeting if you want one* It is no surprise that some students had to be prompt to book a time to visit a member of staff for feedback: *'After we received feedback from the first assignment, (they) both held additional office hours in the final week of semester to give us all feedback. It then came as no surprise that all those slots were filled very quickly so more were offered.'*

Some students, seek feedback on their work from staff that they know well from previous modules; *'He is always available to support your understanding and provide feedback on work even outside his specific taught module.'* Students also enjoy direct and swift contact with staff by email where possible, and especially during the days and weeks prior to submission deadlines, meaning that students can feel confident that someone is available to assist; *'He would provide email assistance for the module at any hour around deadline time.'*

Students also prefer a more personalised and constructive way of receiving feedback. The ability to review the lectures, now available using Panopto, is a facility that students readily engage with; *'His lectures would be recorded for later viewing. Also provided a number of podcasts for later viewing so people would have a greater understanding of the subject. He also provided great feedback whenever an email was sent also on assessed work, he would provide voice feedback which allowed more positive feedback. As he was constructive rather than negative which many lecturers are.'* *'He always has the time to explain topics that you are finding a challenge and his feedback is constructive and positive.'*

3.2. Quality of Feedback

Upon receiving feedback students expect to have a clear indication of their future targets and where and how they need to improve their work. This quality of feedback is what allows students to progress and improve; *'...I knew exactly what my targets were for this semester and what I need to improve.'* *'...provided amazing feedback and actually went the extra mile to arrange extra meetings to ensure that the presentation we had to deliver was exceptional which made us get amazing (an) mark.'* Good quality feedback can be attributed to helping students achieve qualifications at the top of their subject field; *'I have received... valuable support and feedback for the four years he supervised me in PhD study, he was one of the reasons for my success.'*

Students rely on the efficiency of staff to provide feedback within the required time-frame; *'...constructive and delivered within a timely fashion.'* And some students wish to be presented with feedback that tells them directly and constructively what to change; *'When it comes to feedback he is frank and fair.'* *'A mixture of praise and criticism, lets me know what points I could expand upon and came back in a short time frame.'* However, for some students a positive outlook is always welcomed by students for encouragement; *'She always gives great feedback and has a positive and encouraging outlook on everything!'*

3.3. Engaging with Student Feedback

Staff who show the willingness to listen to students' views and ask for feedback on their teaching methods or the module they teach, make students feel involved and that they matter. Staff can seek improvements to the module by understanding students' needs; *'He is always looking at different ways we learn with us and trying to accommodate that'*. On one occasion, it had been observed by one lecturer in the Language School that it was difficult for every student to buy the necessary book for the module so they agreed to purchase them on behalf of the students and buy them back at the end of the year. Not only does this show an understanding of current issues, but also an element of trust closing the barrier between staff and students.

Executive Summary

Through the analysis of the 2017 Student-Led Teaching Awards, the good practice that students respond to positively has been identified. With such phrases as '*Full Time Legend*' and '*She taught with all her heart*' employed by students, the awards are a great insight into the positive view towards staff at the University of Hull.

Topics of good practice and reasons for nominating as identified in the awards nominations, are:

1. Students appreciate being treated as equals by staff and feeling that their contribution is valued.
2. Students often nominated staff who readily took the time to engage with them individually.
3. Students active participation in lectures is welcomed and maintains a level of engagement with the lecturer.
4. There is a positive response to the use of time-relevant topics, and the use of personal experiences by staff to give students the opportunity to further identify with their subject.
5. Many students to continue to engage with staff who are not their allocated AST, but visit staff with whom they have already established working relationships.
6. Students readily engage with staff who maintain an open door policy and offer an approachable and welcoming attitude.
7. The injection of humour as an engagement tool allows the lecturer to maintain the attention of students and was welcomed by many.

Recommendations for future analysis of the *Student-Led Teaching and Support Awards*:

1. That HUU and LTE collaborate to disseminate effective practice to staff at the University of Hull and that this effective practice be included in the University's Postgraduate Certificate in Academic Practice.
2. Further efforts should be made by HUU, through Part-Time Student Officers to identify what is considered good practice for mature, part-time and international students.

The 2017 Awards Evening



The 2017 Student-Led Teaching Awards took place on Friday 5th May in Asylum. Guest speaker, Jane Bennett-Powell, really hit the key notes of education here at Hull, and her pride as a graduate of the university shone through as she credited the *'very special staff'*, and stated that the *'...nominations make me want to come back.'* Jane attained her BA Special Hons French at Hull from 1972 – 1976, and has crafted a successful career as a Media Freelancer. Jane was awarded an honorary degree in 2005, making her a Doctor of the University of Hull.

The Student-Led Teaching and Support Awards 2017-18

The Student-Led Teaching and Support Awards for 2018 will take place on the evening of Tuesday 24th April 2018. Please visit hullstudent.com/teaching-awards to view the changes made to the awards programme.



WHO'S MAKING A DIFFERENCE TO YOUR TIME AT UNIVERSITY?

Help us recognise remarkable university staff by nominating them for an award!

Nominate now at:
hullstudent.com/teaching-awards

Nominations close:
March 2nd

Appendix: Awards Criteria 2016-17

Overall Outstanding Achievement Award

This will be awarded to an outstanding member of University staff who stands out as exceptional and has developed the all-round student experience. This staff member has worked above and beyond expectations to make a positive impact or has overcome challenges to achieve success. The nominee will help students feel part of the university or has undertaken extraordinary initiatives to enhance aspects of the student experience.

Innovative Teaching Award

An innovative teacher will explore new methods of teaching, proactively engaging with students in different ways. They may use new forms of technology that facilitate effective learning or they may undertake creative teaching styles that promote a positive learning experience. It might be that the content of the module is new and exciting or that it is communicated in a unique way, such as through Canvas or podcasts. An innovative teacher might encourage students to work or think in different ways. The feedback might be delivered to students under a new format or the assessment methods might encourage students to work in a new, interesting way.

Best Module Award

An outstanding module will be well resourced, well organised and will have high quality teaching. Students will know what is expected of them and the module will help them to perform to the best of their academic abilities. Students will enjoy studying the module because they find the content interesting, the staff that deliver the module are particularly outstanding or the module is relevant to employability. There may be excellent access to resources such as books, eBooks or Canvas content and the communication with students should be clear and concise.

Best Feedback Award

Excellent feedback will be substantial, fair and constructive. It will formatively enable students to learn and improve. Great feedback will motivate students to understand what they've done well, where they have gone wrong and communicate clearly how they can improve. Feedback should be timely, clear and legible. The winner of this award might go above and beyond to provide students with additional feedback and support. They might use innovative feedback mechanisms which actively engage students.

Best Supervisor Award

This award is for academic support tutors (previously Personal Supervisors), dissertation supervisors or research supervisors that promote a fantastic student experience. They will be approachable, accessible but also proactive in offering help and support for students. They will be highly adept in resolving a range of student issues as well as offering excellent personal development opportunities for students. A well-developed ability to communicate is paramount to this individual being rewarded.

Admin and Support Staff Award

This award will be given to a non-academic member of staff. The nominee might be extremely helpful and supportive in dealing with questions or concerns from students or gifted in delivering and communicating outcomes that improve the student experience. This award could be given to an unsung hero, someone that is friendly, approachable and cares about students. It could also be given to someone behind the scenes that facilitates processes that have an invaluable impact of the lives of students.

Central Services Staff Award

This will be an award for any member of staff in central services that has supported you or gone that extra mile. This may be someone from the careers service, skills team, advice centre or any member of staff within the university or Hull University Union that has made an impact on your student experience. There is no limit to this award provided they are not an academic or a school administrator. This may, like the previous award, be someone that works behind the scenes to improve the student experience.

Postgraduates' Choice Award

This award recognises that postgraduate provision and the postgraduate student experience is often very different to that of an undergraduate. This award will be given to an exceptional member of University staff that teaches, supports or supervises postgraduate students. They will engage and inspire postgraduates to perform to their potential and/or they will go above and beyond to support Postgraduates at the University of Hull.

Inspiring Teaching Award

The inspiring teaching award will be given to an exceptional member of teaching staff who demonstrates an ability to communicate content so it becomes interesting or relevant, having a transformative impact on the student experience. Their passion for good teaching will motivate students to perform to their full academic potential. The feedback they give to students will be developmental and enable students to learn and improve. The teacher will immerse students in the module, providing them the opportunity to think differently or critically. The teacher may be an expert in their area and inspire students with up to date research led teaching. The teacher may go out of their way to help students, acknowledging that some students need extra support.