



Student-Led Teaching Awards Analysis



TASK & FINISH GROUP: DISSEMINATING GOOD PRACTICE
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Student-Led Teaching Awards Analysis 2016

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1 Introduction

The Student-Led Teaching Awards (SLTAs) have been organised by Hull University Union for the last five years. The awards showcase the fantastic work of academic and professional services staff across both campuses at the University, and provide an opportunity for students to voice positive feedback on the aspects they value most regarding their academic experience. Therefore, the SLTAs represent one way in which HUU and the University are working together in partnership, in terms of identifying positive aspects in regard to student learning and sharing in an important knowledge base on what defines effective practice in the eyes of students.

HUU notes that currently there is no analysis of Student-Led Teaching Awards nominations. A recommendation in the 2015 Student Written Submission advised that further analysis should be undertaken.¹ Currently, best practice is only shared through the awards ceremony itself and the invitation of winners to speak at the Annual Learning and Teaching Conference facilitated by LEAP. Consequently, this report has been written to ensure the awards have a longer-lasting impact, in terms of sharing best practice among subject groups. A qualitative analysis of the awards nominations has been undertaken with the aim that the results will be integrated into staff development and resource planning, in addition to generating awareness on the fantastic teaching and service that students experience.

Moreover, an appendix has been added listing all members of staff who were nominated, including brief selective comments about that staff member. Previously, only those shortlisted were aware of their nominations, meaning many staff members have been unaware that students recognise and appreciate their efforts. There are ethical issues involved in including student nominations. Where possible, quotes have been used in which the student cannot be identified.

When this has not been possible the student in question has been contacted for permission to use that quote.

1.1 The SLTA 2015/16 Campaign

To discourage long responses, a word limit of 500 words was placed on respondents when they came to write their nominations. HUU received 502 nominations across nine different categories. Many staff were nominated for more than one award. The “Inspiring Teaching Award” received the most nominations. This is possibly because it was the first on the list of possible nominations and so students were most likely to tick this box first.

HUU received many nominations from Scarborough. This is testament to the hard work of HUU Scarborough staff and student volunteers in campaigning, but also down to the tight-knit community on campus and the appreciation for staff efforts during the period of downscaling.

Winners and shortlisted staff were decided by the HUU Education Zone, composed of five Faculty Reps and the part-time student officers (Postgraduate Research, Postgraduate Taught, two Academic Council Reps, Councillor for Scrutiny, Part-Time Officer, Mature Students Officer, and International Students Officer). The quality of the nomination was the primary consideration when shortlisting staff, along with relevance to the awards criteria. The amount of nominations received for each staff member was also taken into account.

¹ HUU Student Written Submission, 2015: “That the University consider the possible use which could be made of the SLTA nomination data to inform staff development and planning.”

1.2 Analysis Methodology

A qualitative approach has been utilised. Every nomination in each category – over 500 nominations – has been assessed with key words and themes identified. Additional quotes from the data have been inserted to exemplify these themes. However, a method such as this is time-consuming and not practical. It is evident that the way in which HUU collects nominations and inputs data will need to be reviewed for the 2016/17 campaign so as to ensure a more effective and accurate analysis. This will allow for a quantitative examination, allowing HUU to conduct a statistical analysis defined by student demographics, such as Faculty and Subject Groups, enabling HUU to determine whether students from different Faculties want similar or different academic experiences.

Recommendation: HUU will examine other methods of data analysis in the next academic year to ensure an efficient and effective means in analysing the SLTA nominations, such as utilising data mining software for word mapping, or inputting data into SUMS (Student Union Management System), so an electronic database is updated as nominations are received, rather than recording nominations through a paper system. This would mean a quantitative analysis can be undertaken, as well as an accurate qualitative analysis.

2 Effective Teaching

The following key themes relate to teaching methods identified within the SLTA nominations that students valued as effective and helpful, all the while enhancing their learning experience.

Theme 1: Innovation and Participation

An analysis of the *Innovative Teaching Award* reveals the emphasis students place on engagement and participation within lectures. It is apparent that many students – especially in the Faculty of Science and Engineering – consider the typical lecture, in which they are talked to for an hour, outdated: *“Her style is multi-modal and she doesn’t just lecture us for an hour at a time”*. Students prefer activities in which they can participate. For example, two nominations recounted how one member of staff *“engaged us by playing whole Who Wants to be a Millionaire?”* Students reported how their staff members had dressed as the female reproductive system, or had used ideas from the film *The Matrix* to deliver teaching, while another had *“used video clips, competitions and up-to-date examples in lectures to fully engage with students”*. These activities not only made lectures more memorable, allowing students to understand complex ideas, but also *“provides a welcoming teaching environment”*, in which students feel more comfortable in their surroundings, enabling a greater degree of student participation and belonging.

Staff members were also nominated for their understanding of disparate needs and requirements within a cohort, such as materials in advance for a *“dyslexic student who struggles to keep up with the speed required for some lectures...”* Other students with disabilities welcomed staff who *“took a very active approach”* in catering for different needs. *“Not only are we involved in the lectures but I feel that I have learnt a significant amount about theorists and incorporating these into practice.”* This inclusivity can have a transformative effect on students who had previously felt disengaged from their studies: *“I have gained in confidence due to these lectures, not only in my subject knowledge but also my presenting skills as well”; “[She] tries to be inclusive and supportive.” “She photocopies relevant handouts on different coloured paper for those with dyslexia.”*

A key area is the use of props and items to engage students during lecture time. An analysis of the *Innovative Teaching Award* nominations highlights this, as staff were nominated for thinking *‘outside-the-box’*, usually for humorous effect in their efforts to convey complex ideas. *“[He is always] utilising props and visual aids such as jelly babies (it honestly works!), and backing up understanding with simple and safe experiments.” “He uses a lot of props and uses them very effectively for learning.” “Her modules contain a variety of engaging and creative methods including the transcription and translation of medieval texts and the study and classification of characters in the manner of top trump cards. These provide an opportunity for students to be creative and hands-on in their studies, and are a refreshing alternative to the usual essays and exams, further inspiring students’ enthusiasm.”*

Students appreciated being engaged with in lectures, rather than being talked to: *“he constantly checks our understanding with questions, examples and anecdotes that really stick in the mind.”* Through an analysis of the *Best Module Award*, it is evident that, when lecturers engage with their audience, then students will find the session much more appealing and memorable – highly important for the learning process: *“By using more up to date media sources, engaging examples and short quizzes for the lectures and tutorials, he made the semester a much more enjoyable one,*

as I was able to learn and discuss in a much more deeper manner by focusing on the overall question, giving me the best module mark so far, as I wanted to read more about the subject each week." Staff members who willingly listened to students and adapted to the needs of a cohort were more likely to be nominated, as they made the student academic experience more enjoyable, thereby facilitating effective learning.

Theme 2 – Communication

How a module or lecture is communicated by staff was another facet that is important to students. Not only is this done through the Virtual Learning Environment, but also through social media such as Twitter: *"not only does [he] use e-bridge to communicate with us about our module, but he also uses Twitter, posting updates about the module, and questions that are strange and abstract but still applicable to real-life aspects of his speciality."* With the aid of technology, the learning process permeates the classroom. Easy to follow notes posted after the lecture can make a lasting impression (*"Notes are great to follow"*). Downloadable podcasts were also a feature of effective teaching, *"[he] uses podcasts to give us more information and/or catch up on a lecture..."*, as were those teachers who stayed behind after lectures to talk to students, or made themselves available for students to talk to: *"[he] offers lots of support outside lectures and seminars with his office drop in hours."*

A key word in many nominations of the *Best Module Award* category was **'engagement'**, through novel or innovative methods. In this category, a surprising number of students mentioned vodcasts as a method of communication that had greatly enriched their understanding and engagement with the topic: *"Has given student vodcasts and exercises to do online to facilitate learning"; "Also uses vodcasts which have been really useful for essay preparation and revision."* Furthermore, students emphasised that this form of engagement was much more useful compared to receiving PowerPoint slides after the lecture. Again, in the *Innovative Teaching Award*, vodcasts were mentioned as a reason to nominate lecturers: *"His 'vodcasts' were fantastic and really helped me grasp the module when I was struggling"; "His vodcasts are great and a different way to have a lecture"*.

Theme 3 Demeanour and Personality

Many nominations from the *Best Module Award* emphasised that good modules are led by staff members who are **enthusiastic** and **passionate** about the subject they are teaching (*"[he has a] huge amount of passion for the module"*). Students enthused that this made lectures or seminars unmissable and that they looked forward to attending the requisite contact hours for the module. In many cases, students expressed their surprise that the module was not boring or not what they had expected. It was also prevalent that when a teacher is enthusiastic, it is contagious, with students also enthusing about the module. When it was time for students to communicate or deliver information, they reported that they were comfortable with this: *"when we were presenting our findings, I found myself comfortable", "[She] makes you feel comfortable in class"*.

Perhaps surprisingly, humour was identified as a key characteristic, with words and phrases such as, *"hilarious", "I like her dry sense of humour", "enjoyable and funny", "the teaching was funny"*, frequently employed. Students identified that humour made the module more accessible and brought subject matter to a more understandable level: *"His delivery of what could be a dry and dull topic using humour and relevant examples really helps to embed understanding."* While passion and enthusiasm can be considered key characteristics, good teaching also requires an eye

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on the needs of the students: “[His teaching] has been thought provoking and informative and taught with passion but also with an eye to ensuring that political novices understand the content.”

Many nominations entered in the *Innovative Teaching Award* also listed these traits. Lecturers who were entertaining could “make the dullest of topics riveting”. Again this is done through making students laugh via jokes or entertaining – but useful – anecdotes that relate to the subject area. Innovative techniques listed included: “introducing jokes to engage students” “everyone left lectures with a smile.” “Keeps us well entertained... love his stories!” “Keeps us entertained” “[She] boosts our moods” “I like [her] dry sense of humour...”. The enthusiastic approach cannot be understated, as lecturers can gain a welcome reputation in this area, raising the number of students who enrol onto the module: “A number of my peers have chosen to study her modules because of her reputation for enthusiastic, upbeat lectures.” “When I picked the [module], it was on the past recommendation of previous students.”

Another key personality trait was **helpfulness**. This was defined by students in many ways. First, helpfulness is defined as a staff member who listens to student questions or communicates without the student ever feeling stupid. “He manages to be knowledgeable without being patronising and readily listens to comments and questions, however daft they might be, without making students feel as though they shouldn’t contribute.” Staff who are helpful will aid in a student’s confidence, meaning they will acquire employability skills. “She has been a fantastic source of support for myself and other students”. “He always offers help when needed and values each and every student”.

Finally, those staff members that encourage and help students make it easier for students to interact with staff and students within their lectures and seminars. “By being able to get all involved, it’s my belief that we significantly benefitted from the module, even those who didn’t have much of an interest beforehand”

Theme 4: Structure and Provision of the Module

Some students praised the clear structure of modules which enabled students to attain projected aims and outcomes. The most important word in this theme was **relevant** or **relevancy** (“material covered in sessions is relevant to employability”; “content of the module... relates to real life situations, so that it becomes easy to apply...”). There was appreciation shown for clear and concise handbooks that detailed the structure of the module, key information (including relevant contact details) and assessment criteria. More prevalent still were handbooks that provided a good amount of information for reading lists and further reading, and in which students felt were materials highly relevant to the module: “she provides a wealth of reading and information on the reading list and ebridge. The information is always helpful for essays, tutorials and exam preparation and very current.”

Another key aspect for students was how up-to-date the modules are. “It is an enjoyable module where everything is current and up to date with real trends.” This made students feel that the module was relevant to building key employability skills. Other examples cited by students were changes to the module based on feedback that had improved the academic experience (“Last year the assessment was a 3h exam, but they listened to student feedback and changed it to a 5,000-word essay – best news ever!”) and assessments that students enjoyed: “the assessment was one of the most enjoyable assessments I have had, it involved doing a marketing plan for a real business

to which students who presented their work could see their work come to life." "Format of assessment gives us a chance to utilise new skills."

Theme 5: Inspiring Teaching

Finally, through an examination of the nominations in the *Inspiring Teaching* category, students frequently listed the ways in which they had felt propelled to study harder, go into further education or chase a career as a result of inspiring teaching conducted by staff members. *"I leave [his] lectures so excited to become a teacher and research things I've never been into or thought about."* *"[She] has inspired me to continue in my education"*. One example from a student recounted how they had always found life hard due to a disability; when the student learned from the staff member that they also had the condition, the student worked even harder to achieve their goals, citing such mentoring as inspirational. Many more highlighted staff who genuinely cared for the well-being of students.

Once again, students appreciated their role as partners in the education process: *"he created a positive learning environment in tutorials by treating us as though we were partners in our education, not passive observers. Having a lecturer who respects your opinions and encourages debate is so important because it promotes engagement with the topics and modules as a whole"; "to be able to have that kind of relationship and support with an academic is something I really love about this University."* Other students were amazed at the effect excellent teaching could have on their peers, noting that students were getting involved who were usually very quiet, while others emphasised that their seminars had become unmissable because of the willingness for all to get involved and the use of innovative practices such as YouTube videos, quizzes and popular culture references. *"I enjoy this lecture week in and week out and always look forward to it."*

Inspirational teaching can be defined as teaching that helps students realise their capabilities, helping them achieve things they never thought possible: *"He has made someone like me who studies marine biology interested in small territorial animals for the first time"*. *"On completing my studies I would like to become a teacher and would be very proud to be as passionate and dedicated as [her]"*. It is evident that staff have can have a life-changing impact on the students at the University.

3 Supervision

In light of the recent implementation of the Academic Support Tutor policy at the University, 'ensuring that every undergraduate and taught postgraduate student at the University of Hull receives the support they need to fulfil their potential', it is appropriate to consider what students believe to be excellent supervision and how this correlates with the University AST policy.²

Theme 1: Approachability and Accessibility

The *Best Supervisor* nominations frequently praised supervisors who were easily contactable, and who always replied quickly. Sometimes staff members were the first to contact students, making the student feel valued. In the Code of Practice (QH:K6) it is stated that ASTs will contact their students to introduce themselves. As students have identified this as excellent practice, it can be inferred

² See <http://www2.hull.ac.uk/administration/leap/opencampus/academic-support-tuition.aspx>

that this is not happening across the University and is considered unique.³ A very important aspect was the effectiveness of supervisors, in terms of dealing with student concerns or queries and then contacting the student to inform him/her of the action that had taken place. Acting upon concerns demonstrates to the student that they are taken seriously and that the supervisor values student feedback: *"I would always be surprised to receive an e-mail from him stating what he has done and what was said about a matter which, in time, I had already forgotten about"; "she provided a useful communication bridge between the staff and students."* Once again the demeanour and personality of a staff member was considered key: *"I have never seen him in a gloomy mood ever"; "sometimes I forgot to check my emails but he never blamed me and instead arranged an alternative time for consultation."*

It is noteworthy that the majority of students stated that they knew staff members are very busy, making their efforts to respond to students all the more appreciated: *"[He is] clearly a busy individual"*. However, none made reference to the fact that students can expect a reasonable reply to enquiries within three working days, so it is unclear how fast nominated staff members are responding to students. A worrying development is the practice of staff members responding to e-mails outside working hours, such as in the evening, in the middle of the night and during holidays: *"on New Year's Eve he was willing to speak to me and clear my doubts."* *"She was still helping people at 10pm on a Saturday!"* *"She replies to e-mails almost immediately (7 days a week)."* This is not fair on the staff member and also sets a precedent that this practice is the norm.

It is apparent that the modern student wants to be able to access information and help as soon as possible. It is also evident that students do not want to wait for designated office hours to meet their AST, rather wanting support when they have a problem that requires an immediate solution. Consequently, students identified excellent supervisors who have an all-hours policy, meaning that if they are in their office, then students are free to come and go: *"his door is always open"; "She replies to all communication and holds an open door policy when she is on campus."*

Theme 2: Academic – and Emotional – Support

The Code of Practice states that the primary aim of the AST is to provide students with *"guidance on your academic progress on your programme of study"*, while also signposting students on to the relevant pastoral support. However, it is clear that effective supervisors go beyond this, often offering emotional support and building a friendship with students. Students appreciated their supervisors showing an interest in them beyond their academic duties. In many cases students identified excellent supervisors as a friend: *"[She] has been a friend, as well as a supervisor."* Nominations detailed surprise that staff had listened to a student's personal problems, wished students good luck for an assessment or exam, or had even remembered their name. It is notable that students saw excellent supervisors as someone who could provide student welfare support by listening and offering advice when they were low: *"When I had problems with my health, she also encouraged me and helped me feel that I did not struggle alone"* *"He always asks how I am coping with things."* *"I have had several operations... [He] always ensured I was managing my*

³ "12: As a student you can expect your Academic Support Tutor: to inform you as to when and how you can contact your Academic Support Tutor..."

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work and took time out where necessary.” “I have been quite unwell during the course, and [she] has gone above and beyond to support me both emotionally and academically.”

Good supervisors are those who know the processes and procedures that can help students, such as appeals and mitigating circumstances, and will forward concerns to relevant parties, while making sure student enquiries are dealt with, giving the student in question feedback on the progression of the enquiry/issue. *“He took the initiative to speak to the relevant people to put safety nets in place.” “He assured me that this was mitigating circumstances and I did not have to worry about it.”*

Theme 3: Student Development and Employability

Extraordinary supervisors are those that assist with applications, helping students achieve something noticeable such as prizes, conference presentations, and applying for jobs. *“Without this support I wouldn’t have won the Young Lawyers Competition Essay ... that I did.” “I received a University Prize recognising my academic excellence... I think that this would not have been possible without his enduring help” “Using her contacts at a local school, [she] arranged for any student that was willing to attend to watch the school’s theatrical production at reduced price.” “She allows time to see me if I have job applications which I wish reviewing...” “discusses opportunities that will be beneficial to my career.”*

Excellent supervisors help students develop their understanding of their subject area – *“I receive good feedback on my work regularly such that I can produce a real, relevant contribution to my field of study.” “He genuinely cares about your work and has a good way of explaining potential faults in your research. Also, he has good listening skills in that he allows you to speak and make your comments without cutting you off.” “He gives his undivided attention and supports the needs of each and every student.” “he is capable of relaying information in a manner I can comprehend and extrapolate information from with ease.”*

Five students nominated their placement supervisor for the Best Supervisor Award, demonstrating the importance of good supervision in this area to ensure students still feel a sense of belonging: *“he enriched my placement experience enormously”; “When he came to visit me during my placement, he took his time and made sure he fulfilled everything that needed to be discussed. He spoke to me personally, to my manager, and also with both of us together; always leaving room for comments and explanations.”*

Theme 4: Beyond the AST

Through an analysis of the SLTA data it is apparent that students gravitate towards staff who are not necessarily their AST, but rather someone they feel comfortable with, such as their module leader or project supervisor. *“Sometimes I wish he he could have just been my personal supervisor.” “... is not directly my academic supervisor... but has become the go-to-person for support and advice...” “He supported me and advised me... even though he was not in any way obliged to.” “She helped me with my Masters despite not being my academic supervisor this year.”* It is apparent that regardless of the AST policy, students will always converse with staff they feel comfortable with; in many cases this person is not their AST.

3 Feedback

Feedback and Assessment is the category that performs the worst in regard to student satisfaction in the NSS, both nationally and at the institution. This section will look at the aspects of feedback that students appreciated and valued.

Theme 1: Method and Accessibility of Feedback

Overall, the best nominations drew attention to the quality of the feedback they received; often, this was dependant on the form of the feedback. These students have recognised that feedback has multiple forms and does not just occur in written form after an exam or assignment, but can also be verbal – in lecture time, Q&A sessions, or in tutorials. In this case, feedback is *formative* rather than *summative*, allowing students to develop their skills relevant to their course through an understanding on how they can improve during their modules, rather than afterwards: *“He actively gives feedback to his tutorial group and lets students re-prepare and check on their progress.”* This is the aspect that students appreciated the most, and is evidently more useful to students than summative feedback at the end of the module.

This links into the accessibility of the feedback. If feedback is given through multiple forms, then it is also readily accessible to students. Respondents to the SLTAs noted the speed at which they received feedback (although no length of time defining ‘quick’ was specified), and that they felt comfortable enough to approach teachers outside lectures/seminars to ask for feedback. *“She devotes lots of time out of lectures to answering questions, providing feedback and just being generally supportive.” “Great feedback anytime”*

It must also be noted that good teachers also notify their students on when they are receiving feedback, especially when it is outside the traditional written form. Many students do not realise when they are receiving feedback and this could translate into poor scores in the NSS.

Theme 2: Quality of Feedback

Students used the same adjectives to describe the quality of feedback they received – ‘detailed’ ‘helpful’ ‘constructive’ ‘specific’ ‘reflective’ were all words employed on more than one occasion. Many students recognised that the quality of the feedback they had received had proven to be pivotal in improving their grade average. Another important factor was the tone of the feedback. Students used the words ‘useful’ ‘encouraging’ ‘supportive’ ‘outstanding’, while others reported that feedback was tailored to be useful to the specific student: ‘She was sensitive to my needs’ and ‘she can explain the work to me without making me feel stupid.’

Theme 3: Engaging with Student Feedback

Outstanding staff members actively engaged with students, often encouraging them to ask for feedback through lectures, seminars and tutorials. The very best nominations detailed how staff themselves acquired feedback from students so they could improve their teaching methods and style to fit the needs of the cohort. Listening and demonstrating a **willingness** to adapt to the students was frequently recognised and appreciated: *“He makes a great effort to assist students and make sure students’ feedback and requests are answered and heard.” “He welcomes feedback and has a willingness to improve his teaching techniques.” “takes our ideas on what we want to do” “She would adapt her lessons.”*

Case Study: Best Feedback Award

The winner of the Best Feedback Award is Dr Catherine Baker (History). She was chosen by the Education Zone not just because she provides clear and concise feedback that is detailed and constructive, allowing students to improve, but because she also engages with students throughout the year, requesting feedback on her own teaching methods so she can adapt to the needs of her students. Her feedback does not just come after exams and assessments but during tutorials and through e-mails throughout the duration of the course, allowing students to develop their skills before an assessment rather than after.

"Her feedback is very clear and communicates to students their strengths, weaknesses and how they can improve. I have been able to constantly develop my skills with her support and feedback; going from a mid 2:1 in first year to a solid first in second year."

"Baker asks students for their feedback because she strives to improve her teaching skills and get to know her students more. At the beginning of each session, students are given a piece of paper, on which they can write down a positive and negative about the lecture and anything they did not fully understand. This pen-and-paper method may seem simple but it is actually a very effective and innovative way to improve teaching and understanding."

"Her feedback and attentiveness to students has inspired me to further study at the University of Hull."

4 Support Staff

Two awards focused on the excellent service provided by professional services staff: the *Admin and Support Staff Award* and the *Non-Departmental Support Staff Award*. This section will identify the traits and support that was deemed to be excellent.

Theme 1: Extra-Curricular Activities

Many staff were nominated for going beyond their work hours to set up events and make sure students were able to take part in activities. *"Constantly spends his free time to help train the Ultimate Frisbee team"* *"Tirelessly organising a variety of events for a range of different students..."* *"she has supported all the teams and societies extensively"* *"Re-arranged fixtures so we can play majority of games before Christmas eve"*. The importance of these members of staff cannot be understated as they enable students to make friends and take part in enjoyable activities outside their academic life, thereby enhancing the student experience.

Theme 2: Departmental Administrators

Two points are prevalent in the nomination of departmental staff. First, they are approachable and friendly, with students often considering them as a confidant. *"[She] also has a kind face and is someone who I can trust and chat to in the department, which doesn't sound like much but is really useful to have."* *"[Her] personal abilities and interpersonal skills really make the [department] a friendly place to be."* Prevalent is the fear that students may not be able to converse with these members of staff after Shape and Size and the implementation of Faculty Hubs. Therefore, it is important that this point of contact which means so much to students is not lost.

The second point is that students valued the skills of administrators: *"her knowledge and experience really add to the student experience"* *"Administration isn't a job for a single person of*

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course but I feel confident in saying that the department would be in disarray without her.” “Works very hard, despite office staff reductions” “She almost single headedly keeps our department running, and still takes time to help students on a daily basis.” It is noteworthy that students believe some members of admin staff to be crucial to the effectiveness of the department, and that without them the student experience would not be as fulfilling.

Theme 3: Student Welfare

Many members of staff were nominated for their work in student welfare, pastoral support, mental health services, or as a Student Success Advisor (now Student Experience Officer). This reflects other award categories in which academic personnel were nominated for their consideration of students with disabilities. Staff in this area were nominated for their positive demeanour: *“he is always happy and jolly” “They have demonstrated a great sense of responsibility and caring among students.”* In many cases students were suffering from loneliness or depression, so when a member of staff shows interest in how they are, it can be a big boost: *“she asks me every time I see her how my week has been and it makes me feel special”. “With [her] support, I was able to begin the recovery process for my anxiety and get back on track with my degree.” “I know many students benefit from a 5-minute chat with [her], knowing she is there to give makes University life a little less daunting.”* In this area, as with many others, the personal touch goes a long way to make students feel supported and valued.

Excellent staff also helped students understand themselves and their disability: *“She understands how I learn and deal with things better than I do.”* Among the student body, mental health issues are becoming more prevalent; therefore, the service these members of staff provide is essential to fostering the care and development of students, aiding in retention: *“By being a friendly, approachable person he has supported so many students, resulting that the students stay who would have left.” “He supported me through the appeals process” “Without her support I would have likely dropped out of University”.*

Executive Summary

An analysis of the Student-Lead Teaching Awards nominations for 2016 has revealed a number of practices and methods that students respond to in a positive manner. It is recommended, therefore, that:

1. HUU records and manages data effectively and that more sophisticated techniques are utilised to map the content of nominations, providing for a greater level of analysis.
2. Lecturers engage students through innovative techniques, whereby emphasis is placed on active learning and interaction, rather than a standard hour of talking.
3. Staff consider the varying needs of students in relation to learning, especially students with learning differences.
4. If the learning process is enjoyable, it is often informative, memorable and effective.
5. Emphasis should be placed on employability skills throughout module planning as well as in meetings with the Academic Support Tutor.
6. The University reconsiders the AST Code of Practice, taking into account the developing needs of students, while also managing their expectations.
7. Students are made aware of the feedback they receive, in its different forms.

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8. More formative feedback is given to students throughout the learning process, rather than summative feedback at the end of a course or module.
9. Staff allow for opportunities for students to feedback on the module content, enabling staff to adapt and cater for the needs of the students.
10. The implementation of the Faculty Hubs does not hinder the important role front-facing staff have in welcoming and assuring students.

Appendix 1: Award nominations list

Please note, nominees have been listed by faculty and department according to the University 2015/16 structure, and not by the structural "Shape & Size" changes implemented in 2016. Overall, **171 different members of staff** were nominated.

Faculty of Arts and Social Sciences

Drama

Dr Christian Billing (Postgraduates' Choice Award; Best Supervisor) **Winner: Postgraduates' Choice Award**

"I'd like to find a way of showing my gratitude for his relentless support, guidance and repeated moments of going beyond the call of duty as a supervisor". "I remember the great excitement and joy he shared with me when my... dissertation got high compliments from both examiners."

Dr Colette Conroy (Overall Outstanding) **Winner: Overall Outstanding Achievement**

"I've nominated Colette because honestly, she's both a wonderful supervisor and a wonderful lecturer." "It's difficult to adequately convey how brilliant a teacher and supervisor she's been, and just how grateful I am for getting me through these past few years."

Dr Philip Crispin (Inspiring Teaching)

"Out of all my tutors, Philip is the most positive and engaging."

Professor Pavel Drábek (Inspiring Teaching)

"Innovative interaction supporting open discussion about philosophy."

Jacqueline Howard-Coombes (Admin and Support Staff Award) **Highly Commended: Admin & Support Staff Award**

"Jacqui has completely transformed the way that Stage Management is taught in our department. As technical support she is on hand all day every day."

Dr. Kathy Mclean (Best Module)

"Clear and concise aims for the module. She is also very understanding!"

Neil Warhurst (Inspiring Teaching)

"He makes sure that he gets to know students personally, so you feel comfortable around him and working with him"

English

Dr Martin Arnold (Best Supervisor)

"Always has plenty of time for me, readily available face-to-face and over e-mail."

Jacob Zobkiw
Education Co-ordinator, HUU

Dr Lesley Coote (Inspiring; Innovative; Overall Outstanding; Best Supervisor; Postgraduates' Choice) **Highly Commended: Overall Outstanding Achievement Award**
"Lesley Coote is a true asset to the Department of English and the University as a whole." "She is the most supportive person I have ever had the pleasure of being taught by."

Simon Kerr (Inspiring Teaching)
"He is inspiring funny, and gives good advice."

Dr Richard Meek (Inspiring Teaching)
"Helped with essays."

Karen Turner (Inspiring; Best Module)
"Accessible and easy to talk to."

Professor Valerie Sanders (Best Supervisor) **Highly Commended: Best Supervisor Award**
"She provided practical and useful feedback for my research, as well as my writing." "I think she is the best supervisor!"

History

Dr Catherine Baker (Inspiring Teaching; Best Feedback) **Winner: Best Feedback Award**

Dr Michaela Barnard (Inspiring Teaching; Best Module; Best Feedback)
"Her seminars were the most engaging I've been in and I think she deserves as much recognition as possible."

Rebecca Bloomfield – WISE Administrator (Admin and Support Staff) **Highly Commended: Postgraduates' Choice Award**
"She is friendly, approachable, and ensures that every student who walks through the doors at WISE feels welcome and at ease."

Dr Nicholas Evans (Inspiring; Best Module; Overall Outstanding; Best Supervisor)
"He inspires you to go further and do more"

Dr Peter Grieder (Inspiring Teaching)
"The discussions were always thought-provoking."

Professor Robin Pearson (Inspiring Teaching; Best Feedback; Best Supervisor)
"Fantastic support, very encouraging, constructive and specific feedback."

Dr Charles Prior (Inspiring; Innovative)
"Charles helps people in seminars and offers lots of support outside of lectures with his office drop-in hours."

Dr Alan Simmonds (Best Supervisor)

Jacob Zobkiw
Education Co-ordinator, HUU

"Genuinely, the best supervisor/lecturer I have ever had while at University."

Dr Colin Veach (Inspiring; Innovative)

"Brilliant support and understanding, and uses loads of resources."

Law School

Dr Rhuks Ako (Best Feedback Award; Best Supervisor Award)

"Approachable, accessible, and very proactive in offering me help and support."

Professor Patrick Birkinshaw (Inspiring)

"His lectures are always interesting and passionate."

Dr Rob Clucas (Inspiring; Best Supervisor)

"... he has shown true dedication and passion to his students and what he teaches..."

Dr Andrew Hicks (Inspiring Teaching)

"He's amazing!"

Professor Mike Feintuck (Inspiring Teaching; Best Module)

"He always goes out of his way to make lectures interesting and engaging."

Laura Milner (Best Module Award) **Highly Commended: Best Module**

"I think Laura deserves an award for 'Best Module' as she provides great resources and materials."

Kath O'Donnell (Best Module Award)

"Makes a boring and complicated module interesting to study."

Dr Michèle Olivier (Inspiring Teaching; Innovative Teaching; Best Feedback; Best Supervisor)

"Without this support I wouldn't have won the International Lawyers Competition."

Dr Mike Varney (Inspiring; Innovative; Best Module; Overall Outstanding)

"Extremely clear in lectures."

Modern Foreign Languages

Clare Bielby (Best Feedback Award) **Highly Commended: Best Feedback**

"Encouraging students to visit in office hours to discuss any issues – shows true passion for what she does"

Valeria Butler (Inspiring Teaching)

"The lecturer is a wonderful person, very patient and involved with the students."

Chantal Gervais (Inspiring; Best Feedback)

"She always puts the students first and she would adapt her lessons to the knowledge that we had".

Jacob Zobkiw
Education Co-ordinator, HUU

Geoff Gibson (Inspiring; Overall Outstanding; Best Supervisor) **Highly Commended: Inspiring Teaching Award**

"His time as our teacher should be recognised, because his effort and support made University a better experience."

Dr Rachel Haworth (Inspiring Teaching; Best Module; Best Feedback; Best Supervisor; Overall Outstanding)

"Her lessons are amazing – she should win!"

Konstantinos Kritsis (Inspiring Teaching)

"Inspires me to work harder."

Dr Imogen Long (Best Module Award)

"She made classes interesting by engaging the students into activities and general discussion"

Dr Paul McAleer (Best Feedback Award)

"Very helpful and supportive in providing feedback from essays."

Dr Laura Rorato (Inspiring Teaching; Innovative Teaching; Best Feedback; Overall Outstanding)

"This year's module was taught just as good as last year. Handbooks were a godsend!"

Ray Stow (Inspiring Teaching)

"A truly inspiring lecturer who engages the classroom and makes every student comfortable."

Wang Youmin (Inspiring Teaching)

"Mr Wang is an excellent member of staff who does a lot for his students."

Shu Zeng (Inspiring Teaching)

"Because during my first semester at University she greatly improved my confidence and believed in me."

Music

Dr Matthew Barnard (Inspiring; Best Feedback)

"He's a great tutor, gives clear information in his lectures."

Dr Alexander Binns (Best Feedback)

"He has been a really inspiring tutor."

Dr Simon Desbruslais (Inspiring Teaching)

"He is very, very inspiring and encouraging."

Dr Elaine King (Best Supervisor)

"She encouraged me to follow my dream... and also supported my application ... I have been extremely lucky to have had her as a supervisor."

Jacob Zobkiw
Education Co-ordinator, HUU

Sam Kitchen (Admin & Support Staff Award)

"For going above and beyond to help Screen and Music students... Having a positive attitude to everyone she meets."

Dr Rowan Oliver (Best Module)

"Very detailed and very helpful"

Dr Mark Slater (Inspiring Teaching)

"Hands down he is the reason I enjoy this course."

Dr Howard Wilde (Inspiring; Best Module)

"Always able to make 9.15 on a Tuesday morning fun, exciting and hilarious."

PPIS

Dr Matt Beech (Best Feedback)

"Feedback was very quick and detailed."

Chris Coulson (Admin and Support Staff Award)

"Works very hard, despite office staff reductions... Clearly passionate about her job."

Dr Mahrukh Doctor (Best Module; Best Feedback; Overall Outstanding Achievement)

"She is an amazing teacher"

Justin Morris (Inspiring Teaching; Best Supervisor)

"A true role model. Thank you."

Professor Phillip Norton (Inspiring Teaching; Best Module)

"He is always there and goes above and beyond the call of duty."

Dr Dominic Welburn (Inspiring; Best Module) **Highly Commended: Inspiring Teaching Award**

"From talking to my peers it was obvious that Dom has absolutely succeeded in piquing our interest in the module and we often find ourselves discussing topics outside of lectures and tutorials."

Wayne Williams (Inspiring; Overall Outstanding) **Highly Commended: Overall Outstanding Achievement**

"Mr Williams is not only and engaging, innovative and excellent lecturer, but also an outstanding member of [PPIS]."

Screen

Dr Rob Consoli (Inspiring; Innovative; Best Module; Best Feedback; Best Supervisor)

"Genuine person, great feedback and door is always open."

Dr. Manuel Hernández-Pérez (Inspiring)

Jacob Zobkiw
Education Co-ordinator, HUU

"Enthusiastic about his students' work."

James Zborowski (Best Module; Best Feedback; Best Supervisor)

"Feedback has continually helped me improve my grades from 2:2 up to firsts."

Social Sciences

Amina Dualah (Inspiring Teaching)

"She has come in semester 2 and taught us all so much."

Sheila Gaynard (Best Module)

"Sheila's module is very well resourced and enjoyable because it helps one to perform to the best of their ability."

Gill Hughes (Inspiring Teaching)

"Gill is a very engaging teacher and is great at inspiring me in my academic and personal growth."

Dr Michael McCahill (Inspiring)

"He is a very good teacher who manages to make his subject really interesting..."

Julie Rippingdale (Best Supervisor)

"Amazing support, guidance and information. I am so excited for my future through the information Julie has provided."

Social Work

Dr Jo Bell (Best Feedback)

"Gave great feedback with essays."

Adrian Braithwaite (Best Supervisor; Postgraduates' Choice) **Highly Commended: Postgraduates' Choice Award**

"... without Adrian, I would not have had the opportunity to take part in an International Conference which has undoubtedly shaped my career choice."

Faculty of Science and Engineering

Biology/Biomed

Helga Bartels-Hardedge (Inspiring; Best Module)

"The lectures she gives are engaging and she provides help if you struggle."

Professor John Greenman (Inspiring; Overall Outstanding)

"Good interesting lecturer – easy to talk to and very supportive."

Dr Jonathan Harvey (Inspiring; Innovative)

Jacob Zobkiw
Education Co-ordinator, HUU

"He was quick to give feedback on our weekly tests. Jon is always easy to talk to and happy to answer any questions."

Dr Sue Hull – CEMS (Inspiring Teaching; Best Supervisor)

"This person cares a lot! She is irreplaceable, she is inspiring, she is always ready to help..."

Dr Stephen Maher (Best Supervisor; Postgraduates' Choice) **Highly Commended: Postgraduates' Choice Award**

"As my supervisor he has motivated me from a failing grade to a 2:2 standard, and has motivated me to stay on the course, even when I thought the only plan would be to leave."

Dr Leonid Nikitenko (Inspiring Teaching; Innovative Teaching; Best Module; Best Feedback; Overall Outstanding; Best Supervisor) **Highly Commended: Best Feedback Award**

"He is an awesome lecturer and teacher!"

Dr Isabel Pires (Best Supervisor)

"Very supportive tutor, always happy to meet and give face-to-face feedback."

Dr Alistair Ward (Inspiring Teaching Award)

"Alistair is clearly passionate about the subject he teaches and the enthusiasm he has for his subject has inspired the students that he teaches."

Chemistry

Dr David Benoit (Inspiring; Innovative Teaching; Overall Outstanding; Best Supervisor) **Winner: Innovative Teaching Award**

"Dr Benoit always provides a welcoming teaching environment. His personality and lecturing styles make it less nervy to shout out answers in front of peers that, in normal circumstances, wouldn't be the case in other lectures – it's usually silent!"

Professor Bernard Binks (Inspiring Teaching Award)

"Excellent engaging lectures and course."

Professor Paul Fletcher (Inspiring; Best Supervisor)

"Interesting lectures, always thought provoking and makes me really enjoy my lectures."

Dr Phil King (Inspiring; Innovative; Best Module)

"Keeps us well entertained and is a great lecturer, his notes are great to follow and are well suited to the module."

Dr Grahame Mackenzie (Inspiring; Best Supervisor)

"Very enthusiastic, very nice, makes me think about learning."

Dr Tim Prior (Inspiring; Innovative; Best Module) **Winner: Innovative Teaching Award**

"Good teaching and very nice!" "He always posts updates about the module, and questions that are strange and abstract but still applicable to real-life aspects of his speciality!"

Jacob Zobkiw
Education Co-ordinator, HUU

Dr Michael Reithofer (Best Supervisor)

"He is always incredibly helpful, providing useful information and research to assist in experimental work."

Dr John Williams (Inspiring; Best Supervisor) **Highly Commended: Best Supervisor Award**

"He NEVER FAILS to reply or send me an e-mail every time. He would go the extra mile to ask the lecturers or facilitators questions and get back to us promptly."

Dr Nigel Young (Inspiring Teaching)

"Concise, clear teaching of quantum, symmetry operations."

Computer Science

Dr Yongqiang Cheng (Best Feedback; Innovative; Best Supervisor Award)

"Friendly, accessible and gave good advice."

Dr Warren Viant (Inspiring; Innovative; Best Module; Overall Outstanding; Postgraduates' Choice)

"For his best way of teaching and making students actually learn."

Engineering

Dr Ian Bell (Best Module; Best Supervisor)

"Very interesting and easy to understand"

Dr Catherine A Dobson (Innovative Teaching; Best Module; Best Feedback; Overall Outstanding; Best Supervisor)

"Clear, helpful and AMAZING!"

Dr Paul Stevenson (Best Module; Overall Outstanding)

"Knows when to have a laugh"

Dr Jay Wadhadwan (Inspiring Teaching; Innovative Teaching; Best Feedback; Best Supervisor)

"Puts 1000% into helping students achieve their goals"

Dr Peter Watson (Inspiring Teaching; Best Supervisor) **Highly Commended: Best Supervisor Award**

"Dr Watson has been approachable, supportive and highly efficient in energizing me to succeed on every occasion."

GEES

Suzanne Beech (Inspiring Teaching)

"This person is a great lecturer, keeps me motivated through the semester."

Dr Tim Bellerby (Innovative Teaching)

Jacob Zobkiw
Education Co-ordinator, HUU

"He uses a lot of props and uses them very effectively for learning."

Professor Sally Eden (Inspiring Teaching; Best Feedback; Best Supervisor)

"She is a legend."

Brendan Murphy (Inspiring Teaching)

"He was extremely helpful and went out of his way to ensure that my experiment was finished on time and done well."

Jane Reed (Best Supervisor)

"I was surprised by the support she extended out to me as I was not expecting it. Her support is very much appreciated!"

Dr Mike Widdowson (Best Supervisor Award)

"Mike goes above and beyond to help us, he's always e-mailing and checking everything is OK with our dissertations."

Physics and Maths

Dr Jessica Banks (Overall Outstanding)

"Had a positive impact on her students, was supportive during a personal struggle."

Laura Broddle (Inspiring; Innovative; Best Module)

"Her teaching makes it a lot easier to understand"

Jules Cornes (Admin and Support Staff)

"She deserves the award most of all because despite her extremely busy schedule she always seems to find time for the day-to-day issues presented by the students she does admin for."

Professor Brad Gibson (Postgraduates' Choice)

"Puts everything into perspective, informative and relaxed."

Professor Mary O'Neill (Innovative Teaching; Best Feedback; Best Supervisor)

"She is clearly a very busy individual, but goes out of her way to help."

Dr Kevin Pimblet (Inspiring Teaching)

"Makes you want to go to lectures."

Dr David Sands (Overall Outstanding)

"An all-round outstanding teacher – gives great feedback and his stories are great."

Dr Jael Williams (Inspiring; Overall Outstanding)

"I am sure that I am not alone in feeling that without Jael's support and encouragement I would have doubted my own abilities."

Jacob Zobkiw
Education Co-ordinator, HUU

Psychology

Dr Frances Burbidge (Best Feedback; Overall Outstanding Achievement) **Highly Commended: Overall Outstanding Achievement Award** *"Fran has been instrumental in supporting me to set up a pilot project for women with... which is going above and beyond her academic duties."*

Dr Julie Castonovo (Best Supervisor)
"Julie has excellent communication skills, as well as being an empathetic person, which really helps students succeed academically..."

Dr David George (Best Supervisor)
"Very approachable tutor, kind and organised."

Dr Joanna Horne (Best Feedback)
"I can always book an appointment with Jo and she'll explain the work to me without making me feel stupid"

Dr Mary-Ellen Large (Inspiring; Best Supervisor; Postgraduates' Choice)
"Giving up her time beyond what is required & granting me opportunities I otherwise would not have open to me!"

Laura Purdon (Overall Outstanding; Admin and Support Staff) **Highly Commended: Admin & Support Staff Award**
"Laura is amazingly supportive to students with disabilities, her approach to those with alternative needs is exemplary."

Dr Kazuyo Nakabayashi (Inspiring; Innovative; Best Module) **Highly Commended: Innovative Teaching Award**
"She knows how to communicate with students and inspire them."

Dr Igor Schindler (Best Supervisor Award)
"He deserves recognition of being an asset to students, and additionally, the department of Psychology."

Sports Health & Exercise Science

Damien Gleadall-Siddall (Inspiring Teaching)
"Turns up each week in great spirit, very clear and makes the complex simple."

Phil Marshall (Inspiring Teaching) **Highly Commended: Inspiring Teaching Award**
"Phil's efforts in helping students are second to none... He epitomises what it means to go the extra mile in helping and caring for his students."

Liam Sykes (Inspiring Teaching)
"Very understanding and always willing to help."

Jacob Zobkiw
Education Co-ordinator, HUU

Peter Andrews (Inspiring Teaching; Innovative Teaching; Best Module; Overall Outstanding; Best Supervisor) **Winner: Best Supervisor**

"The module itself is the best module I have taken in the four years I have been at University." "My manager said that he had never before (in his 15 years of taking on placement students) seen such immaculate support from University."

Dr Pervaiz Akhtar (Innovative Teaching; Best Feedback; Best Supervisor)

"He is very outstanding and gives us a lot of innovation in our research."

Gavin Betts (Inspiring)

"Gavin is by far the best lecturer we've had. He's approachable, knowledgeable and has a way of explaining subjects that just make it click."

Steve Braund (Innovative Teaching)

"Fab Teaching!"

Dr Fernando Correia (Best Supervisor)

"Fernando is good at providing constructive feedback that actually helps you rather than confuses you even more."

Dr Leigh Davison (Inspiring; Best Supervisor)

"He is full of passion and motivated me a lot."

Dr Scott McCracken (Best Module; Innovative) **Winner: Best Module Award**

"The best module I've ever taken. Scott had innovative ways of assessing our knowledge, such as weekly problem sets that made up 20% of our grade."

Dr Alexandros Psychogios (Best Feedback; Best Supervisor) **Highly Commended: Best Feedback Award** *"He gives me feedback constantly, he communicates well with me and always replies to e-mails, often within the hour."*

Dr Patrick Reedy (Best Supervisor)

"I recommend my supervisor to win this award because he is very supportive and patient with me."

Dr Stephen Trotter (Inspiring; Best Module; Best Feedback; Overall Outstanding)

"Steve has been a fantastic mentor and tutor across my time at University"

Dr Dimitrios Tsagidis (Best Supervisor)

"He's given me very inspiring comments."

Professor Richard Vidgem (Best Feedback; Best Supervisor)

"He is intelligent, guiding me very smartly."

Dr Jian Wang (Best Module)

"Excellent module; very good for future preparation"

Jacob Zobkiw
Education Co-ordinator, HUU

Jeremy Wilcock (Best Supervisor)

"I wish to nominate him for his efforts to help a struggling student like myself to pass my Masters. Thank you."

Faculty of Education

Professor Mike Bottery (Inspiring Teaching; Best Feedback; Overall Outstanding Achievement; Best Supervisor)

"He provides a lot of insights, and innovative feedback."

Thamara Bulmer (Inspiring; Best Module; Best Feedback; Overall Outstanding; Best Supervisor)

"She always has a smile on her face and is always there to help"

David Cox (Inspiring; Innovative; Best Module; Overall Outstanding; Postgraduates' Choice)

Highly Commended: Best Module Award

"The title of the module seemed interesting and something I'd enjoy, David has captured my engagement by bringing the module to life."

Helen Farrall (Admin & Support Staff)

"For her amazing support to all students. Helen has greatly improved my academic English, and I am now achieving much higher grades."

Kay Fraser – Scarborough (Innovative Teaching; Overall Outstanding; Best Supervisor)

"Kay uses different approaches to teaching. Her style is multi-modal and she doesn't just lecture us for hours at a time."

Megan Murray – Scarborough (Inspiring; Innovative; Best Module; Overall Outstanding)

"Continuously trying to go above and beyond to provide us with the best experience."

Dr Martin Nickson (Best Feedback; Best Supervisor)

"He makes us feel as if he is talking to just you, he takes time to speak to you and seems like he knows your situation."

Sue Pierce (Inspiring; Innovative)

"Lectures are inspiring and push me to strive to become the best I can."

Claire Roberts (Inspiring)

"Excellent delivery of various topics."

Sue Rolfe – Scarborough (Inspiring; Best Module)

"Always makes time for her students and makes you a priority."

Dr. Sam Shields – Scarborough (Best Module Award) **Highly Commended: Best Module Award**

"From the beginning of the module Sa kept us engaged and interested. The content of the module is well thought out and looks to enhance our knowledge of Informal Learning."

Jacob Zobkiw
Education Co-ordinator, HUU

Yasmin Stefanov-King – Scarborough (Innovative; Best Module; Best Supervisor)
“Yasmin is clearly passionate and enthusiastic about teaching and it is a pleasure to attend her lectures.”

Jessica Stubbins (Admin & Support Staff Award)
“She is always available, calm (when I panic) and her professionalism at all times inspires confidence.”

Christine Trala – Scarborough (Best Module; Overall Outstanding)
“Chris undoubtedly puts her students before anything and constantly engages and communicates with us.”

Joanne Traunter (Inspiring Teaching)
“I am a student that has moved to Hull from another city, and at the beginning of my degree I felt extremely lost and overwhelmed... Jo has supported me through all these adjustments.”

Gary Wilkinson – Scarborough (Best Module Award; Overall Outstanding)
“Gary’s teaching on this module has been fantastic.”

Dan Wray – Scarborough (Innovative Teaching Award; Overall Outstanding) **Highly Commended: Overall Outstanding Achievement Award**
“Lots of outdoor learning opportunities and use of practical tasks in both Geography and D+T. Format of assessment gives us a chance to utilise new skills.”

Faculty of Health & Social Care

Emma Bush (Inspiring Teaching Award)
“Emma truly is an inspiration to the future of all student nurses that are about to start a fantastic career.”

Rebecca Daly (Overall Outstanding)
“Because she lives and sleeps this job. She’s amazing!”

Kirsty Fishburn (Best Supervisor)
“Good academic supervisor and approachable.”

Jane Gill – Scarborough (Inspiring; Overall Outstanding) **Winner: Inspiring Teaching Award**
“Jane is the most enthusiastic and motivational person I know. Not only are her lectures well thought-out, clear and precise, her enthusiasm and encouragement to learning and her subject is inspirational”.

Mark Gretton (Inspiring Teaching; Best Supervisor)
“He always has his students laughing, but at the same time learning. He deserves this award.”

Jacob Zobkiw
Education Co-ordinator, HUU

Kate Heaney (Admin & Support Staff Award) **Winner: Admin & Support Staff Award**

"Kate has been amazing at getting us organised as a cohort and shew seems to have an answer for even the most difficult question."

Tracey Heath (Inspiring; Best Module)

"Very good at interacting with the learners."

Christine Jackson (Best Supervisor)

"She always makes time to support all of the students in our group, regardless of the workload."

Brian McMahon (Non-Departmental Support Staff)

"Supported me through my appeals process... Nominated for being happy and jolly."

Brenda Reeve (Inspiring Teaching)

"She makes all lectures fun and interesting."

Miscellaneous

Elaine Altuccini – HUU Scarborough (Non-Departmental Support Staff) **Highly Commended: Non-Departmental Support Staff Award**

"It has had a great impact on my experiences ensuring there is someone who is there for support and who listens impartially."

Chris Bamford – Sports and Fitness Clubs Development Officer (Non-Departmental Support Staff)

"Constantly spends his free time (lunch & after work) to help train the Ultimate Frisbee team."

Jacqui Bartram – Library Skills Team (Inspiring; Overall Outstanding; Non-Departmental Support Staff)

"Because she inspires me, because she is great, because she became my role model."

Dr Peter Bazira – HYMS (Inspiring Teaching Award)

"Uses his sense of humour to engage students e.g dressing up as the female reproductive system by wearing a bedsheet."

Sarah Donkin – SSA/SEO (Admin & Support Staff Award) **Highly Commended: Admin & Support Staff Award**

"Her help has been extremely beneficial to me, as without her support, I would have likely dropped out of University. She is a true asset to the University."

Helen Kirby-Hawkins – Timetabling Officer (Overall Outstanding; Admin and Support Staff Award.)

"It would be nice for her to receive the recognition she deserves."

Michael Mell – Health & Wellbeing Advisor (Non-Departmental Support Staff)

Jacob Zobkiw
Education Co-ordinator, HUU

"By being a friendly & approachable person, he has supported so many students, resulting in that students stay who would have left."

Kathryn Oram-Robinson – HUU Scarborough (Overall Outstanding; Non-Departmental Support Staff) – **Highly Commended: Non-Departmental Support Staff Award**

"Without Kathryn my time at university would have been a lot less fun."

Emma Palmer – SSA/SEO (Overall Outstanding; Admin and Support Staff Award)

"Whoever has the problem, and whatever it is, Emma will make sure she is free to help, be that for advice, to point you in the right direction or just hold the box of tissues while you vent."

Toni Proctor – HUU (Non-Departmental Support Staff)

"Shoulder to cry on, laugh with and vent at. Absolutely incredible!"

Julia Rafferty – Disability Services (Non-Departmental) **Highly Commended: Non-Departmental Support Staff Award**

"She has gone the extra mile with helping me cope with my difficulties, and made me feel not ashamed of doing something incorrect."

Roger Sturmey – HYMS (Inspiring; Overall Outstanding)

"He has helped many medical students to grow in a variety of ways."

Scarborough Student Well-Being Team (Non Departmental Support Staff) **Winners: Non-Departmental Support Staff Award**

"... they work hard, and are completely selfless and give me strength,"

Appendix 2: Awards Criteria

Inspiring Teaching Award

Criteria: The inspiring teaching award will be given to an exceptional member of teaching staff who effectively engages and communicates to students the content of the module. Their ability to communicate content so it becomes interesting or relevant will have a transformative impact on the student experience and their passion for good teaching will motivate students to perform academically at their full 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 with 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.

Innovative Teaching Award

Criteria: An innovative teacher will explore new methods of teaching. They will proactively engage and communicate to students in different ways. They may use forms of technology that facilitate effective learning or they may undertake creative teaching styles that promote a positive student experience. It might be that the content of the module is new and exciting or it is communicated in a unique way. 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 an interesting way.

Best Module Award

Criteria: An outstanding module will be well resourced, well organised and will have high quality teaching. Students will know what is expected and the module will help them perform to the best of their 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 or VLE content and the communication with students should be clear and concise.

Best Feedback Award

Criteria: 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 have 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

Criteria: This award is for academic support tutors (previously Personal Supervisors), dissertation supervisors or research supervisors that go above and beyond to 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

Criteria: This award will be given to a non-academic member of staff who contributes to a positive student experience. They might be extremely helpful and supportive in dealing with questions or concerns from students. They might be highly adept at 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 on the lives of students.

Non-Departmental Support Staff Award

Criteria: This is 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 of Hull Univeristy Union that has made an impact on your student experience. There is no limit to the award provided they are not an academic or a departmental administrator. Like the previous award, this may be someone that works behind the scenes to improve the student experience.

Postgraduates' Choice Award

Criteria: This award recognises that postgraduate provision and the postgraduate 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 they will go above and beyond to support Postgraduates at the University of Hull.

Overall Outstanding Achievement Award

Criteria: This will be awarded to an outstanding member of staff who stands out as exceptional. They may be an outstanding teacher, member of support staff or just about anyone within the institution that helps or positively develops the all-round student experience or makes a positive impact on the lives of students.