



STUDENT LED TEACHING AWARDS REPORT

2016/17

Preface

In recent years, and despite respectable NSS scores for overall student satisfaction, students have consistently marked learning and teaching below the national average. The sector as a whole has been looking to improve its teaching, meaning that Brunel will need to continuously improve to compete effectively. As a Union we have a strategic drive to improve the NSS score for teaching at Brunel and the Student Led Teaching Awards (SLTAs) is just one of the ways in which we can influence this.

The SLTAs were introduced in the 2011/12 academic year, not only to highlight and recognise areas of good practice to the University, but also to provide a platform for students to voice what qualities they value most when it comes to their learning. Brunel Universities Educational Excellence Centre (BEEC) has consistently provided support for these awards for which we continue to be grateful.

In previous years, there have been nine awards, however last year the awards were minimised down to four main categories, making the criteria less ambiguous and the categories more relevant to what the SLTAs stand for. As a Union we felt that this new criteria worked well to recognise best practice in the Colleges as well as the University as a whole, and as such we continued to utilise the new criteria for this year's awards.

The awards categories are:

- Tutor/Supervisor of the Year Award (With College specific awards)
- Outstanding Feedback Award
- Lecturer of the Year Award (With College specific awards)
- Exceptional Support Staff Award

The Tutor/Supervisor of the year awards, along with the Lecturer of the year award are broken down into College's. This means that in each college one member of staff received this award. Those winners were then considered for the overall University wide award.

This year we changed the nominations form from asking students to write up to 500 words explaining how the member of staff meets the criteria, to asking more direct questions around their experience. As such we saw nominations submitted that better explained the student's experience, and how the lecturer met the criteria. Although 27% of students nominating chose not to elaborate on their nomination by answering these questions, the majority did which resulted in good quality nominations.

This report aims to not only recognise and celebrate good practice but also disseminate this information across Brunel. This data is unique as it is student focussed and represents what students consider to be best practice.



Brunel University London aspires to be a world class creative community that is inspired to work, think and learn together to meet the challenges of the future. The University is therefore committed to providing opportunities for high quality learning and teaching, and to seek excellence in this provision.

Every year the Union of Brunel Students acknowledges those lecturers and other members of University Staff that go above and beyond to inspire, challenge and engage their students through the Student Led Teaching Award. The scheme provides the student population with the opportunity to recognise those exceptional individuals that offer excellent teaching and support.

The Union strongly believes that the highest quality learning experience is essential in extending the creativity and intellect of students, and therefore desires to see outstanding members of staff acknowledged for their work in the University.

The SLTAs provide a raft of benefits for both the Union and the University, including:

- Highlighting the impact of outstanding contributions of Brunel Staff on the student experience.
- Empowering and amplifying the student voice throughout Brunel.
- Supporting the importance of the learning partnership between the students and their lecturers.
- Identifying the student perspective of good practice and student expectation.
- Enhancing the learning and teaching elements of Brunel's strategic plan.
- Contributing to the enhancement plans of the Colleges by highlighting areas of good practice.

This is the 6th year that the SLTAs have been running, and we hope to utilise and build upon the success of this year's iteration, as well as those in previous years, to make the scheme as beneficial as possible for University and ultimately the students.

Nominations were open from January 21st through to March 3rd 2017; and were accessible through the Union's website.

Students were asked to answer a number of questions, explaining how their nominated member of staff met the criteria for the award(s) selected. These questions differed dependant on the award, and reflected the criteria.

All nominations were sorted into awards and reviewed by a Selection Committee comprising of members of Student Assembly and the Vice Presidents of the Colleges. It is important to clearly point out that the awards were awarded based on the quality, not quantity, of nominations submitted, although large volumes of nominations for individuals or groups were taken into consideration.

The Selection Committee shortlisted each award into 3 Nominees, and each Nominee and nominator were invited to an Award Ceremony on May 3rd 2017.

All staff members who received a nomination were sent a personalised email containing the statements made by the nominator. In addition a document was placed on the Union website outlining all the nominees, and the shortlist, along with details of who had won what awards and what had been said about the winners.

The awards ceremony consisted of a two course sit down meal. All the shortlisted staff members were invited to attend, along with the students who nominated them. Key University staff members and Union representatives were also in attendance.

This year's SLTAs saw an increase in nominations from the previous year. There was also an increase in the quality of nominations being received due to the questions outlines on the nomination form. At the same time there were many students who chose not to submit any written evidence.

298 nominations were received from undergraduate and postgraduate students across the three Colleges; College of Health and Life Sciences (CHLS), College of Business, Arts and Social Sciences (CBASS) and the College of Engineering, Design and Physical Sciences. As in previous years, the award that received the highest number of nominations was the Award centred on teaching, with over half of the total. The breakdown of the nominations between the different awards can be seen in the table below.

Lecturer of the Year	166
Tutor/Supervisor of the Year	79
Outstanding Feedback of the Year	12
Exceptional Support Staff	41

1st year students and postgraduates were previously the two largest groups nominating for the SLTAs. However; this year we saw a dramatic increase in the number of 2nd years contributing nominations. In addition we saw a large increase in PGT nominations.

1ST	72
2ND	71
3RD	66
4TH	9
PGT	68
PGR	12

Total number of nominations

CBASS	123
CHLS	128
CEDPS	47

divided between the Colleges

Winners 2016-17

Outstanding Feedback

Emma Wainwright

Exceptional Support Staff

Louise Baddeley

Tutor/Supervisor of the Year – CBASS

Chima Mordi

Tutor/Supervisor of the Year – CEDPS

Konstantinos Banitsas

Tutor/Supervisor of the Year – CHLS

Elisabete Silva

Lecturer of the Year – CBASS

Elizabeth Evenden-Kenyon

Lecturer of the Year – CEDPS

Martin Greenhow

Lecturer of the Year – CHLS

Panagiota Nikopoulou Smyrni

Lecturer of the Year for Brunel University London

Elizabeth Evenden-Kenyon

Tutor/Supervisor of the Year for Brunel University London

Chima Mordi

Tutor/Supervisor of the Year Award

Definition

The Tutor/Supervisor of the Year Award will be awarded to a member of academic staff that has offered exceptional support to tutees and supervisees.

Core Criteria

- Provides support to their tutees in terms of academic and non-academic advice, and has the desire to better the lives of their students.
- Provides opportunities for multiple forms of communication through telephone calls, emails and face to face meetings, and advertises their availability to students.
- Provides realistic solutions to any issues and constructive feedback where necessary.

Eligibility

A member of academic staff
The new system of awards will see the Tutor of the Year award being awarded by College. From these winners the selection panel will then select one individual to win the overarching Tutor of the Year award.

Shortlisted nominees

CBASS

Chima Mordi
Claire O'Callaghan
Elizabeth Evenden-Kenyon

CEDPS

Nuhu Braimah
Konstantinos Banitsas
Xiangming Zhou

CHLS

Christopher Parris
Elisabete Silva
Gail Eva

Winners

CBASS

Chima Mordi

"He always starts from the scratch so that it is not too difficult for students who don't have a previous background of Human Resources management."

CEDPS

Konstantinos Banitsas

"Dr. Banitsas and I would have 2 meetings a week where we would meet and talk about progress and ideas on what to do next."

CHLS

Elisabete Silva

"She has nurtured my professional development both inside and out of my PhD. She is always available to help me when needed and will always go the extra mile to help me be successful..."

Overall Brunel University Winner

Chima Mordi

"He's always willing to help if I have any doubts about the subject or if I need extra time. He will not only provide with his valuable feedback and guidance but also go above and beyond his call of duty..."

In the nominations for this award there is a clear pattern of mentions of approachability and availability. Students wish to be able to access their tutors easily and feel welcomed.

Many of the nominated staff in this category have been described to have gone "above and beyond" the remits of their role, which students are very grateful for.

"...has been very supportive, approachable and has gone above and beyond in supporting me whilst completing my project."

Taking the time to give detailed feedback, and also explain things in a simplified manner to ensure understanding, is another quality that students value when nominating staff for this award

"Sometimes a simple discussion with them is enough to promote understanding. They have a knack for explaining complex concepts/tasks in a simple manner."



As is shown in the charts below and above, nominations of this award were predominantly put forward by 3rd year students. Which is understandable given they are more likely to utilise Tutors along with Masters and PHD students. CBASS, being the largest College, had the largest volume of nominations, with CEDPS having the lowest amount of nominations.



Lecturer of the Year Award

Definition

The Lecturer of the Year Award will be awarded to an inspirational member of academic staff, or a Postgraduate Student, who teaches in innovative and captivating ways; and engages with students in their learning beyond what is expected.

Core Criteria

- A true passion for lecturing, and engages the whole class in every lecture.
- Is knowledgeable in their area, and provides structured seminars and tutorials that add to the learning experience.
- Actively challenges students in class and encourages critical thinking.
- Uses a diverse range of teaching methods that reflects the range of needs of the student body.
- Adopts engaging and innovative ways of teaching, such as technological enhancements or teaching based outside of the lecture room.

Eligibility

A member of Academic Staff or Postgraduate that teaches

The new system of awards will see the Lecturer of the Year award being awarded by College. From these winners the selection panel will then select one individual to win the overarching Lecturer of the Year award.

Shortlisted nominees

CBASS

Chris Cox
Elizabeth Evenden-Kenyon
Thaleia Deniozou

CEDPS

David Smith
Martin Greenhow
Rob Macredie

CHLS

Elisabete Silva
Panagiota Nikopoulou Smyrni
Rebecca Swenson

Winners

CBASS

Elizabeth Evenden-Kenyon

“She uses different teaching methods in class not only by her talking but also the whole class participates in different activities every week.”

CEDPS

Martin Greenhow

“He motivates and inspires me because he is very communicative always e-mailing us and informing us of news and once even e-mailed us BBC news, which was fun and new”

CHLS

Panagiota Nikopoulou Smyrni

“Panagiota is always enthusiastic, tries to get us to interact in the lectures, she is very human and kind to the students, and she is funny. She likes to break down concepts into manageable chunks.”

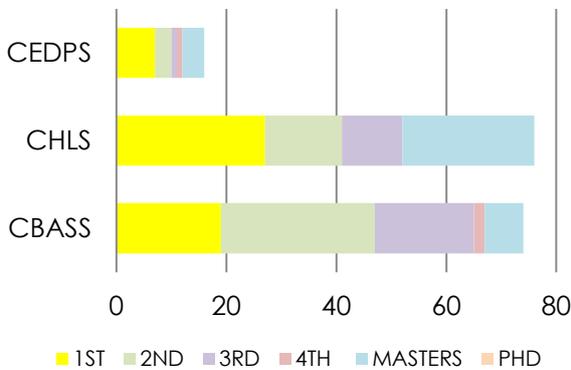
Overall Brunel University Winner

Elizabeth Evenden-Kenyon

"She gives numerous resources for us to further our knowledge and creates fun sessions in seminars where we get to delve into the extracts and write our opinions on whiteboards. We then use these to revise from meaning that everyone helps each other learn."

In the nominations for this award there is a clear pattern of mentions of enthusiasm in teaching, passion for the subject and an interactive teaching style. Students wish to be inspired by knowledge, experience and innovative ways of presentation.

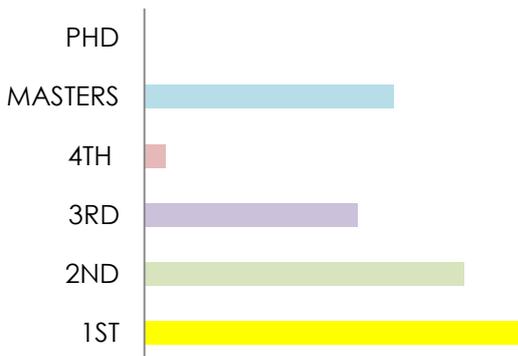
"Seeing a Lecturer so passionate about what they teach also inspires me to look over it in a new light, one filled with a more open mind and willingness to learn."



Teaching skills seem to be key to the reasons why Lecturers have received nominations. As the use of different methods of teaching are mentioned throughout the nominations.

"They are interactive and engaging in lectures, record everything to help us with revision and lays out examples in a way that ensures you full understand the context and application of what you are studying."

As is shown in the charts below and above, nominations of this award were predominantly put forward by undergraduate students. There was however a good number of nominations submitted by PGT students. Few PGR student submitted nominations, however this may be due to them not learning in the same taught environment as other students. There were a good number of nominations from both CBASS and CHLS, however as with the overall awards a poor number of nominations from CEDPS.



Outstanding Feedback

Definition

The Outstanding Feedback Award will be awarded to a member of Academic Staff, or a Postgraduate Student who teaches, that has offered exceptional feedback through innovative and constructive ways.

Core Criteria

- Provides feedback in a timely fashion, with constructive comments and clearly described areas for improvement.
- Provides resources to allow students to complete the assignment to a suitable level, such as lectures, additional reading or laboratory time.
- Provides feedback in innovative ways, such as face to face, or through individualised emails
- Allows students to contact them regarding any feedback queries.

Eligibility

A member of Academic Staff or Postgraduate that teaches

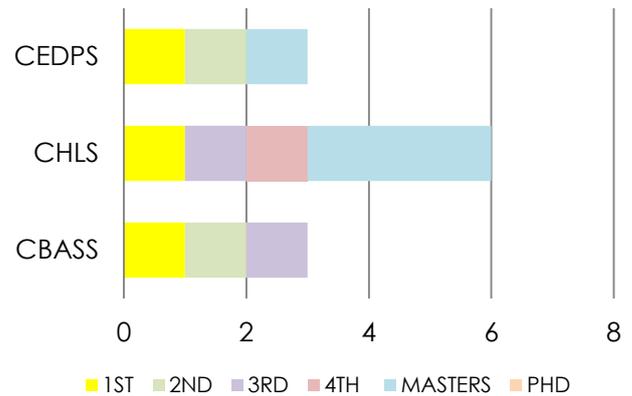
Shortlisted nominees

Emma Wainwright
Abdul Sadka
Deborah Chay

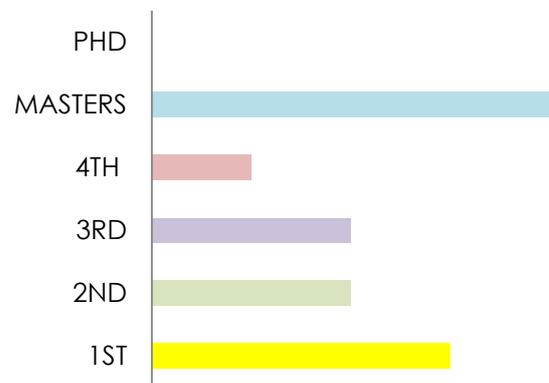
Winner

Emma Wainwright

"You can tell that she takes her time to thoroughly read, digest and critique our work. What I personally love is the fact that she gives electronic feedback and then provides handwritten assessment feedback with extra comments."



As shown above, the vast majority of the nominations come from CHLS, with the majority of nominations coming from PGT students.



"...Provides feedback that is incredibly detailed and specific to that piece of work, but also includes points that you can utilise to incorporate in future work to ensure that it is the best piece of work you can produce."

Judging from the nominations, what makes outstanding feedback is for it to be constructive, personal and prompt.

In addition many of the students mention the importance of having well-structured feedback.

Exceptional Support Staff

Definition

The Exceptional Support Staff Award is awarded to Non-Academic Staff that has supported a student in their studies or personal matters.

Core Criteria

- Provided support with Academia, placements, or advanced learning
- Provided support with pastoral matters such as counselling or religion
- Has benefited the student in staying within the University.

Eligibility

Nominations are open for any NON-ACADEMIC staff

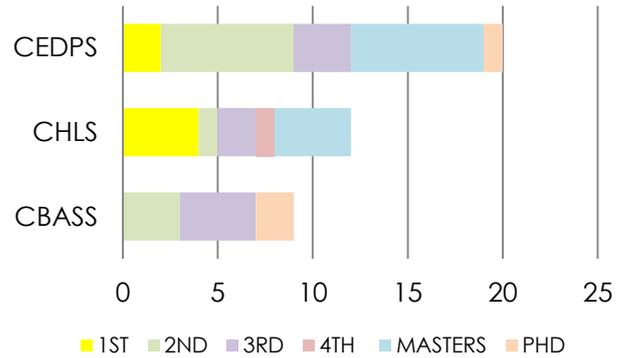
Shortlisted nominees

Giselle Hayward
Louise Baddeley
Sean Holmes

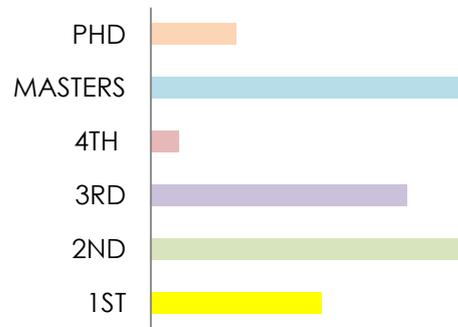
Winner

Louise Baddeley

“Louise was always welcoming when I contacted her for support. She was generous with her time and empathetic. It made a difficult situation much easier, as I had someone completely on my side. She liaised with the academic staff with me in order to help my wishes be communicated and valued.”



Last academic year 1st and 2nd year students submitted most of the nominations. However there has been a shift meaning that the nominations are more evenly distributed.



Valued aspects of the nominees for the Exceptional Support Staff Award ranged from professional and quick handling of problems and queries, as well as continuous support and advice. Staff members taking the time to listen to students are also valued.

Nominations also vouch of instances where members of staff have supported in a student continuing to be able to study. Which highlights the importance of the SLTA's in highlighting the hard work staff do in the area of retention.

“...I feel my mental illness is taken seriously, and overall she has just made attending university so much easier and less stressful.”

CEDPS submitted the most nominations for this award. However the nominations came from a good mix of levels, with 4th Years and PHD students being the groups that submitted the least number of nominations.