Title: **What do student-led learning and teaching awards for tutors tell us about excellence and academic staff development needs?**

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Abstract:

Session Learning Outcomes

By the end of this session, delegates will be able to:

Design a student-led learning and teaching award for their institution.

Locate concepts of tutors learning and teaching practices that are perceived by students as being highly effective.

Identify ways in which student-led awards might be used to identify potential areas of staff development.

Session Outline

Most HEIs in the UK have some form of 'award' that seeks to enhance the value of learning and teaching and reward excellent practice. Most of these awards tend to be based on self or/and peer nomination (Cashmore & Ramsden 2009). Recently some institutions have started to support awards for excellence in learning and teaching that are based on student nominations (see for example NUSS & HEA 2009). At the University of Worcester we have been running such a scheme that, through student nominations, seeks to identify 'modules' that stood out in relation to how they promoted learning and inspired students to learn. This session will discuss how to establish such an award, the mistakes we made and how to avoid them. It will highlight those aspects of practice that students at Worcester considered inspirational and explore what this tells us about current academic definitions of teaching excellence (Skelton 2005). It will also consider the ways in which information gathered through nominations can be used to inform staff development practices.

Session Activities and Approximate Timings

1. Quick overview of session and LOs (5 Mins).
2. Participants ask to identify from their experience their four highest ranking features of inspirational learning and teaching practice (5 Mins).
3. Mix and Match: participants will be asked to match each of their responses to a range of quotations from the nominations that University of Worcester students made (5 Mins).

4. Discussion of match and mis-match between the students' conceptions and ours will be facilitated (10 Mins).
5. Discussion of how we conducted our nomination process and its outcomes (10 Mins).
6. Discussion: making the most of this rich data for staff development purposes (5 Mins).
7. Plenary: Did we meet our and your learning outcomes? (5 Mins).

References

Cashmore, A. and Ramsden, P. (2009) *Reward and Recognition in Higher Education: Institutional Policies and their Implementation*. York, Higher Education Academy.

National Union of Students Scotland and Higher Education Academy (2009) *Student-Led Learning and Teaching Awards Project Plan* http://www.heacademy.ac.uk/assets/Scotland/teaching_awards_project_plan.pdf [Accessed Oct 2010].

Skelton, A. (2005) *Understanding teaching excellence in Higher Education*. London, Routledge.