Colleague Recognition Awards

★★★★★

Edinburgh Napier
UNIVERSITY

Category	Learning and Teaching
Nominee (s)	Cameron Graham
Individual or Team	An individual
School / Service	Department of Learning and Teaching Enhancement;
Nomination	

I am nominating Cameron for the Learning and Teaching award to show appreciation for his commitment to enhancing active learning within the Business School learning and teaching approach. Cameron has been working directly with the Tourism & Languages Subject Group on the Active Learning Spaces Pilot project since September 2023 and in that time has been the driving force behind enhancing our delivery styles for a personalised student experience. In my capacity as the TBS Academic Lead for Student Engagement & Retention, Cameron has been a key stakeholder in our wider strategic objective to enhance the value of on-campus learning events and has brought a wealth of experience and expertise to help us achieve this goal. Cameron consistently operates on a collegiate level and has instilled a culture within our team to look beyond traditional teaching practice to try alternative approaches. Throughout his leadership of the ALS project, Cameron has championed a collaborative approach to the planning, scaffolding and development of each layer of the project. This included integrating academic and professional services voices into the discussions with Property & Facilities and Information Services in the blueprinting of new active learning environments at Craiglockhart Campus. This multifaceted dialogue has led to tangible outputs and specifications which truly reflect the teaching preferences of staff whilst also recognising and accommodating the structural requirements of the campus and its supporting infrastructure. Throughout developmental and CPD sessions, Cameron excels at translating informed pedagogic rationales with practical techniques and practice that can be applied within the classroom. His advocacy of the active learning approach has not only inspired me to reflect on my own practice, but inspired others within the team to plan and develop meaningful change within our learning and teaching practice. On a personal level, Cameron has gone above and beyond in his capacity as Curriculum Development lead to spend dedicated time on a bespoke module team workshop to support the further enhancement of my TSM09126 Global Service Management module. He has planned integrated academic skills, confident futures and learning technologist input to facilitate a 360-degree planning session for the module after the active learning pre-pilot in 2023/4 Trimester 1. This outstanding contribution and willingness to devote dedicated time to a single module to support the team demonstrates Cameron's exceptional commitment to enhancing teaching practice and personifies the inclusive and innovative values that ENU strives towards.

Colleague Recognition Awards
⭐⭐⭐⭐⭐

<div style="text-align:right">Edinburgh Napier UNIVERSITY</div>

Category	Learning and Teaching
Nominee (s)	Introduction to Sociology Module Team; Dr Marina Yusupova, Dr Jason Ran, Dr Fiona McQueen, Dr Gavin Maclean
Individual or Team	A team
School / Service	School of Applied Sciences;
Nomination	

I want to nominate this module delivery team for their incredible achievement in transforming the delivery of one of our programme suite's largest 1st-year modules. SSC07101 is a foundational module that gives students their first 'introduction' to sociology. Last year it had 258 students registered.

For several years, feedback on this module has been decreasing, and it was identified as a key flashpoint for losses of 1st-year students, failure to submit assessments, and a significant challenge for students in the 1st trimester of their University journey.

This year, as a result of the module team, the content, structure and assessments on the module were completely redesigned from the ground to deliver a revitalized, fit-for-purpose introductory module that supported students in their 1st trimester. Their approach enhanced student submission and assessment pass rates and feedback on the module is outstandingly positive. Their transformational successes have been acknowledged by DLTE and the team was invited to showcase their approach at an all-staff meeting to share practice.

Thanks to their efforts, retention of our first-year students in trimester 1 has been significantly higher this year, which is both evidential and a testament to their hard work. Their delivery not only evidences a transformational impact on student learning but has directly contributed to the primary objective of the School this academic year; improved retention. Their work should be recognized at the university level and utilized as an example across comparable subject areas to enhance retention more widely. We are incredibly lucky to have these colleagues in our subject group.

Category	Learning and Teaching
Nominee (s)	Introduction to Sociology Teaching and Redesign Team – Marina Yuspova, Kirstin Anderson, Sarah Anderson, Kamau Waiuri, Fiona McQueen, Mandy Winterton, Nick Currie, Iga Gumulinska, Sharani Osborn, Jason Ran, Gavin Maclean.
Individual or Team	A team
School / Service	School of Applied Sciences;
Nomination	

The Introduction to Sociology teaching team have made a fantastic contribution to learning and teaching in our large undergraduate Social Sciences suite. They have collaboratively redesigned our flagship year 1 module to enhance the student experience. The new approach, which has involved embedded academic skills, a focus on core conceptual knowledge, research led teaching, and an innovative assessment design, has had a transformational impact on student experience. The module also hosted the piloting of a PDT student support intervention for those who were struggling with assessments early in the programme, to improve our retention and progression in line with university KPIs. Through these efforts, overall satisfaction has risen from 43% positive response in 2022/23, to 80% in the current academic year, with significant improvements in areas such as student support (91%) and learning and teaching (86%). It is important to highlight that several members of the team are newer colleagues who have taken on this challenging module, and the significant impact of our guaranteed hours/PGR student experience contracted tutors. They have made an outstanding impact on the programme suite and evidenced a sustained commitment to learning and teaching excellence.

Category	Learning and Teaching
Nominee (s)	Dr James Leak
Individual or Team	A team
School / Service	School of Computing, Engineering and the Built Environment;

Nomination

James Leak stands out as a strong contender for the 2024 Learning and Teaching Award due to his exceptional dedication, innovative teaching methods, and profound impact on student learning.

James' commitment to his role as an educator is unwavering. He consistently invests significant effort in preparing meticulously tailored lessons to meet the diverse needs of his students. Regardless of the subject or complexity, James approaches each class with meticulous attention to detail and a genuine passion for imparting knowledge.

His teaching style is both engaging and effective. James understands the importance of connecting with students on a personal level, and he achieves this by incorporating real-life examples into his lessons. By grounding abstract concepts in relatable scenarios, he not only enhances understanding but also fosters deeper engagement among students. Moreover, his commitment to thorough investigation ensures that every topic he presents is explored comprehensively, leaving no gaps in understanding.

What truly distinguishes James is his ability to connect with students on a personal level. He effortlessly balances professionalism with relatability, infusing his lessons with humour and modern examples that resonate with today's learners. By speaking their language and incorporating contemporary references, James creates a welcoming and inclusive learning environment where students feel comfortable expressing themselves and actively participating in discussions.

Despite the challenges of teaching multiple modules across different years, James approaches each one with enthusiasm and dedication. His versatility and adaptability shine through as he ensures that every student receives the attention and support they need to succeed.

The impact of James' teaching is evident in the consistently impressive module evaluation reports he receives from his students. These positive reviews underscore his effectiveness as an educator and the significant influence he has on student learning outcomes. James' ability to exceed expectations and leave a lasting impression on those he teaches is commendable and speaks volumes about his dedication to the craft of teaching.

In summary, James Leak exemplifies the qualities of an outstanding educator. His dedication, innovative teaching methods, and profound impact on student learning make him a standout in the field of education. James' contributions to student success and the positive learning experiences he creates deserve recognition and celebration.