Teaching Partnership Awards for Students 2017

Overview
The University makes annual awards to celebrate excellent contributions from students who teach and support learning, and who make a real impact by contributing directly to the enhancement of the student learning experience. Applications can be based on i) teaching and support activities by students on any University course (foundation, undergraduate, or taught postgraduate programmes; campus-based or distance learning) or ii) any other initiative which results in the development of student abilities and/or knowledge or iii) bringing about enhancement by representing and articulating students’ views in ways that result in changes in teaching policy and/or practice or support for student learning.

This award is based on the experience of the University Distinguished Teaching Fellowship scheme (previously University Teaching Fellowship scheme) which has been successful in recognising the wide variety of ways in which excellence in teaching and supporting learning can be mediated, and has valued notable contributions by University of Leicester staff to enhancing the student learning experience. The Teaching Partnership Awards recognise the fact that students also contribute to the development of the student learning experience not only on their own behalf, but also for other students. This award seeks to recognise and celebrate students as partners in their own learning and as our partners in improving our broader learning and teaching culture.

Award details
Teaching Partnership Awards are open to all registered University of Leicester students. Normally six awards will be made. The awards bear a cash prize of £200, and will be conferred at the Student Awards evening on 7 June 2017 hosted by the Students’ Union. In the case of joint/group submissions, £400 will normally be divided equally between the recipients.

The criteria for awards are based on those which apply for the University Distinguished Teaching Fellowships available to academic staff. The awards will be allocated by a Panel of the Student Experience Enhancement Group on behalf of the Academic Policy Committee. The Panel includes a student representative. The scheme is launched annually in the Spring term.

Application process
Applicants should use the application form to submit statements (1,000 words maximum) on how they meet the stated criteria to the Secretary to the Student Experience Enhancement Group (qualoffice@le.ac.uk). Applicants should refer to the “Making a case for a Teaching Partnership Award” section of this document when preparing their submission. Applicants may find it helpful to ask their personal tutor, referee or other member of staff to review the application before submission.

The closing date for receipt of submissions in 2017 will be Wednesday 10 May 2017 at 12 noon. Applicants will be informed of the Panel’s decision by the end of May.
Making a case for a Teaching Partnership Award

Eligibility

- You must be a currently registered undergraduate or postgraduate student of the University of Leicester at the time of the deadline for submission of applications.
- Applications can be based on
  i) teaching and support activities by students on any University course (foundation, undergraduate, or taught postgraduate programmes; campus-based or distance learning), or
  ii) any other initiative which results in the development of University of Leicester student abilities and/or knowledge or
  iii) work that enhances policy and/or practice relating to the student experience
- Applications for this award are NOT eligible if they relate to learning and teaching outside the University; outreach work in the community or in schools is valued by the University but is not covered by this particular scheme.
- Awards may be made for a particular contribution or for sustained achievement in one or more areas.
- In the case of joint or group submissions, applications must clearly demonstrate the value of the contribution of each individual member.

Application Form

The application form (individual applications | group applications) begins with a summary which outlines the basis of your case, and then gives two broad criteria under which your case can be organised. Your case can be based on one or both of these criteria.

Summary section

Here you give us on outline of the case you are making for an award. Try to capture the essence that will be expanded with description and evidence in the following sections. The Summary has an absolute maximum of 150 words.

You should expand upon the initiatives that you outline in the Summary in the rest of the application.

Criterion 1:

Supporting other students and influencing their learning, for example by:
  a) contributing to the development of transferable and wider skills, being influential in changing policy and/or practice in learning and teaching in a department or other context
  b) contributing to the development of understanding about student learning needs
  c) contributing to departmental/College/institutional/national initiatives to facilitate student learning within a disciplinary area.
  d) developing materials or approaches that contribute to stimulating and inspiring learning
  e) organising and presenting learning resources cogently and imaginatively
  f) recognising and supporting the diversity of student learning needs.

Criterion 2:

Commitment to your own development of teaching, learning and/or learning support skills through evidence of review and enhancement of your individual practice as a teacher, including undertaking development activities.
Guidance notes for applicants

- Provide sufficient information in the Summary for the Panel to understand the main elements of your case (150 words maximum).
- Make careful use of the word allowance (1,000 words). Although clear and concise writing is a significant advantage it is unlikely that a submission of less than 600 words would be able to include sufficient description and evidence to convince the Panel of its worthiness for award.
- In making your case, you should emphasise the individual impact that you have made in fulfilling the above criteria and, where you can, provide evidence of that impact. Successful applicants should also be able to demonstrate how their efforts went above and beyond what was expected of them within their programme of study. You can use statements of support from students who have benefitted from your work, and if you have any feedback evidence (e.g. questionnaire results or other forms of evaluation) you should incorporate that into your application statements. Attribute student statements of support in a manner that does not reveal the identity of the student – use an appropriate pseudonym (e.g. Student A, Student B, etc.) or refer to them by their initials.
- Applications are welcome from students who have applied to this scheme in previous years. To be successful however, applicants must be able demonstrate differences or improvements in their applications compared to those submitted previously.

Group applications

Please make clear the nature of the group’s work and the active contribution of each individual.

Referees

You will need to supply details of two referees who are willing to support your claim for the award. These referees should be members of staff of the University (and, in the case of teaching undertaken in departments/schools, members of academic staff), or officers of the Students’ Union (including sabbatical officers). You should ask permission from your referees before naming them on your application. Referees will be contacted following submission of your application form.