**Appendix 5**

**Distinguished Achievement Awards**

**Teachers of the Year 2016**

Nominations were judged against the following criteria:

"The nominee should be an individual whose teaching over the past year has been outstanding. He or she should demonstrate an ability to communicate ideas effectively, be able to motivate and stimulate students to learn, whilst at the same time showing a commitment to innovation and excellence in education."

**Alison Busby, School of Nursing, Midwifery & Social Work, FMHS**

Alison Busby is from the School of Nursing, Midwifery & Social Work. She is described as being an excellent teacher and educator who successfully designed and implemented a new course unit for the undergraduate Midwifery course.

Alison took over a course unit that was previously integrated in Faculty of Human and Medical Sciences and re-integrated it into the Midwifery course to specifically cover and apply anatomical and physiological principles to normal and complicated child birth.

This innovation used a range of teaching and learning strategies, including lab work, eLearning, face to face lectures, seminar groups as well as revision and tutorial sessions – a truly blended approach. The innovation saw a significant change in student performance in the final examination, reflecting hers and the team's dedication to excellence in teaching and learning.

Alison is described as being a first -rate communicator who is always enthusiastic, clear and encouraging; qualities admired by students and staff alike.

**Dr Peter Backus, School of Social Sciences, FHUMS**

Dr Peter Backus joined Economics in the School of Social Sciences in 2012 and has proved to be a superb addition in terms of the quality of his teaching and, as importantly, in his on-going efforts to engage with students and increase their enthusiasm for economics.

Peter has been a great modernising influence as he has taken on board the changes needed to teach today's students and the media – including the use of social media – through which information is delivered.

He has been determined to make economics relevant by using real-life scenarios that students can relate to -something which clearly works as he consistently receives very high scores in student evaluations.

Outside of his scheduled teaching, Peter also does so much for his students, giving them opportunities to meet with academics and external speakers in informal settings, and, in so doing, he encourages a greater depth of engagement with the subject and an increased ability to develop critical thinking skills and independent learning.

**Dr Ray O'Keefe, Faculty of Life Sciences**

Dr Ray O'Keefe from the Faculty of Life Sciences has achieved excellence in coordinating and delivering a practical and lecture unit as well as in delivering medical Problem Based Learning and academic tutorials.

Ray has innovated in teaching over the past year by piloting the combined use of an electronic practical manual and electronic lab book on the iPad in his Research Skills Module which will now be rolled out to all practical classes in the Faculty.

He is highly regarded by the students he teaches, evidenced by their evaluation scores and the extremely positive feedback received, both of which reflect his ability to communicate and engage with students, and highlight his dedication to teaching and learning.

Ray is described as having an unceasing commitment to his students.

**Dr Thomas Rogers, School of Chemical Engineering and Analytical Science**

Dr Tom Rodgers joined the School of Chemical Engineering and Analytical Science three years ago and since then he has demonstrated a clear passion for Chemical Engineering in both his teaching and research.

His development of materials for a new Advanced Engineering Separations unit and the significant uplift in his personal teaching score this year would, says his nominator, have earned him a nomination on their own.

However, his overall impact on Teaching and Learning has been exemplary – attested to, for example, by the introduction of six first year pre-laboratory videos designed to help students understand the experiments they are about to undertake, the use of innovative interactive software to engage students in safety inductions and the development of 'flipped classroom' plagiarism materials. Flipped classroom teaching involves giving students tasks in advance and then making use of the lecture time to interactively develop the depth of their knowledge and understanding.

Tom leads on eLearning for his School and he continues to help define its strategy for innovation through its recently formed Teaching and Learning Action group.

He combines all of this with an active and successful research career, recently winning two significant Knowledge Transfer Awards with two major UK companies.