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Institute of Teaching and Learning

Teaching Excellence Awards Winners 2023



The Institute of Teaching and Learning is delighted to announce the winners of this year's Teaching Excellence Awards.

Teaching Excellence Awards are made annually in recognition of significant and sustained commitment to excellence in the delivery and/or support of teaching and learning at UG or PGT level. Academic, Technical, Laboratory and Professional Service colleagues are eligible for the award. Reflecting the evolution of our practice and ways of working, our Teaching Excellence Awards celebrate the strength and diversity of practice in our University of Manchester community.

Strategic themes

Submissions were required to demonstrate how the nominee's activities contribute to up to two of the following strategic themes:

- **Educational leadership**
- **Inclusive education**
- **Flexible learning and digital delivery**
- **Assessment and feedback**
- **Student voice**

All submissions considered the extent to which students are engaged in a form of partnership.

Award winners

We celebrate those whose work has been Commended, Highly Commended or Awarded at our annual teaching Excellence Awards ceremony. In addition, Teaching Excellence Award winners:

- are presented with an engraved trophy
- gain the permanent title of Honorary Fellow of the Institute of Teaching and Learning

- are invited to contribute guest post(s) on the Institute of Teaching and Learning blog – TEA: Teach, Explore, Apply - or deliver a session on the institute's Open Workshops Programme
- are encouraged to act as ambassadors for teaching and learning within the University and beyond.

Our thanks to those who took the time to nominate or support colleagues by submitting a case for award or providing a supporting statement, and many congratulations to our staff and students who appear in the following pages for their valued contributions to teaching and learning at The University of Manchester.



Professor April McMahon at the Teaching Excellence Awards 2022

Individual Teaching Excellence Awards

Iliada Eleftheriou
School of Health Sciences



Awarded:

Educational leadership and Student voice

Nominated by Georgina Moulton

Iliada's award recognises her educational leadership and sensitivity to the student voice through her timely and impactful work on the use of Artificial Intelligence (AI) generative tools. When the new run of the UCIL unit 'AI: Robot Overlord, Replacement or Colleague?' (UCIL20122) commenced in January 2023, it became apparent that there were no existing guidelines on the use of AI tools (like OpenAI's ChatGPT and Google's Bard) in education and assessment processes. Iliada recognised the need to equip students with the critical and digital skills that the new era requires and took the initiative to co-design an AI Code of Conduct, providing a set of ground rules to safeguard and enable students to use and explore AI generative tools in a positive, safe, and creative manner. Iliada invited 65 students from different year groups who represented disciplines across all three faculties to first evaluate and reshape the set of rules to include their views in the AI Code of Conduct and then actively participate in co-creating an ethical framework that would be incorporated in the Code of Conduct.

Students' awareness of the limitations of AI generative tools has fostered a critical approach to their use which, in conjunction with the code of conduct, encourages transparency, adherence to guidance on plagiarism, and awareness of proper research and referencing. The AI Code of Conduct is being well-received not just across the institution but also at national and international conferences.

Charlene Gallery
School of Natural Sciences



Awarded:

Flexible learning and digital delivery

Nominated by Jane Mooney

Charlene is a Reader in the Department of Materials (Fashion Business and Technology) and Employability Lead for Fashion Business & Technology. Charlene was nominated for a Teaching Excellence Award on the basis of her exceptional work to embed and enhance student digital capabilities and employability over recent years. Her innovative initiatives to transform the teaching and learning experience are too many to list here, but they include: developing the University's first public-facing graduate online portfolio which has impacted 350 students to date and which also serves as a valuable tool for placements and graduate interviews, while also raising the external profile of the degree

programmes to enhance outreach and recruitment; creating diverse technical teaching resources which reduce staff workloads while enabling students to acquire digital skills at their own pace; conducting extensive research with industry partners to identify and address digital literacy gaps within the curriculum; establishing a student knowledge exchange partnership with a global organisation, Pentland Brands. Charlene's sustained work on transforming student employability through collaborative curriculum development has also made an outstanding contribution to the university's flexible learning and digital delivery agenda.

Chris Godden
School of Arts, Languages and Cultures (SALC)



Awarded:

Educational leadership

Chris' current role as the Faculty of Humanities Associate Dean for Realising Student Potential is the latest in many years of service in educational leadership roles at departmental, school and faculty levels. His nomination detailed a sustained commitment to embedding institutional objectives related to programme development, curriculum and assessment innovation and employability across a wide range of discipline areas. Chris is described as an outstanding leader who has led and designed significant changes in the

History undergraduate curriculum and innovated on many fronts, including History's flagship careers module – Back to the Future: The Uses and Abuses of History – which has received the highest praise from colleagues in Careers. As SALC's Director of Teaching and Learning Chris oversaw the development of two successful schoolwide programmes in Digital Humanities and Liberal Arts. Chris is one of those rare leaders who can implement change without controversy and conflict. His superb understanding of systemic structures in the institution and in HE more generally enables him to present an impeccable slate of stats and facts, with the pedagogic rationale to back it. His sustained record in educational leadership has made a significant impact to the curriculum and the student experience, to the benefit of many hundreds of graduates over the years.

Claire McGourlay
School of Social Sciences



Awarded:

Educational leadership and Inclusive education

Claire receives a Teaching Excellence Award for her sustained work and impact in educational leadership and inclusive education, all informed by her passion for student-focused and student-empowered learning. Her submission detailed her significant contributions to the integration of clinical legal education into Law at the university such as the development of Justice Hub, which enables all students to learn and develop skills in diverse ways. Claire's creation of new modules with varied assessments, which have received highly positive feedback from past and present students, evidences her commitment to inclusive teaching, learning and assessment. Her leadership on Humanities New Academics Programme (HNAP) and

her role as Humanities Leadership in Education Awards Programme (LEAP) champion exemplifies her dedication to supporting fellow staff members to incorporate effective teaching practices, while she works to raise the profile of teaching excellence on a national and international level through presenting at conferences around the world, and through her involvement in the global Innocence Project movement.

Jane Mooney
School of Medical Sciences



Awarded:

Educational leadership and Flexible learning and digital delivery

Nominated by Caroline Bowsher

Jane was nominated for an award in recognition of her extensive and sustained work in digital learning, and its alignment with the University's broader flexible learning agenda. As the Flexible Learning Programme's academic theme lead for Digital Skills and Literacy Jane has exhibited a clear vision that benefits both students and colleagues. For example, she has embedded the online Jisc Discovery tool across the institution to enable all staff and students to reflect on their current digital skills and confidence and identify development needs so they can continue to fully "live, learn and work in a digital society." Her efforts to raise awareness of digital skills, to embed support and recognition, and to empower individuals at every step have consistently demonstrated significant reach, value, and impact across multiple levels. Jane's leadership style, driven by compassion and a desire to foster the flourishing of those around her, serves as a genuine example of co-creation among students and colleagues.

Jen O'Brien
School of Environment, Education and Development



Awarded:

Education leadership and Student voice

Through mutually respectful partnership with students, staff, and communities, Jen leads education for sustainable development that has positioned The University of Manchester as a global leader, shaping an international agenda. Jen's outstanding submission clearly evidenced the impact, value and reach of her work. For example, reach across the institution is enabled through the wide accessibility of her UCIL unit, Creating a Sustainable World (CASW), and enhanced by the particular design of the unit. In terms of value there was very compelling evidence of the impact on the student experience and outcomes for students taking part in CaSW. Her work in creating the University Living Lab is high impact both in terms of social responsibility (Strategic Goal 3) and in promoting The University of Manchester internationally, and is an exemplar of how to do flexible learning and engage students as partners in co-creation of the learning and teaching experience.

Neil Patel
School of Medical Sciences



Awarded:

Educational leadership

Through his role as Lead for Internationalisation within the Division of Dentistry, Neil has made a significant contribution in international Educational Leadership. In 2016, the Division of Dentistry licenced their undergraduate curriculum to Mansoura Dental School, Egypt, under

Neil's direction and leadership. Neil coordinated and led significant training and staff development, both face-to-face and online, developing learning materials for the 5-year programme which were culturally sensitive and in line with current pedagogy, for example introducing student-focused and student-led learning methods utilising technology such as NearPod, initiating education in subjects such as professionalism, communication, medical ethics and evidence-based practice, and introducing assessment through Objective Structured Clinical Examination (OSCE)s.

The MMDP is now recognised internationally as an innovative, evidence-based and student-focused course, and Neil teaches at Faculty level on the subject of internationalisation in Teaching and Learning and supporting other Schools wanting to pursue similar licensing agreements. Neil's work has had a significant impact on achieving the University's Vision and Strategic Plan, enhancing the reputation of the Dental Division and University, increasing postgraduate admissions and improving social responsibility on a global level. This has all been done through working in partnership with staff and students; encouraging and acting on the feedback he receives; and a passion for continually learning.

Jenni Rose
Alliance Manchester Business School



Awarded:

Flexible learning and digital delivery and Assessment and feedback

Nominated by Miriam Firth

The nomination for Jenni demonstrated how her innovative approach to feedback on assessment has had a wide reach, delivering significant value to students and

educators. Her unwavering dedication and commitment to advancing teaching practices have resulted in remarkable improvements in student learning outcomes. Her work is truly deserving of commendation and acknowledgment for the significant impact she has made in the field of education.

Jenni's two-year pilot programme involved 1,400 undergraduate students and 100 MBAs who benefitted from writing active feedback for themselves, which her research has shown increases intellectual development encouraging students to rely on other sources of information beyond their teacher. She uses behavioural nudges to engage students in this work, resulting in 97% of a class of 510 students submitting formative assessments. Jenni has conducted 16 workshops, engaging over 400 participants across various universities in the UK and internationally, which have fostered a collaborative learning environment, facilitating the dissemination of best practices and inspiring educators to embrace active feedback methods.

The impact of her work is highlighted by the fact that students who completed the formative assignments in the undergraduate pilot achieved, on average, 23 marks higher in summative exams than those who did not submit in the first year of the pilot and a gain of 12 marks was shown in year 2, even when more students engaged. Jenni's approach to active feedback holds immense value, as it shifts the dynamics of student learning and elevates their role as active evaluators in their own educational journeys.

Sian Yeowell
Education Development, Student and Academic Services



Awarded:

Assessment and feedback

Nominated by Gabrielle Finn and Colette Cooke.

Sian was nominated by colleagues on the strength of her impactful work in reforming approaches to assessment and feedback at the University over recent years. While leading the highly successful team behind the University Centre for Interdisciplinary Learning (UCIL) she also contributes to various institution-wide assessment-focused initiatives.

Her efforts have shown significant reach, value, and impact in a strategic area in the university. The collegiate and supportive environment she has fostered encourages others to pursue similar goals and implement best practices. Currently Sian Co-Chairs the Assessment for the Future (AFF) group which is developing a post-pandemic assessment strategy that aligns with our digital future. Having had its recommendations approved in Autumn 2022 the group's current focus is to implement these recommendations, particularly through the Assessment Framework Review. Despite challenging times in the higher education landscape, Sian has gone above and beyond in supporting AFF and colleagues to drive forward positive change.

Team Teaching Excellence Awards

The UCIL team

Directorate for the Student Experience

Awarded:

Flexible learning and digital delivery

Team Leader: Alison Fisher.

Alice Godliman, Alison Fisher, Amélie Mons, Caroline Henaghan, Colette Cooke, Gail Bradbury, Henry Wong, Jenny O'Mara, Luke Smith, Maria Kopsacheili, Sian Yeowell and Stephen Miller.

The UCIL team, led and nominated by Alison Fisher, won for their exceptional work within the theme of Flexible Learning and Digital Delivery. Embodying an interdisciplinary approach, their collaboration with academics, Graduate Teaching Assistants and students sparks creativity and generates novel insights. With a core team comprising learning and assessment designers, digital learning developers, professional services, and academic staff, their unwavering commitment results in immersive interdisciplinary learning experiences across a wide range of topics that prioritize the learner's journey.

MA Educational Leadership in Practice (ELiP) Core Team

School of Environment, Education and Development)

Awarded:

Educational leadership and Flexible learning and digital delivery

Team Leader:

Paul Armstrong.

Stephen Rayner, Steven Courtney, Bobbie Dutton, Laura Goodfellow, Louisa Dawes, Craig Skerritt, Alex McTaggart, Drew Whitworth, Pam Giblin, Omar Ali and Emma Moores.



The MA Educational Leadership in Practice (ELiP) Core Team has been recognised for their innovations in flexible learning practices and effective use of digital platforms which have significantly enhanced the educational experiences of students who would not otherwise have been able to study at The University of Manchester. Since its inception in 2020, the MA ELiP programme has provided Masters-level study opportunities to nearly 200 students, catering to the needs of working professionals from over 20 different countries. These students participate in part-time study through an innovative blended learning model, attending conferences at their nearest international centre and engaging in online learning and assessment activities. The programme's reach extends to strategic and collaborative

relationships with international centres in Dubai, Singapore, Hong Kong and Shanghai, and has influenced teaching and learning approaches at faculty level. ELiP's unique appeal lies in its recruitment of students from underrepresented regions like Africa, South America, Russia, and other Asian countries, as well as practitioners from various educational phases and institutions, including kindergarten, higher education, and adult learning sectors. Though ELiP is an academic programme, students also value it for its positive impact on their careers and CVs. Student feedback highlights the profound influence of the programme on their thinking and practice as educational leaders as they tackle challenges related to equality, diversity, and social responsibility, while also gaining insights into research ethics and integrity. Graduating its first cohort in July 2022, ELiP's impact continues to grow as student numbers increase with each intake across different international centres.

The Justice Hub

School of Social Sciences

Awarded:

Educational leadership and Inclusive education

Team Leader:

Claire McGourlay.

Philip Drake, Neil Allen, Caroline Hoyle, Fintan Walker, Siobhan Smith, Suzanne Gower, Nicola Campbell, Jade Engelbrecht, Sophie Dougan, Sarah Tiffany-Dodman and Laura Kearns.



The Justice Hub team, consisting of dedicated professionals from both professional services and academic fields along with PhD students, receives a Teaching Excellence Award for exceptional work within the themes of educational leadership and inclusive education. Their

practice through in the Justice Hub not only sees students providing free legal services to the public but contributes to the development of inclusive educational practice. Through collaborative initiatives, not simply on a local level but also on national and international levels, the team has demonstrated leadership in promoting educational inclusivity and empowering students to understand and address the challenges faced by marginalized communities.

The University of Manchester Undergraduate LEAP Team



Awarded:

Inclusive education and Student voice

Team Leader: Nick Weise.

Matt Oakley, Beth Rotherham, Holly Dewsnip-Lloyd, Chloe Salins, Flora Tickell, Siobhan Shay and Patrick Beare.

The University of Manchester Undergraduate LEAP Team of staff, recent graduates and students, led by Nick Weise, has developed a pioneering initiative that recognises undergraduate contributions to teaching, learning and the student experience, including those of Peer Mentors, Student Partner Interns, Residential Life Advisors and students undertaking final year educational projects. The student pathway they have created has enabled over 150 undergraduates and recent graduates to be awarded Advance HE fellowships: the highest number among UK HE institutions. This remarkable achievement, along with numerous accolades and recognitions, including

the Outstanding Contribution to Peer Support Award and the Students' Union Education Award for Commitment to Student Partnership, highlights the significant impact they have made on the university community. Their collaborative and learner-centred approach, valuing the contributions of all members regardless of their roles, sets an inspiring example for fostering an inclusive and supportive learning environment. The team's efforts have not only elevated the standards of teaching and learning but also motivated students to take action and make a positive difference, creating a lasting legacy of excellence and innovation at The University of Manchester.

The University of Manchester Library Student Team



Awarded:

Inclusive education and Student voice

Team Leader: Jennie Blake.

Adam Cooke, Kathryn Miller, Samantha Barker, Olivia Wing Yan Mak, Rachel Cox, Luke Geikie, Iqra Tehreem Malik, Jakub Lusnak, Nuura Ahmed Abdillahi Ahm, Fatima Abdullahi, Lily Pearson, Stefan Nikolov, Hui Chia, Dhruv Mistry, Tabita-Gabriela Juravle, Durian Malhotra, Szaffi Tamara Gracia Dolores Jarbath, Angelica Islam, Syeda Fatima Batool Kazmi, Charmaine Shien Shing Lai, Pranav Bharadwaj Gangrekalve Manoj and Fariha Amna Agha.

The student voice was quite literally to the fore in this video-submission in which current members of the Library's Student Team described how,

over the last ten years, the various members of this team have changed the Library's approach to teaching though harnessing diverse languages, backgrounds and experiences. Close working relationships are fostered between Library staff and student team members, to mutual benefit and the educational gains of the wider academic community. Student Team members are involved in things such as: producing digital podcasts for students; creating and updating MLE online resources; maintaining a vibrant presence across social media; seeking and analysing student feedback. Digisoc is a university-accredited course that is offered through UCIL (UCIL26002) but, as a course about the networked world, is also published openly, which means anyone is free to take part. "Tea with an AVP TLSE" provides quality feedback on the student experience to the University's senior leadership. The Student Team also partnered with the Ahmed Iqbal Ullah RACE (Race Archives and Community Engagement) Centre to put on events that centre marginalised voices and promote anti-racist scholar activism, to combat stereotypes.

By its nature, the membership of the Library Student Team is constantly changing with each new cohort. As Jennie Blake comments, "Graduation is always a time for tears as we say goodbye. But they are ever-present in the impact they have made on the teaching in this university and the students who attend."

Highly Commended

Matthew Alford Alliance Manchester Business School



Awarded:

Educational leadership and Inclusive education

Nominated by Axele Giroud

Matthew's teaching approach focuses on sustainability and draws on his research on the governance of social and environmental sustainability in global value chains (GVCs). His students remark on his ability to make them feel confident and comfortable in the classroom through: frequent break-points for group discussion, use of real-world cases from his own research, online quizzes, debate-led discussions, the use of topical documentary films and high-profile guest lectures. He skilfully integrates diversity and inclusion in the classroom by leveraging students' diverse educational backgrounds within carefully constructed small groups and a structured and interactive learning environment with weekly tasks.

As the Associate Head of Teaching (AHT) for the People, Management and Organizations (PMO) Division since January 2020, he has exhibited exemplary leadership during the pandemic, offering practical solutions for the transition to online teaching and demonstrating unique abilities to skilfully address various stakeholders' concerns and needs. A Rewarding

Exceptional Performance (REP) award within his Division (2020/21) acknowledged Matthew's proactive and sustained contributions in supporting colleagues and maintaining teaching excellence at the Divisional level, during and after the pandemic.

Andrew Hall School of Health Sciences



Awarded:

Flexible learning and digital delivery

Nominated by Jane Mooney

Andrew Hall, Senior Lecturer in Educational Technology and Academic Lead for eLearning in the School of Health Sciences, has made a sustained contribution to flexible learning and digital delivery. This Teaching Excellence Award submission showcased the successful implementation of blended learning practices and the support provided to students in developing digital capability in the Division of Nursing, Midwifery and Social Work. Andrew's framework for introducing and scaffolding digital competencies has been pivotal in meeting regulatory requirements and seeking approval for the MA Social Work. Moreover, the framework's implementation across all programmes in the Division, benefiting approximately 1500 students, positions the Division at the forefront of embedding digital capability development within Social

Work education. Andrew's proactive approach and commitment to enhancing digital learning exemplify his dedication to providing an exceptional educational experience.

David Hirst The University of Manchester Library



Awarded:

Flexible learning and digital delivery and Student voice

David teaches academic skills to students across the institution through both the My Learning Essentials (MLE) open programme and embedded programme. His approach supports co-creation and collaborative effort, using inclusive pedagogy to enable students to explore and enhance their skills and develop a sense of belonging. As primary Co-Convenor of the UCIL course unit Digital Society David ensures that achievement of the ILOs is linked to real-world experience wherever possible, and combines a focus on authentic assessment and the student voice: 3 x assessed blog posts, increasing in complexity and weighting, have real-world meaning and support the students' learning journey through the course, incorporating peer learning, communicating online, critical reading, thinking and writing.

David has incorporated the student voice into this unit in the form of co-creation through staff-student partnership. For example, he commissioned a series of podcasts from the Library Student Team for incorporation within the course, and members of the team were also used as critical friends for evaluating the course content, assessments and processes. More recently Student Team members have fully devised, researched and delivered a topic within the unit, which was very

well-received by students taking the course, frequently featuring in their assessed work. David's practice exemplifies pedagogically-informed innovation in flexible learning and digital delivery and the student voice which reaches students from across the institution and will inform the university's Flexible Learning Programme.

Scott Midson School of Arts, Languages and Cultures



Awarded:

Educational Leadership and Student voice

Scott Midson, from the School of Arts, Languages, and Cultures, is lauded for his significant contributions to teaching, learning and the student experience. His dedication to developing and coordinating the unique interdisciplinary Liberal Arts programmes, along with his facilitation of supportive student and staff communities internally, regionally, and nationally, have garnered widespread recognition. Colleagues from other universities acknowledge the sector-leading status of the Liberal Arts programmes he designed. Moreover, Scott's innovative use of eLearning technologies to promote a holistic pedagogy, emphasizing student voices and fostering community-building and self-determined learning, further highlights his outstanding impact. His commitment to interdisciplinary learning is evident through invitations to join the UCIL Academic Board and his role as an eLearning Champion, contributing to training programmes and AI and Assessment groups. Additionally, Scott's co-founding of the Liberal Arts Northern Network (LANN) in partnership with Leeds and Durham, with its annual student conference, exemplifies his dedication to empowering students and fostering a sense of community.

His infectious enthusiasm and exceptional interpersonal skills have effectively united like-minded staff and students from both within and beyond the institution, underscoring his remarkable educational leadership abilities.

Mostafa Nabawy School of Engineering



Awarded:

Flexible learning and digital delivery and Assessment and feedback

Nominated by Bill Crowther

Revered among Aerospace Engineering students for his mastery of aerodynamics, combined with his ability to ignite enthusiasm and a sense of empowerment in his students, Mostafa has delivered eight years of outstanding contributions to teaching, learning and assessment. For example, Mostafa delivers the flagship module "Aircraft Group Design Project" to MEng/MSc cohorts and "Aircraft Aerodynamics" to 3rd-year students, employing diverse teaching styles to reach different learners. During the pandemic he innovatively engaged students in online synchronous sessions through Socratic dialogues with Aerodynamics PhD students. Embracing the challenge of remote learning, Mostafa created pop-culture-themed teaching videos and interactive online lab sessions, ensuring inclusivity and reaching students who traditionally may have struggled with theoretical subjects. He introduced novel assessment methods, such as computer programming online tests which provide real-life problem-solving experiences and immediate feedback. Mostafa's exceptional teaching practices have earned him high Unit Survey scores, consistent praise from students and colleagues, nominations for the 'Teacher of the

Year' award, and recognition in peer reviews and external examiners' reports. Students are Mostafa's partners in the teaching process, he inspires them and in return gets inspired: He is always expecting to learn something new from each cohort he teaches. His positive impact and legacy of engaged students demonstrate his exemplary educational leadership in the field of Aerospace Engineering at the University of Manchester.

Jonathan Styles Alliance Manchester Business School



Awarded:

Educational leadership

Nominated by Rob Martin

Jonathan has established himself as a leader in the field of entrepreneurship education in a range of ways. He has developed a significant portfolio of renowned and popular entrepreneurship units, with students commenting on how much they have enjoyed the course, group work, his communication and use of external speakers, some of whom had undertaken the same unit ten years earlier. Externally he has delivered papers at the leading enterprise conference, developed innovative and award-winning events and supported the development of colleagues in communicating with students, in turning grant applications into delivery, and in supporting sound pedagogy during new course unit creation and development.

Simon Watson School of Engineering



Awarded:

Flexible learning and digital delivery *and* Assessment and feedback

Simon's award acknowledges his exceptional work in developing and implementing innovative blended learning approaches and new forms of assessment to enhance the student learning experience and foster employability. His dedication to creating a fun and engaging learning environment was evident in his Teaching Excellence Award submission. The positive feedback from students, praising the engaging sessions and their reinforcement of teaching material, further evidenced the reach and impact of his innovations. Simon's influence extends beyond his own classroom, as several colleagues have adopted his approaches. His commitment to advancing teaching practices is truly commendable and deserving of recognition.

The PGCert ClinBio Unit 3 introduction to Programming team from the School of Health Sciences is commended for their exceptional work in inclusive education, flexible learning, and digital delivery. Led by Dr. Peter Freeman, this multidisciplinary team have worked towards the development of a global workforce capable of creating and utilising genomic data while also creating their own software for clinical practice. Their innovative approach includes flexible teaching methods, peer-to-peer learning, simulated real-world experiences, and the integration of The University of Manchester's research software. This not only allows students to learn and use the software but also empowers them to develop it, benefiting clinical users worldwide.

voices from research and practice" that features videos from PhDs and practitioners reflecting on their research and disciplinary challenges for the future of work. Collectively, these innovative approaches and inclusive consultation have been highly valued by students, empowering them in their learning experiences.

Commended

Francisca Álvarez Figuerao Alliance Manchester Business School



Awarded:

Inclusive education *and* Student voice

Francisca Álvarez-Figueroa, Lecturer in Employment Studies at Alliance Manchester Business School, receives a Commendation for the range of innovative practices in teaching that she has implemented within a short period of time within her course units. She prioritizes supporting and amplifying students' voices in the classroom: through extensive consultation with students on various matters, including submission deadlines and learning preferences, she has an admirably flexible and inclusive approach. For example, her units include the integration of mini and extended case studies in lectures and seminars, as well as the development of the "InspireME series:

The International Student Experience Programme Team School of Health Sciences



Awarded:

Educational leadership *and* Inclusive education

Team Leader: Li-Chia Chen.
Wan-Tien Tai, Isifu Mohammed
Bawa, Maimuna Abdirahman, Eghe
Anegbode and Mairaa Irfan.

The International Student Experience Programme (ISEP) Team from the School of Health Sciences has successfully implemented a pre-sessional online peer-support scheme, facilitating the academic transition of international pharmacy students. Through a student-led and staff-facilitated peer mentoring approach, the team created a supportive environment with small group meetings and webinars. The scheme received overwhelmingly positive feedback, showcasing its effectiveness in reducing cultural and language barriers, enhancing communication skills, and fostering strong mentor-mentee relationships. This initiative demonstrates the value of peer mentoring in creating an inclusive academic community that supports international students' growth and success.

The PGCert ClinBio Unit 3 Introduction to Programming team

School of Health Sciences/
Transnational Education

Awarded:

Inclusive education *and* Flexible learning and digital delivery

Team Leader: Peter Freeman.
Fran Hooley, Vicki Sargeant,
Joanne Harvey, Chris Wade, Peter
Trimbel, Martin Fergie, Jose Benitez-
Auriales, Fidel Ramirez Bencomo,
Clodagh Maguire, Suzanne Hocking,
Nikita Abramovs, Alex Clubb and
Saeeda Bhatti.

Further information

A synopsis of each winning nomination is also available on the ITL website, and we will be sharing more information about their practice in the form of blog posts, case studies, workshops and other activities in due course.

For more information on eligibility, criteria and the nomination process please see the Teaching Excellence Awards section of the ITL website:
www.staffnet.manchester.ac.uk/umitl



Contact:
teaching.learning@manchester.ac.uk

Contact the Institute of Teaching and Learning:
teaching.learning@manchester.ac.uk

www.staffnet.manchester.ac.uk/umit/

