

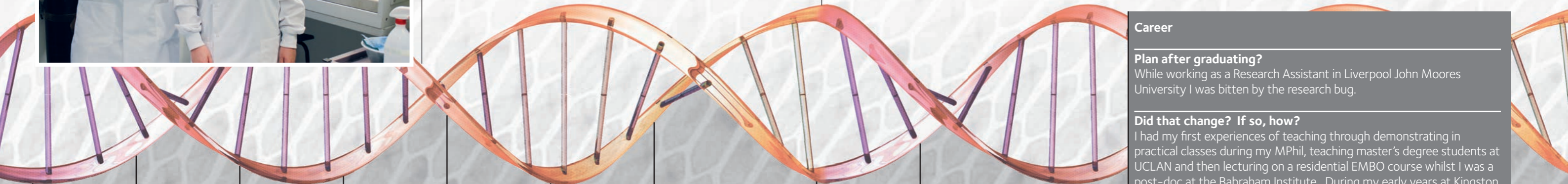


Professional Memberships/Fellowships

- 1987** Member of The Physiological Society
- 2014** Senior Fellow of the Higher Education Academy
- 2014** Fellow of the Royal Society of Biology

Awards/prizes/distinctions

- 2011** Faculty of Science Lecturer of the Year Prize
- 2012** Voted “Most Helpful Pharmacy Lecturer” by Kingston MPharm students
- 2013** Kingston University prizes for: ‘Most Engaging Lecturer’ and ‘Excellence in PhD Supervision’
- 2014** HE Bioscience Teacher of the Year Award



1987
BSc in Physiology and Psychology, University of Central Lancashire

1990
MPhil at Liverpool John Moores University

1995
Awarded PhD in cardiovascular physiology, University of Central Lancashire (UCLAN)

Post-doctoral research post (4 years) at the Babraham Institute, Cambridge

2001
Lecturer at Kingston University

2003
Promoted to Senior Lecturer

2006
Promoted to Principal Lecturer and Faculty of Science Learning and Teaching Co-ordinator (a 0.5 FTE position)

2007
Awarded a University Teaching Fellowship and began my first pedagogical research

2012
Awarded a Physiological Society Teaching Grant

2015
Kingston University nominee for a National Teaching Fellowship

Career

Plan after graduating?

While working as a Research Assistant in Liverpool John Moores University I was bitten by the research bug.

Did that change? If so, how?

I had my first experiences of teaching through demonstrating in practical classes during my MPhil, teaching master’s degree students at UCLAN and then lecturing on a residential EMBO course whilst I was a post-doc at the Babraham Institute. During my early years at Kingston University I tried to balance teaching with developing my research but it was helping to set up a new School of Pharmacy at the University, and developing a new course, that piqued my interest in learning & teaching and led me to develop a new career as a teacher and pedagogical researcher.

What are your special interests/achievements in education?

The award of a University Teaching Fellowship enabled me to carry out my first pedagogical research project on the effect of collaborative teaching across the ‘1992 divide’ on the student learning experience; this was a study of collaboration between a pre-1992 and a post-1992 higher education institution in the UK. Through a Physiological Society Teaching Grant I have further researched the potential for collaborations between universities and I am also interested in training the next generation of university teachers, having recently run two “New to Teaching” workshops for the HEA and the Royal Society of Biology.