

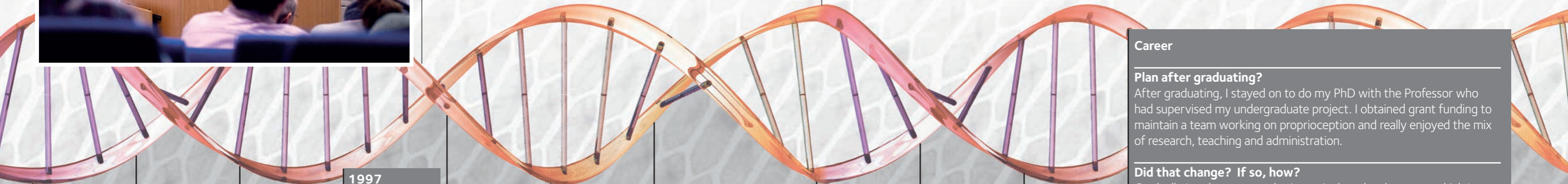


Professional Memberships/Fellowships

- 1987** Member of The Physiological Society
- 1992** Member of the Institute of Learning & Teaching
- 2011** Fellow of the Royal Society of Biology
- 2013** Principal Fellow of the Higher Education Academy

Awards/prizes/distinctions

- 2006** University of Leicester Teaching Fellowship
- 2011** UK Bioscience Teacher of the Year Award (HEA joint with Oxford University Press)
- 2012** National Teaching Fellowship



1979
BSc in Biological Sciences, Durham University

1982
PhD in Neurobiology, Durham University followed by postdocs in Paris and Durham

1987
Lecturer in Physiology, University of Leicester

1997
Promoted to a Senior Lectureship on the basis of research, teaching and administration

Appointed as Director of Studies, School of Biological Sciences, University of Leicester

1998
Became a reviewer for the QAA – a role I still fulfil as it gives detailed insights into practices in other universities

2009
Appointed Academic Director, College of Medicine, Biological Sciences & Psychology, University of Leicester

2012
Promoted to a Chair in Bioscience Education on the basis of leadership in learning and teaching and pedagogical research

2013
Elected to the Executive Committee of the Heads of University Biosciences

2014
Co-convenor of The Physiological Society Education and Teaching Theme

2015
Appointed Pro Vice-Chancellor (Student Experience), University of Leicester

Career

Plan after graduating?
After graduating, I stayed on to do my PhD with the Professor who had supervised my undergraduate project. I obtained grant funding to maintain a team working on proprioception and really enjoyed the mix of research, teaching and administration.

Did that change? If so, how?
Gradually I took on more roles in curriculum development, which I really enjoyed and after I was appointed Director of Studies in 1997, my neuroscience research declined being replaced with pedagogical research. Following a restructuring I became Academic Director for the newly formed College in 2009 and from then on focused entirely on supporting teaching and learning. Looking back, there was no specific decision to change track but I was very fortunate in being able to follow my interests.

What are your special interests/achievements in education?
I focus very much on the quality of the student experience particularly in relation to the processes of transition and improving retention. Other key areas of educational research and development have been academic integrity, reward & recognition, and assessment & feedback. I have also contributed to a number of national developments including the QAA Quality Code and the benchmark statements for Biosciences.