



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.