



2022-2023 CELEBRATION OF

Professional Learning & Recognition

**LEARNING ENHANCEMENT
DIRECTORATE**

Foreword

Academic Quality and Student Experience have recently made some important changes across the portfolio.

The portfolio has been realigned to create three new directorates:

- 1. The Learning Enhancement Directorate led by Professor Alex Owen**
- 2. The Library Directorate led by Janet Peden**
- 3. The Student and Graduate Success Directorate led by Professor Angela Scanlon**

These changes reinforce our institutional commitment to continuous enhancement. They confirm our desire to ensure that we fully support Ulster students to achieve the best possible outcomes, whilst empowering staff to construct better working lives for themselves.

The Learning Enhancement Directorate includes four new Centres:

- The Centre for Curriculum Enhancement and Approval led by Dr Roisin Curran**
- The Centre for Digital Learning Enhancement led by Andy Jaffrey**
- The Centre for Quality Enhancement led by Grainne Dooher**
- The Centre for Professional Practice Enhancement led by Professor Alex Owen**

The new Directorate has been configured to enable agile and inclusive working practice and, as a directorate with permeable team boundaries, colleagues work collaboratively with each other and with the university to enhance the potential of Ulster University students and staff.

The annual Celebration of Professional Learning and Recognition Yearbook is one of many ways in which the Learning Enhancement Directorate recognises and celebrates the achievements of staff engaged in the delivery of learning and teaching at Ulster University. It is through the process of learning and teaching innovation, by modelling best practice, and by ensuring that all staff have rich opportunities for professional development that we realise the commitments that the University has made to the students that we teach.

It is fantastic to see the achievements acknowledged in the Yearbook, which highlights colleague's desire to further develop practice to transform the educational experience for students across our institution. Many congratulations to everyone listed below and thank you for your ongoing commitment to supporting our students.



**Professor Alex Owen, PFHEA, NTF
Dean of Learning Enhancement
Learning Enhancement Directorate**

Welcome to the Celebration of Professional Learning and Recognition Yearbook 2022-23

Welcome to the third edition of the Celebration of Professional Learning and Recognition Yearbook. This showcases the range of professional development opportunities available to staff involved in supporting learning of Ulster students and celebrates the successful participants of 2022-23.

To all our participants, and those of you named in this Yearbook – we say thank you for engaging and congratulations on your success.

A huge thank you to all my colleagues who lead and contribute to the development and enhancement of these learning and recognition opportunities for staff. In addition, our collaboration and partnerships with staff and students across the institution is invaluable and we thank all of you who have worked with us as tutors, mentors, assessors, supervisors, subject advisers, and committee members.

This year we have been part of a realignment of the Academic Quality & Student Experience portfolio with the establishment of the Learning Enhancement Directorate and its four centres. We were delighted to welcome Professor Alex Owen, Dean of Learning Enhancement in May 2023 and look forward to working with Alex and the faculties to further enhance Learning and Teaching practice and the student experience at Ulster.

We hope you enjoy reading our Yearbook which includes vignettes of some of our participants and we look forward to engaging with you in 2023-24. Finally, a note of gratitude to Martha Snookes, Centre for Professional Practice Enhancement for collating the information for this edition and our placement student Maria McDevitt, Centre for Curriculum Enhancement and Approval who has worked with colleagues in Creative Services to produce this yearbook.



Dr Roisín Curran, PFHEA
Head of Centre for Curriculum Enhancement and Approval
Learning Enhancement Directorate



First Steps to Teaching (FST)

FST is an Advance Higher Education accredited module that is taught and assessed by staff in the Learning Enhancement Directorate. It is a 20-credit module at Level 7 on the Postgraduate Continued Professional Development Framework which is accredited by Advance-HE for HEA Associate Fellowship (AFHEA). FST provides an opportunity for part-time tutors, staff with restricted learning and teaching roles (e.g. Research Assistants) and post-graduate teaching assistants to develop their understanding of and practice in effective learning, teaching, and assessment. It is offered as a stand-alone module that will be of particular benefit to those carrying out tutoring and demonstrating.

FST Lead:

Richard Beggs, SFHEA, NTF

FST Tutor:

Dr Brian McGowan, SFHEA

FST Course Administrator:

Elaine Fairweather

FST Graduates

Muhammad **Aaqib**, School of Computing

Lena **Acolatse**, School of Biomedical Sciences

Muhammad Shakeel **Akram**, School of Engineering

Roua **Al Taweel**, School of Law

Gulzar **Alam**, School of Computing

Chloe **Anderson**, School of Medicine

Tomas **Antunes**, Belfast School of Art

Dr Abdoreza **Asadpour**, School of Computing,
Engineering and Intelligent Systems

Ayesha **Awan**, Department of Management, Leadership
and Marketing

Natasha **Black**, School of Applied Social and Policy
Sciences

Megan **Blinn**, School of Nursing and Paramedic Sciences

Hannah **Brown**, School of Psychology

Helen **Cooke**, Belfast School of Architecture and the Built
Environment

Ellen **Corbett**, School of Arts and Humanities

Sophie **Coyle**, School of Medicine

Matthew **Curran**, School of Arts and Humanities

Rodrigo **de Almeida**, School of Psychology

Rachel **Devenney**, School of Medicine

Emmet **Donaghey**, Department of Management,
Leadership and Marketing

Victoria **Duffy**, School of Arts and Humanities

Colette **Duncan**, School of Psychology

Graeme **Duncan**, School of Biomedical Sciences

Dr Michael **Fayemiwo**, School of Computing, Engineering
and Intelligent Systems

Shane **Gordon**, School of Biomedical Sciences

David **Harkin**, School of Computing, Engineering and
Intelligent Systems

Luke **Hilman**, School of Biomedical Sciences

Chloe Olivia Jayne **Hull**, Belfast School of Art

Maciej **Hyzy**, School of Computing

Beverley **Irving-Edwards**, Belfast School of Art

Mohammad Musaab **Jaffar**, Belfast School of Architecture
and the Built Environment

Emma **Johnston**, Belfast School of Art

Rashid **Kamal**, School of Computing

Stephen **Keery**, People Development

Massoud **Khodadzadeh**, School of Computing,
Engineering and Intelligent Systems

Dr Natalie **Klempel**, School of Health Sciences

Balthazar **Lauzon**, School of Communication and Media

Jason **Logan**, School of Psychology

Shannon **Mackey**, Belfast School of Art

Lawrence **Magennis**, Belfast School of Architecture and the
Built Environment

Judy **Magill**, School of Applied Social and Policy Sciences

Nicole **Marinaro**, School of Applied Social and Policy
Sciences

Christopher **McCausland**, School of Engineering

Erin **McEvoy**, School of Sport

Congratulations to all successful participants, despite a challenging year, your commitment to your own learning and teaching professional development has been inspirational. Well done on achieving your AFHEA!

Richard Beggs and Dr Brian McGowan (FST Module Team)

Nicole **McKendry**, Belfast School of Art

Kerrie **McNeill**, Belfast School of Art

Niall **McShane**, School of Computing, Engineering and Intelligent Systems

Melissa **Melaugh**, School of Computing, Engineering and Intelligent Systems

Adelaide **Mensah**, School of Pharmacy and Pharmaceutical Sciences

Kevin **Miller**, Belfast School of Art

Amanda **Mironova-Stronge**, School of Arts and Humanities

Callum **Montgomery**, School of Engineering

Ryan **Moses**, School of Arts and Humanities

Kirsty **Muldoon**, School of Engineering

Fintan **Mullholland**, Belfast School of Art

Ajay Muraleedharan **Nair**, Belfast School of Architecture and the Built Environment

Sara **Nasr**, School of Engineering

Eimear **O'Donnell**, School of Engineering

Rebecca Victoria **O'Flaherty**, Belfast School of Art

Antje **Otto**, Department of Hospitality and Tourism Management

Vikie **Patterson**, Belfast School of Art

Hamed **Rasouli Sadabad**, School of Geography and Environmental Sciences

Sandeep **Rawat**, Department of Management, Leadership and Marketing

Clare **Rhine**, Department of Management, Leadership and Marketing

Margaret **Robb**, Department of Management, Leadership and Marketing

Dr Chiara **Salaris**, Belfast School of Architecture and the Built Environment

Vahid **Saranirad**, School of Computing, Engineering and Intelligent Systems

Humera **Sarwar**, School of Pharmacy and Pharmaceutical Sciences

Elahe **Shabani**, School of Arts and Humanities

Iram **Shahzadi**, Belfast School of Architecture and the Built Environment

Ariane **Sloan**, Belfast School of Art

Naomi **Smyth-Patterson**, Department of Global Business and Enterprise

Cody **Spence**, School of Engineering

Heather **Spence**, School of Biomedical Sciences

Adam Yussef **Sulaiman**, Belfast School of Architecture and the Built Environment

Nora **Sullivan**, School of Psychology

Muhammad **Umer**, Belfast School of Architecture and the Built Environment

Aaron **Weah**, School of Law

Maria **Wesolowska**, School of Biomedical Sciences

Brendan **Whelan**, Department of Hospitality and Tourism Management

Dr Hanguang **Xie**, Belfast School of Architecture and the Built Environment

Ashleigh **Yohanis**, School of Law



Muhammad Shakeel Akram

School of Engineering
AFHEA, FST

Reflecting on your engagement in the CPD/ Scheme above, what impact has this had on your practice or studies?

Completing the FST program has been a transformative journey, reshaping my teaching approach to encompass diverse student backgrounds and enhance engagement. Through the program, I've acquired valuable new teaching methods, digital tools, and platforms, improving my teaching techniques and bolstering my confidence. The guidance and knowledge from my Experienced Educator have been instrumental in refining my practice, ultimately vastly improving my teaching experience.

What advice would you give to others thinking of engaging in this professional development opportunity?

Don't think twice – sign up now! This course is a great chance to learn from experienced educators and fellow learners. They'll provide the support you need to understand teaching methods and put them into practice. If you're interested in teaching, give it a shot; it helped me a lot, and it could do the same for you. I highly recommend this program for anyone looking to improve their teaching skills in a supportive environment.



Natasha Black

School of Applied Social and Policy Sciences
AFHEA, FST

Reflecting on your engagement in the CPD/ Scheme above, what impact has this had on your practice or studies?

The FST course gave me an insight into diversity in the higher education learning environment which has helped students access learning. The course equipped me with interactive pedagogical approaches, facilitating learner engagement.

What advice would you give to others thinking of engaging in this professional development opportunity?

I would recommend PhD researchers to connect with the overarching course content from the outset so they can maximise opportunities for teaching and learning. Student feedback informs effective practice; Vevox is a software tool that can facilitate student feedback.



Ellen Corbett

School of Arts and Humanities
AFHEA, FST

Reflecting on your engagement in the CPD/ Scheme above, what impact has this had on your practice or studies?

FST has made me view my experiences of education on both sides of the desk in a new way. I have been able to reflect on my teaching strategies and those I experienced myself as a student from a new perspective, I have learned new skills and techniques that I hope to employ in the classroom, and I have had the opportunity to reflect on the different and changing needs of my students. FST has had a wholly positive impact on my practice, and will be a valuable resource in my future career.

What advice would you give to others thinking of engaging in this professional development opportunity?

I would tell others engaging or about to engage in FST that it can be a challenge to balance the course with other study, however, it is definitely worth it, and they should try and manage their time to allow full participation in all elements of the course. Give yourself more than enough time to fulfil all requirements, and do not hesitate to contact staff - they were always happy to help me with any of my concerns!



Shane Gordon

School of Biomedical Sciences
AFHEA, FST

Reflecting on your engagement in the CPD/ Scheme above, what impact has this had on your practice or studies?

The program enhanced my comprehension of various teaching approaches. My instruction encompassed both in-person and online components, focusing on food and dietetic students' studies. Teaching necessitated continuous research and knowledge updates prior to each session, strengthening my expertise in the field. This teaching experience fortified my confidence and deepened my understanding of my PhD research. The course equipped me with diverse methods for delivering content through a variety of platforms, software tools, interactive sessions, templates, and more, enhancing my instructional skills and ensuring ongoing student engagement and enthusiasm.

What advice would you give to others thinking of engaging in this professional development opportunity?

For individuals contemplating engagement in this professional development opportunity, I would strongly advise considering the FST course as a means to enhance their teaching skills. This course provides a robust framework for learning. To those considering participation, I recommend treating each assignment as a stepping stone, fully dedicating themselves to both the course and the assignments. This commitment enables participants to recognize the interconnections between different teaching stages and assessment, allowing for more effective student support. The longitudinal and comprehensive structure of the FST module facilitates the development, incorporation, evaluation, and implementation of pedagogical improvements. This not only promotes personal growth in higher education teaching but also fosters a mutually beneficial development journey alongside students.



Beverley Irving-Edwards

Belfast School of Art
AFHEA, FST

Reflecting on your engagement in the CPD/ Scheme above, what impact has this had on your practice or studies?

I never expected the training to align as much as it did with my personal and research philosophy of inclusion. The training helped me learn different teaching approaches and how to better meet students' needs and interests. It taught me how I could build a more inclusive practice, actively engage students in their learning experience, and gave me the tools to reflect. This experience has given me confidence in my delivery and clarified how my subject knowledge can be valuable in other areas. I found the experience of both of my experienced educators (Dr. Chris McHugh and Christine Blaney) invaluable and I am very grateful for their time.

What advice would you give to others thinking of engaging in this professional development opportunity?

I would recommend making the commitment, even if you are unsure if you will teach in the future. This course is a fantastic opportunity to gain insight and experience. With its longer delivery, you can build confidence at your own pace. The sessions are accessible, and the module facilitators are incredibly helpful and encouraging.



Aaron Weah

School of Law
AFHEA, FST

Reflecting on your engagement in the CPD/ Scheme above, what impact has this had on your practice or studies?

I have learnt that the classroom is a small community peopled by students from diverse background. Each students' view and experience represent a window into the real world. In this environment, the process of teaching helps students discover their purpose and relationship to the real world. In this sense, learning is liberating as much as it is enlightening.

What advice would you give to others thinking of engaging in this professional development opportunity?

I have come to realise that this is a sobering and reflective process. The reflective part requires you to often interrogate what works and what does not! In search of what does not work, one must be preoccupied with continuous professional development. The sobering part is to identify your strength and be modest about it while working constantly to improve your weakness.



Vikkie Patterson

Belfast School of Art
AFHEA, FST

Reflecting on your engagement in the CPD/ Scheme above, what impact has this had on your practice or studies?

First Steps to Teaching was invaluable for me in improving my confidence and skills in higher education provision in Fine Art (painting). Working with the life drawing first year students was a pleasure and since then I have given an artist talk to undergraduate students about my own degree show. I hope to continue my teaching practice and now have a professional values framework within which to work.

What advice would you give to others thinking of engaging in this professional development opportunity?

I would say that if you would like to develop your professional practice as a teacher and learn new skills and gain confidence in this area, that FST is a great programme and that Richard is a supportive facilitator.



Lawrence Magennis

Belfast School of Architecture and the Built Environment
AFHEA, FST

Reflecting on your engagement in the CPD/ Scheme above, what impact has this had on your practice or studies?

The FST program has informed my practice through a better understanding of learners. The professional standards framework has guided my teaching and assessment to ensure the inclusion of every individual in increasingly diverse student cohorts. This experience also highlighted the importance of inclusive and effective learning environments at Ulster University.

What advice would you give to others thinking of engaging in this professional development opportunity?

Embrace FST as an opportunity to evaluate and improve your teaching and learning support skills. Developing an understanding of the key pedagogical theories will underpin your practice and enable you to deliver a high standard of teaching.

FST Experienced Educators

We would like to say a huge thank you to the wide range of colleagues who support our FST participants in the role of Experienced Educators: your expertise and guidance is key to successful completion of the module and the award of AFHEA.

Our thanks to the following:

Professor Gary **Adamson**, School of Psychology

Dr Aftab **Ali**, School of Computing

Christine **Blaney**, Belfast School of Art

Dr Peter **Bolan**, Department of Hospitality and Tourism Management

Professor Raymond **Bond**, School of Computing

Dr Ruth **Brolly**, Belfast School of Art

Dr Kristian **Brown**, School of Applied Social and Policy Sciences

Hazel **Bruce**, Belfast School of Art

Dr Stephen **Butler**, School of Arts and Humanities

Professor Trevor **Cadden**, Department of Management, Leadership and Marketing

Dr Claire **Campbell**, School of Psychology

Dr Ming-Wei **Chang**, School of Engineering

Dr Priyanka **Chaurasia**, School of Computing, Engineering and Intelligent Systems

Dr Heather **Coleman**, School of Pharmacy and Pharmaceutical Sciences

Dr Niall **Comer**, School of Arts and Humanities

Dr Aaron **Courtenay**, School of Pharmacy and Pharmaceutical Sciences

Professor Kevin **Curran**, School of Computing, Engineering and Intelligent Systems

Dr Jenny **Davison**, School of Psychology

Dr Marianne **Doherty**, School of Law

Dr Chérie **Driver**, Belfast School of Art

Anna **Duffy**, Belfast School of Art

Dr Frank **Ferguson**, School of Arts and Humanities

Professor Dewar **Finlay**, School of Engineering

Professor Raffaella **Folli**, School of Communication and Media

Dr Stephen **Gallagher**, School of Psychology

Alison **Gault**, Belfast School of Art

Dr Michele **Gazzola**, School of Applied Social and Policy Sciences

Dr Atefeh **Golbang**, School of Engineering

Patricia **Griffin**, Belfast School of Art

Professor Philip **Griffiths**, Belfast School of Architecture and the Built Environment

Dr Linley **Hamilton**, School of Arts and Humanities

Professor Neil **Hewitt**, Belfast School of Architecture and the Built Environment

Dr Marise **Heyns**, School of Medicine

Professor Ye **Huang**, Belfast School of Architecture and the Built Environment

Dr Catherine **Hughes**, School of Biomedical Sciences

Dr Trevor **Hyde**, Belfast School of Architecture and the Built Environment

Dr Rachelle **Irwin**, School of Biomedical Sciences

Aqib **Javed**, School of Computing, Engineering and Intelligent Systems

Professor George **Kernohan**, School of Nursing and Paramedic Science

Dr Maeve **Kerr**, School of Biomedical Sciences

Dr Emmett **Kerr**, School of Computing, Engineering and Intelligent Systems

Dr Dermot **Kerr**, School of Computing, Engineering and Intelligent Systems

Dr Paul **Kitchin**, School of Sport

Dr Deborah **Lowry**, School of Pharmacy and Pharmaceutical Sciences

Dr Dmitriy **Makarov**, Belfast School of Architecture and the Built Environment

Dr Kyle **Matchett**, School of Medicine

Dr Karl **McCreadie**, School of Computing, Engineering and Intelligent Systems

Dr Philip **McDermott**, School of Applied Social and Policy Sciences

Dr Victoria **McGilligan**, School of Medicine
 Lesley **McGrogan**, Business Engagement Unit
 Dr Christopher **McHugh**, Belfast School of Art
 Dr Christopher **McLaughlin**, Department of Management,
 Leadership and Marketing
 Professor Kristel **Miller**, Department of Management,
 Leadership and Marketing
 Professor Sandra **Moffett**, Department of Hospitality and
 Tourism Management
 Professor Jayanta **Mondol**, Belfast School of Architecture
 and the Built Environment
 Professor Adrian **Moore**, School of Geography and
 Environmental Sciences
 Dr Maria **Mulhern**, School of Biomedical Sciences
 Dr Aisling **O'Beirn**, Belfast School of Art
 Dr Éamonn **O Ciardha**, School of Arts and Humanities
 Professor Rory **O'Connell**, School of Law
 Dr Shauna **Page**, School of Law
 Dr Brian **Payne**, School of Applied Social and
 Policy Sciences
 Dr Susann **Power**, Department of Hospitality and
 Tourism Management
 Dr Ruth **Price**, School of Biomedical Sciences
 Professor Barry **Quinn**, Department of Management,
 Leadership and Marketing
 Dr Joseph **Rafferty**, School of Computing
 Dr Calvin **Ralph**, School of Engineering
 Dr Andrea **Reid**, Department of Management,
 Leadership and Marketing
 Dr Heather **Ritchie**, Belfast School of Architecture and the
 Built Environment
 Angela **Rolfe**, Belfast School of Architecture and the
 Built Environment
 Professor Victoria **Simms**, School of Psychology
 Dr Inna **Vorushylo**, Belfast School of Architecture and the
 Built Environment
 Dr Bethany **Waterhouse-Bradley**, School of Applied
 Social and Policy Sciences

Robert **Weatherup**, Belfast School of Architecture and the
 Built Environment
 Rachael **Withers**, Dean's Office (Ulster University
 Business School)
 Professor Kongfatt **Wong-Lin**, School of Computing,
 Engineering and Intelligent Systems
 Howard **Wright**, Belfast School of Art
 Professor Donovan **Wylie**, Belfast School of Art
 Dr Alison **Yeates**, School of Biomedical Sciences
 Amanda **Zacharopoulou**, School of Law
 Dr Shu-Dong **Zhang**, School of Medicine



Post-graduate Certificate in Higher Education Practice (PgCHEP)

This programme is available to Ulster educators with a substantive learning and teaching support role that involves sustained, direct engagement with Ulster University students in Higher Education. The course is designed to support new educators in developing their practices in learning and teaching based on the following principles:

- Blended delivery pattern to facilitate application of theory, professional development of and reflection on effective practice
- All assignment and related tasks comprise authentic work-based activities that support the development of professional practice
- Aligned to institutional strategy and L&T priorities
- Delivery modes are interactive and participant-centred to ensure a sense of belonging

PHE705

The first module of the PgCHEP, PHE705, provides an opportunity for staff, new to teaching, to develop their understanding of, and practice in, effective learning, teaching, and assessment and feedback, through building up an in-depth knowledge of the needs of the cohorts of students they encounter within the University. The module is accredited by Advance HE and successful completion leads to HEA Associate Fellow (AFHEA).

PHE705 AFHEA Graduates

Dr Mark **Benson**, School of
Communication and Media

Dr Selim **Bozkurt**, School of Engineering

Michaela **Campbell**, Library Directorate

Asriel Juvenal **Chamos**, School of
Nursing and Paramedic Science

Dr Alexandra **Chapman**, School of
Applied Social and Policy Sciences

Mary **Cole**, Student Wellbeing Team

Aoife **Conway**, School of Nursing and
Paramedic Science

Aine **Doran**, Department of Accounting,
Finance and Economics

Siobhan **Gilbride**, Student Wellbeing Team

Dr Muhammad Usman **Hadi**, School of
Engineering

Ryan **Harkin**, School of Computing, Engineering
and Intelligent Systems

Dr Saikat **Jana**, School of Engineering

Elaine **Kelly**, School of Nursing and Paramedic
Science

Dr George **Martin**, School of Computing,
Engineering and Intelligent Systems

Melissa **McGrath**, Department of Accounting,
Finance and Economics

Dr Aisling **McLaughlin**, School of Applied Social
and Policy Sciences

Congratulations to all successful participants, starting your teaching career is a daunting and exciting time and we have been hugely impressed by your commitment to supporting your students. Well done on achieving your AFHEA!

Dr Brian McGowan and Richard Beggs (PHE705 Module Team)

Catherine **McClellan**, Department of Accounting,
Finance and Economics

Paige **McCoy**, Ulster University Economic Policy
Centre

Dr Tawanda Sydesky **Nyawasha**, School of
Applied Social and Policy Sciences

Anna **O'Loughlin**, School of Health Sciences

Dr Michelle **Rouse**, School of Applied Social and
Policy Sciences

Rachel **Shannon**, Employability and Careers

Catherine **Wheeler**, School of Health Sciences

Claire **Williamson**, Belfast School of Architecture
and the Built Environment

PgCHEP Module Coordinator and Course Director:

Dr Amanda Platt, SFHEA

PgCHEP Module Coordinator:

Dr Brian McGowan, SFHEA

PgCHEP Module Coordinator:

Colette Murphy, SFHEA

PgCHEP Module Contributor:

Dr Roisin Curran, PFHEA

PgCHEP Module Contributor:

Richard Beggs, SFHEA, NTF

PgCHEP Module Coordinator and Contributor:

Dr Sarah Floyd, PFHEA

PgCHEP Module Contributor:

Shauna McCloy, SFHEA

PgCHEP Course Administrator:

Elaine Fairweather

PgCHEP FHEA Graduates

Dr Enjy **Abouzeid**, School of Medicine

Dr Naveed **Alam**, Belfast School of Architecture
& the Built Environment

Shaunagh **Brolly**, Employability and Careers

Patricia **Burns**, School of Applied Social and
Policy Sciences

Dr Abbie **Cahoon**, School of Psychology

Dr Diego **Cobice**, School of Biomedical Sciences

Caroline **Crawford**, School of Nursing and
Paramedic Science

Dr Eileen **Doherty**, Department of Management,
Leadership and Marketing

Dr Paul **Donnelly**, School of Sport

Dr Idongesit **Ekerete**, School of Computing

Clare **Ferguson**, Centre for Digital Learning
Enhancement

Dr Ciara **Fitzpatrick**, School of Law

Karen **Fitzsimons**, Library Directorate

Dr Niall **Gilmartin**, School of Applied Social and
Policy Sciences

Debbie **Greaves**, School of Applied Social and
Policy Sciences

Dr Andrew **Hamilton**, School of Applied Social
and Policy Sciences

Dr Deirdre **Harkin**, School of Nursing and
Paramedic Science

Aqib **Javed**, School of Computing, Engineering
and Intelligent Systems

Dr Naveed **Khan**, School of Computing

Congratulations to everyone who has successfully completed the PgCHEP this year. You have all demonstrated commitment to developing and enhancing your learning and teaching practices and the student learning experience. Well done on achieving your PgCHEP and FHEA!

Dr. Amanda Platt, Course Director, on behalf of the PgCHEP Course Team

Dr Seodhna **Lynch**, School of Biomedical Sciences

Dr Bronagh **Magee**, Department of Management, Leadership and Marketing

Dr Patrick **McAllister**, School of Computing

Alexander **McDaid**, School of Computing, Engineering and Intelligent Systems

Shauna **McGrath**, Employability and Careers

Aisling **Meenan**, School of Applied Social and Policy Sciences

Samuel **Moore**, School of Computing

Kellie **Morris**, School of Health Sciences

Sharon **Neill**, School of Nursing and Paramedic Science

Dr Sagar **Nikam**, School of Computing,

Engineering and Intelligent Systems

Dr Gabrielle **Nugent-Stephens**, School of Applied Social and Policy Sciences

Mike **O'Callaghan**, Belfast School of Art

Dr Barry **O'Hagan**, School of Biomedical Sciences

Dr Sunish Kumar **Orappanpara Soman**, School of Engineering

Dr Dawid **Stanczak**, School of Applied Social and Policy Sciences

Zeeshan **Tariq**, School of Computing

Dr Hanif **Ullah**, School of Computing

Dr Joanna **Ward**, School of Engineering

Dr Jason **Wilson**, School of Sport



Dr Paul Donnelly

School of Sport
FHEA, PgCHEP

**Reflecting on your engagement in the CPD/
Scheme above, what impact has this had on your
practice or studies?**

PgCHEP was brilliant. It provided me with the opportunity to engage with my peers and ideas on how best to create a quality learning environment for students.

**What advice would you give to others thinking
of engaging in this professional development
opportunity?**

Don't think about it. Sign up and complete the course. You won't be disappointed!



Idongesit Ekerete

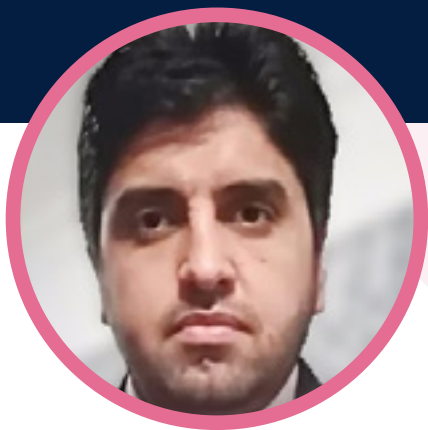
School of Computing
FHEA, PgCHEP

**Reflecting on your engagement in the CPD/
Scheme above, what impact has this had on your
practice or studies?**

Transformation from teacher-centric to student-centric educator: design of student-centred curriculum; student engagement using active learning tools and wider role outside the PgCHEP inter alia.

**What advice would you give to others
thinking of engaging in this professional
development opportunity?**

Do it now, there is never a time referred to as 'the right time'.



Dr Naveed Khan

School of Computing
FHEA, PgCHEP

Reflecting on your engagement in the CPD/ Scheme above, what impact has this had on your practice or studies?

The activities carried out during the PgCHEP course offered valuable prospects for examining different pedagogies, policies, subject-specific academic standards, and other essential elements that are crucial for the successful development and execution of learning, teaching, and assessment in higher education. These opportunities facilitated the transformation of my own practises in learning, teaching, and assessment.

What advice would you give to others thinking of engaging in this professional development opportunity?

The practical aspects of the learning activities in the PgCHEP course, which involve the application of pedagogic theories rather than a mere literature survey, is highly commendable. The teaching faculty demonstrates a high level of support, engagement, and expertise, which undoubtedly facilitates the utilisation of various educational materials and evaluation methods. This course is highly recommended for individuals who are contemplating the development or improvement of their personal and professional skills within a higher education environment.



Dr Seodhna Lynch

School of Medicine
FHEA, PgCHEP

Reflecting on your engagement in the CPD/ Scheme above, what impact has this had on your practice or studies?

The PgCHEP programme has provided me with a wealth of knowledge which underpins my current teaching practice and supports my development as an educator. I have had opportunities to explore various pedagogies, curriculum development and the importance of feedback. I also have a greater appreciation for designing and implementing authentic and effective learning, teaching and assessment, all of which has transformed my practice as an educator in higher education.

What advice would you give to others thinking of engaging in this professional development opportunity?

The PgCHEP programme is an excellent opportunity to develop and enhance your professional development and teaching within the university. The learning activities during the PgCHEP entail putting pedagogies into practice which is really impactful rather than just learning about the theories. The interactive sessions during the course are excellent and the teaching staff are extremely supportive, engaging and approachable. I highly recommend the course for anyone who wants to enhance their professional development in higher education practice.



Kellie Morris

School of Life and Health Sciences
FHEA, PgCHEP

Reflecting on your engagement in the CPD/ Scheme above, what impact has this had on your practice or studies?

This experience has been incredibly enriching in my teaching and learning approaches. It has added a new dimension to how I consider the development and delivery of modules by ensuring the student is seen as a key stakeholder in all practices. I value the feedback received from students in tailoring the experience to suit the needs of a diverse range of learners. The evolved ability to self-reflect on teaching experiences, further to observations by experienced mentoring staff, has been invaluable and ensures I am pro-active in identifying potential enhancements in my own professional development. I remain cognisant of recommendations from Advance HE and how pedagogy may be integrated into my current and future practices.

What advice would you give to others thinking of engaging in this professional development opportunity?

Whilst considered an additional 'commitment' in your already burdensome workload, this course channels your aspirations for teaching by aligning it to researched practices. I felt empowered to approach legacy module practices with new enthusiasm in introducing new and innovative ways of teaching to engage students more fully in their learning, which proved extremely rewarding. This excellent opportunity was provided in a truly supportive environment and offered transformative, holistic progression as an educator.



Zeeshan Tariq

School of Computing
FHEA, PgCHEP

Reflecting on your engagement in the CPD/ Scheme above, what impact has this had on your practice or studies?

This program provided me with opportunities to plan, record, and evidence my professional activity in two key areas: teaching and learning, and research and scholarship. It enables me to apply learning and teaching principles and theories to my own practice, and to critically reflect on my effectiveness as a teacher. I have diligently incorporated the acquired knowledge into my teaching methodology, and the discernible impact on my instructional approach underscores the value of this newfound knowledge base.

Furthermore, it helps me enhance the quality of student learning and support, and to promote core professional values related to evidence-based scholarship, respect for diversity, and commitment to continuous professional development.

Additionally, it leads to the recognition of my teaching competence by the Higher Education Academy (Advance HE), which is a national body that supports excellence in higher education. On successful completion of the PgCHEP, I am eligible to become a Fellow of the Higher Education Academy (FHEA), which is a widely accepted indicator of professional standards in higher education.

What advice would you give to others thinking of engaging in this professional development opportunity?

For those considering this professional development opportunity, I recommend full participation in the learning experience, as well as applying acquired knowledge to teaching and research. Reflect on its impact on a regular basis, prioritize student and professional development, and strive for recognition by pursuing Fellow status with the Higher Education Academy (FHEA). Collaborate with peers and stay committed to the program to enrich your professional journey. This opportunity has the potential to significantly improve teaching and research skills, making it a valuable path for professional development.

PHE705 and PHE707 Subject Advisors

We would like to say a huge thank you to colleagues who undertake the role of Subject Advisors to support, guide and encourage participants during their PgCHEP journey. Your expertise and support are key to successful completion of the course and the awards of AFHEA and FHEA.

Our thanks to the following colleagues:

Dr Aftab **Ali**, School of Computing
Joan **Atkinson**, Library Directorate
Dr Colette **Barry**, School of Applied Social and Policy Sciences
Dr Nikhil **Bhalla**, School of Engineering
Dr Saad **Bhatti**, School of Geography and Environmental Sciences
Professor Michaela **Black**, School of Computing, Engineering and Intelligent Systems
Dr Adrian **Boyd**, School of Engineering
Brian **Byers**, Employability Services Unit
Dr Adnan Ahmad **Cheema**, School of Engineering
Angela **Crawford**, Student Wellbeing Team
Dr Mark **Donnelly**, School of Computing
Dr Patrick **Dunlop**, Ulster University Doctoral College
Jason **Elliott**, School of Law
Conor **Flanagan**, School of Nursing and Paramedic Science
Professor Peter **Flatt**, School of Biomedical Sciences
Gerard **Gibson**, School of Communication and Media
Elizabeth **Greer**, School of Health Sciences
Dr Mark **Hammond**, School of Applied Social and Policy Sciences
Dr Patricia **Harris**, School of Medicine
Tandy **Haughey**, School of Sport
Dr Emmett **Kerr**, School of Computing, Engineering and Intelligent Systems
Professor Kristian **Lasslett**, School of Applied Social and Policy Sciences
Professor Patricia **Lundy**, School of Applied Social and Policy Sciences
Diane **Lyttle**, School of Nursing and Paramedic Science
Aine **Mac Neill**, Centre for Digital Learning Enhancement
Dr Denise **MacDermott**, School of Applied Social and Policy Sciences
Gillian **Martin**, Ulster University Economic Policy Centre

Dr Ian **McChesney**, School of Computing
Dr Conor **McClean**, School of Sport
Dr Paul **McCullagh**, School of Computing
Dr Eoin **McElroy**, School of Psychology
Marie **McElroy**, School of Applied Social and Policy Sciences
Clare **McGlone**, School of Nursing and Paramedic Science
Susan **McGrory**, School of Nursing and Paramedic Science
Professor Declan **McKenna**, School of Biomedical Sciences
Ursula **McTaggart**, Centre for Quality Enhancement
Dr Henry **Melki**, Belfast School of Art
Michael **Moore**, Belfast School of Art
Professor Margaret **Morgan**, School of Engineering
Dr Andrew **Nesbit**, School of Biomedical Sciences
Dr Peter **Nicholl**, School of Computing
Dr Deirdre **O'Donnell**, School of Nursing and Paramedic Science
Dr Shauna **Page**, School of Law
Dr Brian **Payne**, School of Applied Social and Policy Sciences
Dr Justin **Quinn**, School of Computing, Engineering and Intelligent Systems
Dr Andrea **Reid**, Department of Management, Leadership and Marketing
Heather **Ritchie**, Belfast School of Architecture and the Built Environment
Janette **Sheerman**, Department of Management, Leadership and Marketing
Professor Nazmul **Siddique**, School of Computing, Engineering and Intelligent Systems
Sarah **Smyth**, Library Directorate
Dr Brian **Solan**, Belfast School of Architecture and the Built Environment
Dr Nigel **Ternan**, School of Biomedical Sciences
Evelyn **Walton**, School of Nursing and Paramedic Science
Dr Judith **Wylie**, Department of Accounting, Finance and Economics



Master of Education (MEd)

Higher Education Practice

This Programme has been designed to build on the strengths of the PgCHEP and other CPD opportunities offered to staff in pursuit of teaching and learning support excellence. It offers a certificated route for CPD, beyond the mandatory initial professional development of higher education professionals required by the University, in the form of a professional and practice-based part-time master's degree. The broad educational purpose of the MEd is to develop and recognise educators at Ulster who are responsive, student-centred, innovative, effective, reflective, progressive, developmental, scholarly, and leaders of Learning & Teaching. The aims of the programme focus on building participant capability to:

- Navigate institutional policies, systems and practices and identify areas for enhancement.
- Further develop personal self-confidence to become active leaders within the University community.
- Proactively respond to sector factors, different positions and tensions in HE.
- Develop as solution-focused practitioners through the implementation of enhancement projects and initiatives.

MEd Course Director, Module Coordinator and Project Supervisor:

Dr Roisín Curran, PFHEA

MEd Module Coordinator:

Richard Beggs, SFHEA, NTF

MEd Module Coordinator:

Dr Sarah Floyd, PFHEA

MEd Module Coordinator:

Dr Brian McGowan, SFHEA

MEd Module Coordinator and Project Supervisor:

Colette Murphy, SFHEA

MEd Module Coordinator and Project Supervisor:

Dr Amanda Platt, SFHEA

Module Coordinator:

Michael Shannon

MEd Graduates

Congratulations to you all, your ongoing commitment to professional learning, improving the Ulster student experience, and leading on projects that will influence the practice of others is commendable. You've all shown such dedication by doing this alongside your day-to-day work responsibilities and we've truly enjoyed working with you. Well done!

The MEd Course Team

Jason **Elliott**, School of Law

Michael **Gillies**, Department of Hospitality and Tourism Management

Professor David **Hassan**, School of Sport

Paul **McCormack**, Belfast School of Art

Mairead **McEntee**, Department of Management, Leadership and Marketing

Dr Cormac **McGarrigle**, School of Computing, Engineering and Intelligent Systems

Dr Fodhla **McGrane**, Department of Management, Leadership and Marketing

Dr Shauna **Page**, School of Law

Dr Kyle **Paradis**, School of Sport

Simon **Russell**, Department of Hospitality and Tourism Management

Heather **Stirling**, Department of Accounting, Finance and Economics

Dr Jianping **Zhang**, Belfast School of Architecture and the Built Environment



Dr Kyle Paradis

School of Sport
FHEA, MEd

Reflecting on your engagement in the CPD/ Scheme above, what impact has this had on your practice or studies?

Taking part in the MEd challenged me to think about higher education teaching and learning practice in innovative ways. I also had the opportunity for self-assessment and self-reflection on my leadership, emotional intelligence, teaching philosophy, and pedagogy. The result has translated into thinking about the ways we design and deliver the curriculum, and to seek out opportunities for growth.

What advice would you give to others thinking of engaging in this professional development opportunity?

I would encourage anyone who might be interested in pursuing the MEd for CPD, to definitely take it on, as I believe people will find it beneficial and helpful. The main challenge is taking it on alongside full-time work, however, if you are able to protect some time in the diary, it can be a great experience.



ENHANCE Professional Development and Recognition Scheme

The ENHANCE PD&R Scheme has been developed to provide, a nationally benchmarked, process for individual staff to be able to demonstrate their professionalism and commitment to developing and enhancing teaching and learning support practices through gaining HEA fellowship in all categories:

- Associate Fellowship (AFHEA)
- Fellowship (FHEA)
- Senior Fellowship (SFHEA)
- Principal Fellowship (PFHEA)

ENHANCE Scheme Manager:

Dr Sarah Floyd, PFHEA

ENHANCE Scheme Administrator:

Elaine Fairweather

ENHANCE Associate Fellowship of the Higher Education Academy

Dr Nermeen **Ali**, School of Pharmacy and Pharmaceutical Sciences

Karen **Beattie**, Dean's Office (Ulster University Business School)

Victoria **Devenney**, School of Computing

Danny **Mallon**, Department of Hospitality and Tourism Management

Anne Marie **McGurk**, Competency Test Centre

Lisa **Thompson**, Ulster University Doctoral College

Mark **Wilson**, Belfast School of Architecture and the Built Environment

ENHANCE Fellowship of the Higher Education Academy

Dr Brendan **Coyle**, School of Applied Social and Policy Sciences

Dr Lesley **Doyle**, School of Biomedical Sciences

Dr Catherine **Hughes**, School of Biomedical Sciences

Professor Phil **Jordan**, School of Geography and Environmental Sciences

John **Keers**, School of Law

Dr John **McCord**, School of Law

Carmel **O'Donnell**, School of Nursing and Paramedic Science

Dr Cian **O'Donnell**, School of Computing, Engineering and Intelligent Systems

Dr Luqman **Saeed**, Department of Accounting, Finance and Economics

ENHANCE Senior Fellowship of the Higher Education Academy

Professor Sara **Benetti**, School of Geography and Environmental Sciences

Dr Yaxin **Bi**, School of Computing

Professor Daniel **Broby**, Department of Accounting, Finance and Economics

Dr Ruth **Brolly**, Belfast School of Art

Nancy **Brown**, Department of Management, Leadership and Marketing

Dr Katherine **Byrne**, School of Arts and Humanities

Dr Nazia **Chaudhuri**, School of Medicine

Michael **Davidson**, School of Applied Social and Policy Sciences

Dr Edel **Ennis**, School of Psychology

Dr Sian-Lee **Ewan**, School of Medicine

Professor Ben **Fitzpatrick**, School of Nursing and Paramedic Science

Dr Maxim **Fomen**, School of Arts and Humanities

Dr David **Gibson**, School of Medicine

Elizabeth **Greer**, School of Health Sciences

Dr Felicity **Hasson**, School of Nursing and Paramedic Science

Dr Marise **Heyns**, School of Medicine

Dr Anthea **Irwin**, School of Communication and Media

Dr Helen **Jackson**, School of Communication and Media

Dr Dianne **Lees-Murdock**, School of Biomedical Sciences

Dr Deborah **Lowry**, School of Pharmacy and Pharmaceutical Sciences

Dr Shane **MacGiollabhui**, School of Applied Social and Policy Sciences

ENHANCE Staff Pathway 2022-2023

New Fellows

Congratulations to all our new Fellows, it has been wonderful to get to know more about your teaching and learning support approaches.

ENHANCE Scheme Team

Dr Pamela **Magee**, School of Biomedical Sciences
Dr Carla **McCabe**, School of Sport
Fiona **McCloy**, Centre for Digital Learning Enhancement
Dr Sonyia **McFadden**, School of Health Sciences
Dr Paul **McFlynn**, School of Education
Dr Tony **McGinn**, School of Applied Social and Policy Sciences
Dr Fodhla **McGrane**, Department of Management, Leadership and Marketing
Dr Esther **McGuinness**, School of Law
Robert **McKenna**, Department of Hospitality and Tourism Management
Dr Maria **Mulhern**, School of Biomedical Sciences
Professor Christopher **Nugent**, School of Computing
Dr Gearóid **Ó Domagáin**, School of Arts and Humanities
Dr Deidre **O'Donnell**, School of Nursing and Paramedic Science
Dr Marie **O'Neill**, School of Nursing and Paramedic Science
Professor Brenda **O'Neill**, School of Health Sciences
Dr Stephen **Shannon**, School of Sport
Professor Geoff **Simmons**, Department of Hospitality and Tourism Management
Dr Ian **Smyth**, Department of Management, Leadership and Marketing
Julie **Tracey**, School of Nursing and Paramedic Science
Dr Claire **Woods**, School of Education
Dr Shuai **Zhang**, School of Computing

ENHANCE Principal Fellowship of the Higher Education Academy

Professor Aine **McKillop**, Dean's Office (Faculty of Life Sciences)

Janet **Peden**, Library Directorate



Professor Sara Benetti

School of Geography and Environmental Sciences
SFHEA, ENHANCE

Reflecting on your engagement in the CPD/ Scheme above, what impact has this had on your practice or studies?

It was a difficult process to start as work and life are always busy, especially coming out of the Covid Pandemic. In the end, I thoroughly enjoyed the opportunity to reflect on my work more broadly, outside of the day to day practice, and reflect on the impact on others too. It is rewarding to take this time to reflect on ourselves and see what we have achieved over the years.

What advice would you give to others thinking of engaging in this professional development opportunity?

I can honestly say that a big part of the process was the formal and informal mentorship I have received from colleagues as part of the ENHANCE scheme and I would encourage anyone undertaking this to really make the most of this opportunity to engage with others.



Professor Daniel Broby

Department of Accounting, Finance and Economics
SFHEA, ENHANCE

Reflecting on your engagement in the CPD/ Scheme above, what impact has this had on your practice or studies?

The HEA application process made me reflect on my teaching philosophy and practices. I believe participating in the ENHANCE scheme has had a positive impact on my teaching. The structured learning and development it frames enhanced my knowledge and skills, which I now apply in the lecture room and beyond. It has made me better able to stay current with the latest pedagogical trends and best practices.

What advice would you give to others thinking of engaging in this professional development opportunity?

If you're pursuing HEA Fellowship, gather evidence of your teaching experience and practice. This may include teaching evaluations, lesson plans, reflective statements, and other relevant documentation.



Dr Nazia Chaudhuri

School of Medicine,
SFHEA, ENHANCE

Reflecting on your engagement in the CPD/ Scheme above, what impact has this had on your practice or studies?

I took part in the ENHANCE scheme that provided me support and mentorship for applying for my senior fellowship. This gave me the confidence and guidance to provide the reflection required for this application. I had support to submit my application with was invaluable and I'd strongly recommend anyone applying for the fellowship to utilise this service.

What advice would you give to others thinking of engaging in this professional development opportunity?

I had support to submit my application with was invaluable and I'd strongly recommend anyone applying for the fellowship to utilise this service.



Dr Sian-Lee Ewan

School of Medicine
SFHEA, ENHANCE

Reflecting on your engagement in the CPD/ Scheme above, what impact has this had on your practice or studies?

I am grateful for this process in affording me the opportunity to reflect on my career in education and how my perspective and pedagogical approaches have been influenced and developed by practice and scholarship.

It has confirmed to me the pedagogical evidence basis which underlies my current learning and teaching practice and has motivated me to further support and mentor my colleagues.

What advice would you give to others thinking of engaging in this professional development opportunity?

I would advise starting preparation and in particular, gathering evidence of impact as early as possible. It was only as I began to map out my progress to date it highlighted areas where I would benefit from more evidence of impact and this added time allowed evidence to be gathered as required.



Dr Maxim Fomin

School of Arts and Humanities
SFHEA, ENHANCE

Reflecting on your engagement in the CPD/ Scheme above, what impact has this had on your practice or studies?

I was able to nurture the young talent in my discipline, coaching and mentoring a new cohort of academic practitioners who went on to teach nationally and internationally carrying with them Ulster ethos of excellence, inclusivity, diversity and openness for learning and improving.

What advice would you give to others thinking of engaging in this professional development opportunity?

The ENHANCE scheme improved my understanding of where I stand as an academic, educator, role model, and appreciate the extent of influence my activity had had over the individuals and academic teams nationally and internationally over the past number of years.



Dr Felicity Hasson

School of Nursing and Paramedic Science
SFHEA, ENHANCE

Reflecting on your engagement in the CPD/ Scheme above, what impact has this had on your practice or studies?

My journey to senior fellow and application has helped my teaching approach to be underpinned by the UKPSF and has enabled me to engage in meaningful activities to enhance my colleagues delivery of the curriculum but also the students experience.

What advice would you give to others thinking of engaging in this professional development opportunity?

I would encourage any one thinking of applying to do so, it is a wonderful learning opportunity, that allows you to review your activities with a new mindset, helping you to grow in confidence and ability.



Dr Marise Heyns

School of Medicine
SFHEA, ENHANCE

Reflecting on your engagement in the CPD/ Scheme above, what impact has this had on your practice or studies?

Reflecting on my leadership role in Teaching and Learning for the SFHEA, allowed me to review my mentorship of others and enthused me to engage with this more strategically.

What advice would you give to others thinking of engaging in this professional development opportunity?

Engage with the provided resources early and often, and meet with your mentor on regular, scheduled times with deadlines for sections of required documentation for submission.



John Keers

School of Law,
FHEA, ENHANCE

Reflecting on your engagement in the CPD/ Scheme above, what impact has this had on your practice or studies?

It was very helpful in identifying and keeping up with new developments within the University.

What advice would you give to others thinking of engaging in this professional development opportunity?

Don't put it off!



Dr Diane Lees-Murdock

School of Biomedical Sciences
SFHEA, ENHANCE

Reflecting on your engagement in the CPD/ Scheme above, what impact has this had on your practice or studies?

Through the ENHANCE scheme and completion of SFHEA, I have valued the opportunity to reflect on my teaching practice and the positive impact this has had on others across the University. As a result, I have a renewed commitment to supporting colleagues at early career stages to develop their own effective learning and teaching practices.

What advice would you give to others thinking of engaging in this professional development opportunity?

I would encourage colleagues to engage with the ENHANCE Professional Development Scheme, not only will this process provide professional recognition, it will also encourage reflective and thoughtful practice going forward to implement effective learning and teaching strategies.



Fiona McCloy

Centre for Digital Learning Enhancement
SFHEA, ENHANCE

Reflecting on your engagement in the CPD/ Scheme above, what impact has this had on your practice or studies?

Working towards senior fellowship provided the opportunity to reflect on my practice and the impact it has on others. It helped me to better understand what motivates me, my values, and the influence of my role across the university. This has been very insightful - increasing my confidence and appreciating my purpose. It has been also somewhat therapeutic reflecting on challenges, such as supporting pandemic remote teaching.

What advice would you give to others thinking of engaging in this professional development opportunity?

I would recommend investing the time to undertake this personal professional reflection. It is a valued and rewarding experience.



Robert McKenna

Department of Hospitality and Tourism Management
SFHEA, ENHANCE

Reflecting on your engagement in the CPD/ Scheme above, what impact has this had on your practice or studies?

Completing the SFHEA, was an opportunity for me to reflect on my teaching practice and to understand how it has impacted on others, not only our students but on my colleagues also. It was a really therapeutic exercise, where I was able to contemplate on my journey with Ulster. The most encouraging aspect was the feedback I received that I received from my colleague testimonials, advocate statements and the Assessed Professional Conversation.

What advice would you give to others thinking of engaging in this professional development opportunity?

I would actively encourage colleagues to pursue the SFHEA, as a reflective exercise and recognition for your teaching practice. My mentor was of great support and encouragement to me, as were other colleagues who had completed the process.



Dr Maria Mulhern

School of Biomedical Sciences
SFHEA, ENHANCE

Reflecting on your engagement in the CPD/ Scheme above, what impact has this had on your practice or studies?

Submitting my portfolio for SFHEA gave me the opportunity to reflect on my leadership in teaching within and outside of the University. Taking time to gather evidence of and appreciate the impact of my work gave me confidence to continue to support and mentor others in their HE careers.

What advice would you give to others thinking of engaging in this professional development opportunity?

Schedule time every week/month to gather evidence and take time to reflect on your leadership and keep it up-to-date; ask for feedback from others



Dr Deirdre O'Donnell

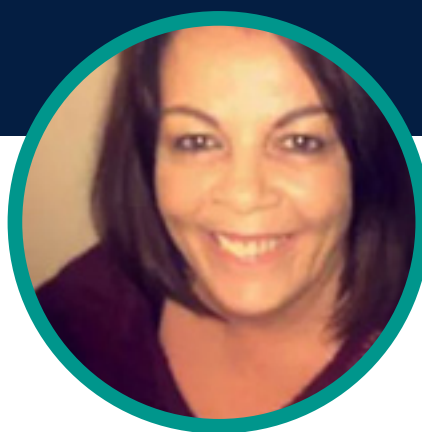
School of Nursing and Paramedic Science
SFHEA, ENHANCE

Reflecting on your engagement in the CPD/ Scheme above, what impact has this had on your practice or studies?

Engagement in the ENHANCE Scheme has renewed my commitment to evaluating the effectiveness of my practice and impact on the learning and development of students and colleagues. It has also enhanced my self-knowing and stimulated my thinking about the further development of my own academic practice.

What advice would you give to others thinking of engaging in this professional development opportunity?

I would encourage others to utilise the formal and informal support arrangements and resources available to them by participating in the workshops provided by Learning Enhancement at various stages of the application and submission process, and to seek regular feedback from your mentor and colleagues/ critical friend.



Dr Marie O'Neill

School of Nursing and Paramedic Science
SFHEA, ENHANCE

Reflecting on your engagement in the CPD/ Scheme above, what impact has this had on your practice or studies?

Reflecting upon my teaching experience to complete the SFHEA, has made me realise how passionate I am about teaching nursing as a discipline and the significance of lifelong learning. It has given me the opportunity to appreciate my commitment to successful engagement in relation to teaching, learning, academic and professional practice, including the mentoring of others.

What advice would you give to others thinking of engaging in this professional development opportunity?

I would highly recommend those with teaching experience to pursue their SFHEA as it really gives you the opportunity to consider and demonstrate your commitment to teaching, learning and the student experience, whilst providing opportunity for personal reflection and development.



Janet Peden

Library Directorate
PFHEA, ENHANCE

Reflecting on your engagement in the CPD/ Scheme above, what impact has this had on your practice or studies?

I benefitted immensely from the reflective practice and the opportunity to do a deep dive into my professional self. I am now deliberately recalibrating my role to allow me to focus on strategic issues which is where my time and effort is best placed.

What advice would you give to others thinking of engaging in this professional development opportunity?

Definitely do this, you will benefit so much from the process and learn an extraordinary amount about yourself.



Dr Stephen Shannon

School of Sport
SFHEA, ENHANCE

Reflecting on your engagement in the CPD/ Scheme above, what impact has this had on your practice or studies?

Completion of the SFHEA category helped me critically reflect on, and refine, leadership skills as a Course Director during phases of course design and implementation, and collaboration with the course team and students. Alongside undertaking SFHEA, I completed PHE711 (Leading Curriculum Design) and engaged with contemporary curriculum design frameworks, that prepared me for our course undergoing revalidation in 2023.

What advice would you give to others thinking of engaging in this professional development opportunity?

Allow for time and experience to accumulate in a role commensurate with SFHEA. I had intended to complete SFHEA much sooner (2019/20), but had limited experience to draw from, and therefore the process was initially stop-start. I was better equipped in 2022/23 and enjoyed documenting the process.



Julie Tracey

School of Nursing and Paramedicine
SFHEA, ENHANCE

Reflecting on your engagement in the CPD/ Scheme above, what impact has this had on your practice or studies?

Completing the process highlight my strengths and areas for development. It gave me some validation on my practice and encourages me to further develop myself. I have now enrolled in a PhD programme. I also hope to mentor others who have engaged in the Enhance process

What advice would you give to others thinking of engaging in this professional development opportunity?

Embrace and have an open mind about your skills, development and ability



Dr Shuai Zhang

School of Computing
SFHEA, ENHANCE

Reflecting on your engagement in the CPD/ Scheme above, what impact has this had on your practice or studies?

Through the SFHEA application preparation, it has made me realise the many fantastic opportunities there are in the School, for me to further develop myself as an educator and to improve my teaching practice and its impact, both within and outside of the institution. This comes through the great support from my colleagues, course teams, line manager and partnership colleagues. It has also made me realise that I can make a contribution to the ever-changing landscape of Higher Education and the challenges it brings. It was exciting for me to realise that the learning and teaching approaches that I have adopted have been shaped by both the pedagogies and my research-informed practice.

What advice would you give to others thinking of engaging in this professional development opportunity?

Plan early! Become familiar with the guidance document and maintain your focus on planning the pathway for the impact that you have had on others. Your assigned mentor will provide invaluable insightful and experience in supporting the preparation and the development of the application. Finally, reach out to the School for the support and/or consider taking on roles/opportunities which will further broaden the reach of your teaching practice and its impact on others.

ENHANCE Mentors for 2022-2023 New Fellows

The ENHANCE Scheme could not operate without the collegial contributions from across the university. Many thanks to all who mentored or were involved in fellowship assessments during this year.

Dr Sarah Floyd (ENHANCE Manager)

Mentors

Dr Mark **Bailey**, Department of Accounting, Finance and Economics

Professor David **Barr**, School of Education

Professor Owen **Barr**, School of Nursing and Paramedic Science

Dr Shirley **Barrett**, Department of Global and Business Enterprise

Richard **Beggs**, Centre for Curriculum Enhancement and Approval

Professor Raymond **Bond**, School of Computing

Hazel **Bruce**, Belfast School of Art

Ursula **Chaney**, Dean's Office (Faculty of Life and Health Sciences)

Dr Roisin **Curran**, Head of Centre for Curriculum Enhancement and Approval

Dr Brian **Dixon**, Belfast School of Art

Seana **Duggan**, School of Nursing and Paramedic Science

Stephanie **Dunleavy**, School of Nursing and Paramedic Science

Professor Heather **Farley**, Dean's Office (Ulster University Business School)

Professor Ruth **Fee**, Director's Office

Dr Kyle **Ferguson**, School of Sport

Dr Sarah **Floyd**, Centre for Professional Practice Enhancement

Robin **Gregg**, School of Sport

Dr Jennifer **Hamilton**, School of Applied Social and Policy Sciences

Professor Mary **Hannon-Fletcher**, Equality, Diversity and Inclusion

Clodagh **Hegarty**, Department of Global Business and Enterprise

Professor Jan **Jedrzejewski**, School of Arts and Humanities

Professor Michaela **Keenan**, Faculty Operations Office

Diane **Lytle**, School of Nursing and Paramedic Science

Dr Denise **MacDermott**, School of Applied Social and Policy Sciences

Dr Sharon **McClements**, Belfast School of Architecture and the Built Environment

Shauna **McCloy**, Employability and Careers

Professor Patricia **McClure**, School of Health Sciences

Ursula **McTaggart**, Centre for Quality Enhancement

Colette **Murphy**, Centre for Curriculum Enhancement and Approval

Professor Malachy **O'Neill**, School of Arts and Humanities

Andrea **Shepherd**, School of Nursing and Paramedic Science

Professor Barbara **Skinner**, School of Education

Dr Anne **Smith**, School of Law

ENHANCE Assessor/Mentor Community

We would also like to thank the wider community of SFHEAs and PFHEAs who are actively supporting applicants working towards fellowship.

Dr Sarah Floyd (ENHANCE Manager)

Assessors

Professor Owen **Barr**, School of Nursing and Paramedic Science

Dr Shirley **Barrett**, Department of Global Business and Enterprise

Richard **Beggs**, Centre for Curriculum Enhancement and Approval

Dr Alan **Brown**, School of Engineering

Dr John **Bustard**, Department of Management, Leadership and Marketing

Ursula **Chaney**, Dean's Office (Faculty of Life and Health Sciences)

Dr Roisin **Curran**, Centre for Curriculum Enhancement and Approval

Professor Ruth **Fee**, Director's Office

Dr Sarah **Floyd**, Centre for Professional Practice Enhancement

Dr Helen **Foster**, Department of Accounting, Finance and Economics

Professor Paul **Hanna**, Faculty Operations Office

Alan **Hook**, School of Communication and Media

Professor Jan **Jedrzejewski**, School of Arts and Humanities

Professor Michaela **Keenan**, Faculty Operations Office

Diane **Lytle**, School of Nursing and Paramedic Science

Dr Ian **McChesney**, School of Computing

Dr Brian **McGowan**, Centre for Professional Practice Enhancement

Susan **McGrory**, School of Nursing and Paramedic Science

Ursula **McTaggart**, Centre for Quality Enhancement

Colette **Murphy**, Centre for Curriculum Enhancement and Approval

Professor Alex **Owen**, Centre for Professional Practice Enhancement

Dr Brian **Payne**, School of Applied Social and Policy Sciences

Dr Amanda **Platt**, Centre for Professional Practice Enhancement

Andrea **Shepherd**, School of Nursing and Paramedic Science

Induction Course for Recognised University Teachers (RUT)

Ulster University recognises the importance of a diverse approach to teaching in order to enhance our students' learning experience and embrace key partnerships across a range of sectors. This professional learning course is available to staff who fill a variety of roles involved in teaching and assessment at Ulster including recognised university teachers, hourly paid teachers, staff teaching at partnership centres, work-based learning providers and e-tutors.

Well done to all who have engaged with and completed this course, your contribution to Ulster students globally is appreciated.

Dr Sarah Floyd and Richard Beggs (Course Team)

Yvonne **Davidson**

Gemma **Faith**

Carlos José **Lopes**

Roger **Marshall**

Richard **Smith**

External Examiners and External Mentor

We are grateful for the support, advice and guidance provided by our outgoing External Examiners and Mentor during 2022-23.

Dr Sam Ellis

External Examiner for FST, PgCHEP, MEd

Professor Fiona Smart

External Examiner for ENHANCE

Dr Ruth Pilkington

External Mentor for NTFS and CATE

Ulster Education Excellence Award Winners 2022 - 23

Congratulations to all Ulster Education Excellence Awards winners who have demonstrated innovative and impactful practices in their successful applications. Your commitment to enhancing the experience of Ulster students and of colleagues in Ulster and the sector is commendable.

Dr Sarah Floyd (Awards Manager)

Professional Practice Innovation Commendation

Dr Heather Coleman

School of Computing, Engineering and
Intelligent Systems

Dean Liggett

Belfast School of Art

Keith Millar

Department of Management,
Leadership and Marketing

Dr William Smyth

Department of Accounting, Finance and
Economics

Early Career Educator Award

Dr Priyanka Chaurasia

School of Engineering

WINNER BIO

Dr Claire McCauley

School of Nursing and Paramedic
Science

WINNER BIO

Dr Connor Murray

School of Applied Social and Policy
Sciences

WINNER BIO

Distinguished Educational Excellence Fellowship

Dr Shauna McGill

School of Education

Stephen McNamee

School of Accounting, Finance and Economics

WINNER BIO

Senior Distinguished Education Excellence Fellowship

Alan Hook

School of Communication and Media

WINNER BIO

Dr Denise MacDermott

School of Applied Social and Policy Sciences

WINNER BIO

Distinguished Collaborative Education Excellence Fellowship

Dr John Bustard (Lead), Daniel Hsu, Rachael Withers

Department of Management, Leadership and Marketing

WINNER BIO

Dr Paula McClean (Lead), Dr Catriona Kelly, Dr David Gibson, Dr Victoria McGilligan, Dr Elaine Murray, Dr Sarah Atkinson, Dr Steven Watterson, Dr Andrew McDowell, Dr Stephanie Duguez, Dr William Duddy, Dr Priyank Shukla, Dr Kyle Matchett, Dr Taranjit Singh Rai, Dr Shu-Dong Zhang

School of Medicine

WINNER BIO

Dr Ian Smyth (Lead), Dr Paul Joseph-Richard, Cathy Moore, Dr Stella So

Department of Management, Leadership and Marketing

WINNER BIO

Advance HE Excellence Awards

National Teaching Fellowships 2022

Dr Paul Joseph-Richard

Department of Management, Leadership and Marketing

WINNER BIO

Collaborative Awards for Teaching Excellence 2022

Person-Centred Collaborative Operational Group

School of Nursing and Paramedic Science

WINNER BIO

INSPIRE

Active Learning Champions' Professional Development Scheme

INSPIRE is a professional development scheme that will enable our staff to build a portfolio around their practice and join a network of like-minded people from across Ulster University. This will ultimately provide staff with an opportunity to become professionally recognised for their practice through becoming Certified Members of Association for Learning Technology (CMALT). CMALT is a sector wide, portfolio based, peer assessed accreditation scheme that will allow Ulster staff to be recognised for their skills and experience, develop transferable skills, gain feedback from peers across the sector and demonstrate a commitment to learning technology and the learning process. Through this scheme and the dissemination of good practice it will facilitate, INSPIRE aims to provide a platform to inspire others to embrace active learning pedagogies in their practice across the institution.

Scheme lead

Richard Beggs, SFHEA, NTF

Active Learning Champions 2023

Dr Enjy **Abouzeid**, School of Medicine

Dr Shirley **Barrett**, Department of Global
Business and Enterprise

Dr Suzanne **Beech**, School of Geography and
Environmental Sciences

Dr Alan **Brown**, School of Engineering

Dr John **Bustard** (CMALT), Department of Management
Leadership and Marketing

Michael **Callaghan**, School of Computing, Engineering and
Intelligent Systems

Robert **Cameron**, Belfast School of Architecture and the
Built Environment

Oonagh **Carson** (CMALT), School of Nursing and Paramedic
Science

Ben **Clements**, School of Sport

Dr Adrian **Devine**, Department of Hospitality and
Tourism Management

Áine **Doran**, Department of Accounting, Finance and Economics

Dr Anthea **Irwin**, School of Communication and Media

Dr Deborah **Lowry**, School of Pharmacy and Pharmaceutical Science

Dr Denise **MacDermott**, School of Applied Social and
Policy Sciences

Dr Claire **McDowell**, School of Psychology

Helen **McKenna**, Business Engagement Unit

Dr Laura **McLaughlin**, School of Health Sciences

Dr Maria **Mulhern**, School of Biomedical Sciences

Dr Peter **Nicholl**, School of Computing

Greg **O'Hanlon**, School of Arts and Humanities

Dr Mary **O'Rawe**, School of Law

Alec **Parkin**, Belfast School of Art

Samuel **Taggart**, School of Education

Dr Laura **Wells**, Department of Hospitality and Tourism Management

RESEARCH GOVERNANCE

and Ethics Filter Committee

Filter committees are in place across the University to ensure that all areas in which human research takes place are represented. Staff doing pedagogic research or MEd students should apply to this filter committee.

We thank the following who actively support this committee.

Ethics Filter Committee

Dr Ciaran **Acton**, School of Applied Social and Policy Sciences

Dr David **Barr**, School of Education

Dr Claire **Campbell (Chair)**, School of Psychology

Dr Laura **Bradley-McCauley**, Department of Global Business and Enterprise

Dr Sarah **Floyd**, Centre for Professional Practice Enhancement

Tandy **Haughey**, School of Sport

Dr Brian **McGowan**, Centre for Professional Practice Enhancement

PEER REVIEWERS

(first stage in the approval process)

Professor Owen **Barr**, School of Nursing and Paramedic Science

Dr Heather **Coleman**, School of Pharmacy and Pharmaceutical Sciences

Dr Deborah **Lowry**, School of Pharmacy and Pharmaceutical Sciences

Dr Andrea **Reid**, Department of Management, Leadership and Marketing

Dr Rachael **Telford**, School of Sport

Strategy for Learning and Teaching Enhancement (SLaTE)

SLaTE is an agile framework that enables us to develop and deliver policy aims and objectives and fund support projects that deliver quality enhancement in education . Projects on the SLaTE should deliver better learning experiences for students and/or working lives for staff via the development of people, policy or infrastructure and systems .

Current SLaTE Projects in which The Learning Enhancement Directorate are involved

MarTech-Laboratory: Enhancing Student Employability Through Active Learning and the '6S' Network in the Marketing Technology Landscape.

This proposed MarTech Laboratory project (the 'Lab', at martech-laboratory.com) grows from a Future Creatives project and focuses on developing an interdisciplinary hub for excellence.

Project Team:

John **Bustard** (Principal Investigator), Senior Lecturer in Digital Transformation, Department of Management, Leadership and Marketing

Richard **Beggs**, Senior Lecturer in Higher Education Practice, Centre for Curriculum Enhancement and Approval

Grace **Boyle**, UUSU President, UUSU Coleraine

Peter **Bolan**, Senior Lecturer and Course Director, Department of Hospitality and Tourism Management

Mary **Boyd**, Head of Department of Management, Leadership and Marketing, Department of Management, Leadership and Marketing

Shane **Fitzpatrick**, Director of the Strategic Programme Office, Strategic Programme Office

Lisa **Harkness**, Lecturer in Marketing, Department of Global Business and Enterprise

Karise **Hutchinson**, Professor of Leadership, Department of Management, Leadership and Marketing

Ursula **McTaggart**, Lecturer in Higher Education Practice, Centre for Quality Enhancement

Robert **Millar**, UUSU Vice President, UUSU Belfast

Rachael **Withers**, Lecturer in Entrepreneurial Leadership, Department of Management, Leadership and Marketing

A Toolkit for Service User Involvement for Teaching and Learning at Ulster University.

This project will build upon the successful development of a SUI involvement strategy and toolkit developed by the School of Health Sciences (SoHS).

Project Team:

Jean **Daly-Lynn** (Principal Investigator), Lecturer in Psychology, School of Health Sciences

Katy **Pedlow** (Principal Investigator), Senior Lecturer, School of Health Sciences

Owen **Barr**, Professor of Nursing and Intellectual Disabilities, School of Nursing and Paramedic Science

Dorothy **Clarke**, Lecturer in Speech and Language Therapy, School of Health Sciences

Terri **Flood**, Lecturer in Therapeutic Radiotherapy, School of Health Sciences

Andy **Jaffrey**, Head of Office for Digital Learning, Centre for Digital Learning Enhancement

Deborah **Lowry**, Associate Head of School of Pharmacy and Pharmaceutical Science, School of Pharmacy and Pharmaceutical Science

Denise **MacDermott**, Senior Lecturer in Social Work, School of Applied Social and Policy Science

Joanne **Marley**, Lecturer in Physiotherapy (Musculoskeletal), School of Health Sciences

Claire **McFeeters**, Lecturer in Physiotherapy (Adult Neurological Rehabilitation), School of Health Sciences

Lysa **Owen**, Senior Lecturer in Clinical Skills, School of Medicine

Clare **Rainey**, Lecturer in Diagnostic Radiography, School of Health Sciences

Chloe **Shand**, Lecturer in Diagnostic Radiography, School of Health Sciences

Happiness in the Formal, Informal and Hidden Curriculum.

This project aims to identify and recommend potential curriculum design strategies for embedding happiness in the curriculum. The longer-term aim is to develop life ready graduates through building happiness into curriculum design.

Project Team:

Dr Clare **Carruthers** (Principal Investigator), Senior Lecturer in Marketing and Tourism, Department of Hospitality and Tourism Management

Maureen **Collins**, Director of Development and Partnerships, Belfast School of Art

Ann **Hart-Henderson**, Student Mental Health and Wellbeing Strategy Manager at Ulster University, Western Education Board

Dr Nikki **McQuillan**, Senior Lecturer, Department of Hospitality and Tourism Management

Colette **Murphy**, Lecturer in Higher Education Practice, Centre for Curriculum Enhancement and Approval

Dr Harriet **Purkis**, Lecturer in Event and Leisure Management, Department of Hospitality and Tourism Management

Christine **Wightman**, Associate Head of Department of Accounting, Finance and Economics DUFE Partnership Manager, Department of Accounting, Finance and Economics

Motivations, Expectations and Experience of International Students Studying in Ulster University

This project aims to explore the motivations, expectations and experiences of international students studying in Ulster University.

Project Team:

Dr Paul **Slater** (Principal Investigator), Senior Lecturer in Statistics, School of Nursing and Paramedic Science

Dr Esther Ruth **Beck**, Lecturer in Nursing, School of Nursing and Paramedic Science

Ursula **Chaney**, Faculty Partnership Manager within the Faculty of Life and Health Sciences, Dean's Office (Faculty of Life and Health Sciences)

Paul **Dickson**, Lecturer, Department of Management, Leadership and Marketing

Dr Felicity **Hasson**, Senior Lecturer, School of Nursing and Paramedic Science

Dr Brian **McGowan**, Lecturer in Higher Education Practice, Centre for Professional Practice Enhancement

Louise **O'Boyle**, Associate Dean (Academic Quality and Student Experience), Dean's Office (Faculty of Arts, Humanities and Social Sciences)

Dr Mervyn **Smyth**, Reader in Solar Thermal Technologies, Belfast School of Architecture and the Built Environment

The Digital LaBorAt05ry

This project proposes up to four digitally focused EDGE activities at Level 4, with content developing interrelated and important digital skills which are complimentary to core module content.

Project Team:

David **Comiskey** (Principal Investigator), Reader, Belfast School of Architecture and the Built Environment

Gareth **Alexander**, Lecturer in Architectural Technology, Belfast School of Architecture and the Built Environment

Richard **Beggs**, Senior Lecturer in Higher Education Practice, Centre for Curriculum Enhancement and Approval

Dr Neale **Blair**, Associate Head of Belfast School of Architecture and the Built Environment, Belfast School of Architecture and the Built Environment

Brian **Byers**, Employability Services Unit Manager, Employability and Careers

Professor Paul **Clarke**, Professor of Architectural Design, Belfast School of Architecture and the Built Environment

Professor Declan **Keeney**, Professor of Screen Technologies and Innovation, School of Communication and Media

Emma **Morrison**, Employability and Careers Consultant, Employability Partnerships Team

Dr Martina **Murphy**, Senior Lecturer in Construction and Project Management, Belfast School of Architecture and the Built Environment

Dr Gavan **Rafferty**, Lecturer in Spatial Planning and Development, Belfast School of Architecture and the Built Environment

Claire **Williamson**, Lecturer in Planning, Belfast School of Architecture and the Built Environment

Ally – Making Digital Content More Accessible.

Ally is a solution that focuses on making digital course content more accessible. Using inclusivity, sustainability and automation Blackboard Ally helps the University to understand and tackle accessibility in a way that benefits all students.

Project Team:

Andy **Jaffrey** (Project Lead), Head of Office for Digital Learning, Centre for Digital Learning Enhancement

Clare **Ferguson**, Educational Technologist, Centre for Digital Learning Enhancement

Aine **Mac Neill**, Instructional Design Consultant, Centre for Digital Learning Enhancement

Fiona **McCloy**, Instructional Design Consultant, Centre for Digital Learning Enhancement

Leo **Miskelly**, Digital Learning Co-ordinator, Centre for Digital Learning Enhancement

Fiona **Reid**, Digital Learning Systems Manager, Centre for Digital Learning Enhancement

Antoine **Rivoire**, Educational Technologist, Centre for Digital Learning Enhancement

Gerard **Ross**, Digital Usability Engineer, Centre for Digital Learning Enhancement

Association for Learning Technology (ALT)

Ulster has organisational membership of the Association for Learning Technology (ALT) for all of our staff with 99 current associate members of ALT. This is a fantastic opportunity for Ulster staff to get involved with the ALT community, to enhance their CPD and to keep informed on emerging new practice as well as sharing their own. Learning Technology is a fundamental part of learning, teaching and assessment and ALT is the leading membership organisation in this field.

Benefits of membership:

Associate members receive weekly email digest with news, events and job listings, access to the members' discussion lists, free webinars and online events, and discounts for all ALT conferences. More information can be found on the ALT website

Join as an associate member:

To become an associate member through our organisational membership, click on the link and fill out your details using your Ulster email address. alt.ac.uk

Lead: Richard Beggs, SFHEA, NTF

Research Output and Activities

2022-23

Beggs, R (2023) Panel Discussion: Sharing Stories of Learning Spaces, Jisc Connect More <https://www.jisc.ac.uk/connect-more/programme-2023>

Beggs, R. (2023). Digital Storytelling: encouraging active learning through collaborative Team Projects. Active Learning Network CPD Series 2023 <https://activelearningnetwork.com/active-learning-events/aln-c>

Curran, R. (2022), [Keynote - Wider Conceptions of Student Engagement: the power and potential of staff student partnerships to influence and promote engagement.](https://www.youtube.com/watch?v=BRCDl6-DXis) <https://www.youtube.com/watch?v=BRCDl6-DXis>

Curran, R. (2022). Student engagement: from teacher-centred to student-centred practice. In: Novák, J., ed. Rozvoj pedagogických kompetencií vysokoškolských učiteľov. University of Economics: Bratislava, 23-33. <https://obchod.wolterskluwer.sk/sk/rozvoj-pedagogickych-kompetencii-vysokoskolskych-ucitelov.p5548.html>

Floyd, S. (2023). Project Team member Advance HE Review and development of the Professional Standards Framework for Teaching and Supporting learning in Higher Education <https://www.advance-he.ac.uk/professional-standards-framework-review>

Hack, K. (ed.), Beckingham, S., Beggs, R., Hinton, D., Varga-Atkins, T. & Watson, D., 25 Nov 2022, Onl Advance HE Modes of Learning: a practice guide: Beyond Flexible Learning <https://www.advance-he.ac.uk/knowledge-hub/beyond-flexible-learning-practice-guide>

Ongoing Research Projects

Floyd, S and Smart F (2022-2023) "What's in it for me?": Professional Services Colleagues and Teaching Expertise

Murphy, C. and Curran, R. (2021-2026) An evaluation of the impact of the Integrated Curriculum Design Framework (ICDF) as a means of supporting and influencing the curriculum design of Ulster-accredited programmes



THE LEARNING ENHANCEMENT DIRECTORATE