



2021/2022 CELEBRATION OF

Professional Learning & Recognition

THE CENTRE FOR HIGHER EDUCATION
RESEARCH AND PRACTICE (CHERP)

Foreword

The annual CHERP Professional Learning and Recognition Yearbook is one of many ways in which we recognise and celebrate the achievements of staff engaged in the delivery of learning and teaching at UU. As we returned to campus at the beginning of this academic year, we faced a much-altered post pandemic landscape. It has been wonderful to see the fantastic contributions by staff and teams in the creation and continuation of the University's culture of learning and teaching excellence. If anything, the achievements highlighted in the yearbook underscore the tremendous resilience of UU staff to drive this culture of excellence in learning and teaching no matter the context.

In this new HE context, we are resolute in our commitment to provide a transformative educational experience for the students that we teach. We have renewed our pursuit of continuous enhancement in relation to, our curriculum design, our delivery and assessment methodologies and our determination to close equity and attainment gaps. 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 we make to the students that we teach.

On a personal note, I have been delighted to see the scope and variety of learning and teaching creativity across the institution. Together with the commitment shown by individual staff and teams to their ongoing professional development, always undertaken with a view to enhancing the student experience and outcomes.

I would like to take this opportunity to thank you all for your remarkable commitment, compassion, and enthusiasm. You continue to inspire students, the wider university community, and our partners.

Professor Odette Hutchinson

PVC Academic Quality and Student Experience

Welcome to the Centre for HE Research & Practice (CHERP) 2021-22 Yearbook

Welcome to the second edition of the CHERP 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 2021-22.

After two years of remote working and learning, we are delighted to get back on campus and meet again in person the wider CHERP community. We value partnerships with all our stakeholders and in particular we thank all our colleagues across the institution who have worked with us as tutors, mentors, assessors, supervisors, subject advisers, and committee members.

To all our participants, and those of you named in this 21-22 Yearbook – we say thank you for engaging and congratulations on your success.

To my colleagues in CHERP – Richard Beggs, Elaine Fairweather, Dr. Sarah Floyd, Dr. Brian McGowan, Colette Murphy, Dr. Amanda Platt, Roger Theis, and Placement Student, Clara Fetherston – a huge thank you for your unwavering commitment to leading the development and enhancement of these learning opportunities. A special note of gratitude to Elaine Fairweather and colleagues in Creative Services for the production of this yearbook. We are also delighted that our colleague, Richard Beggs was awarded a National Teaching Fellowship (NTF) this year, along with Professor Ruth Fee and Dr. Colm Murphy. Our colleagues in ODL were also awarded the Collaborative Award for Teaching Excellence (CATE). Huge congratulations and wishing you all continued success.



This has also been a year of change in relation to the CHERP team and wider portfolio. We are delighted to be working with Professor Odette Hutchinson, who joined the University in August last year as PVC Academic Quality and Student Experience. We said goodbye and good luck to Professor Colin Turner, who left his position of Director of CHERP between August 2021 and March 2022 to take up his new post in April as Executive Dean, CEBE. In June, we said farewell to our colleague Vicky Davies who retired after 25 years of service to the University. Vicky worked in CHERP since it was founded in 2008 and will be most remembered for her long-standing service as Course Director on programmes for new staff (First Steps to Teaching and the Postgraduate Certificate in Higher Education Practice (PgCHEP)) as well as the support she has provided for colleagues seeking HEA Fellowship through ENHANCE.

I hope you enjoy reading our Yearbook which includes vignettes of some of our participants and we hope to see you all soon in the coming year on campus.

Dr. Roisín Curran

Interim Head of CHERP

First Steps to Teaching (FST)

FST is an Advance Higher Education accredited module that is taught and assessed by the Centre for Higher Education Research and Practice (CHERP). 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 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 Co-Award Leads:

Vicky Davies, PFHEA and Richard Beggs, SFHEA

SFHEA FST Tutor:

Dr. Amanda Platt, SFHEA

FST Course Administrator:

Elaine Fairweather

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!

The FST Module Team

Simms **Adu**, School of Biomedical Sciences

Ahmad **Ahmad**, School of Computing

Chris **Anderson**, School of Engineering

Andrew **Armstrong**, Belfast School of Art

Fayas **Asharindavida**, School of Computing

Juste **Bernotaite**, Belfast School of Art

Sheenagh **Bleakney**, Dept. of Management, Leadership and Marketing

Robert **Bray**, Faculty of Computing, Engineering & Built Environment

Shannon **Burke**, School of Sport

Erin **Calvert**, Belfast School of Art

Sarah **Cameron**, NIBEC and NICHE

Roma **Chang**, Faculty of Computing, Engineering and the Built Environment

Sayali Avinash **Chavan**, School of Stratified Medicine

Kathryn **Christie**, School of History

Sorcha **Clarke**, School of Psychology

Oisín **Cleary**, School of Communication, Culture, Media Studies

Aimee **Coulter-Parkhill**, School of Education

Elizabeth **Cowdean**, School of Psychology

Cathal **Coyle**, School of Biomedical Science, Microbiology, Pharmacy

Taylor **Cunning**, School of Sport

Anastasia **Desmond**, Ulster University Economic Policy Centre

Amy **Doherty**, School of Biomedical Sciences

Sarah **Douglas**, School of Biomedical Sciences

Bethany **Duffy**, NICHE

Mark **Duffy**, Belfast School of Art

Kirsty **Dunlop**, Belfast School of Art

Zoe **Dunlop**, Belfast School of Art

Olawumi **Fadeyi**, Faculty of School of Computing

Towfeeq **Fairooz**, School of Engineering

Jane **Fulton**, School of Biomedical Sciences

Courtney **Gallagher**, School of Engineering

Atta Ul **Haq**, School of Engineering

Michael **Hearty**, Transitional Justice Institute

Cealan **Henry**, NICHE

Daniel **Hsu**, School of Communication and Media & Ulster University Business School

Susan **Hughes**, School of Social Policy

Tazar **Hussain**, School of Computing

Connor David **James**, School of English

Tracey **Johston**, Belfast School of Art

Evangeline **Johnston**, School of Biomedical Sciences

Shona **Kaya**, School of Pharmacy and Pharmaceutical Sciences

Angeline **Kelly**, Faculty of Arts, Humanities & Social Sciences

Suzanne **Kelly**, Doctoral College

Laura **Kenny**, School of Psychology

Christopher **Knowles**, School of Sport

Isaac **Krofa**, Department of Management, Leadership and Marketing

Dr. Seodhna Marie **Lynch**, School of Biomedical Sciences, C-TRIC

Robyn **Macartney**, School of Engineering

Catroina **Mackel**, School of Law

Anna **McAllister**, School of Computing

Patrick **McAllister**, School of Computing

Liam **McLarnon**, Biomedical Engineering

Harrison **McCallum**, School of Social Work and Social Policy

Rachel **McClure**, Belfast School of Art

Aoife **McFerran**, NIBEC/School of Engineering

Anna **McIlmoyle**, School of Sport

Kairenjit **McCloy**, Institute of Nursing and Health Research

Faisal **Manzoor**, School of Engineering

Gavin **Meek**, School of Sport

Rachel **Moore**, Belfast School of Art

Yasna **Najmi**, School of Biomedical Sciences

Euuben **Newell**, School of Engineering

Bridget **Nugent**, Belfast School of Art

Paul **O'Hagan**, Faculty of Arts, Humanities & Social Sciences

James **Perry**, Department of Accounting, Finance and Economics

Leah **Rea**, TJI / School of Law

Enya **Redican**, School of Psychology

Zeinab **Rezaeifar**, School of Computing

Erika **Rosbotham**, School of Biomedical Sciences

Emily **Royle**, NICHE

Rachael **Singleton**, School of Psychology

Mei Uy Cynthia **Stafford**, School of Biomedical Sciences

Megan **Taggart**, School of Biomedical Sciences

Claire **Thompson**, Belfast School of Art

Hanif **Ullah**, School of Computing

Jordan **Vincent**, School of Computing and Mathematics

Rebecca **Watterson**, School of History

Deborah **White**, Belfast School of Art

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

Wuyun **Zhu**, School of Biomedical Sciences



Robert Bray

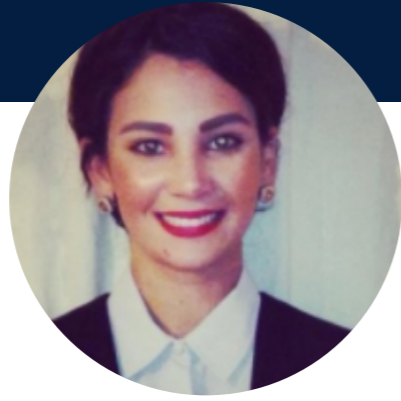
Belfast School of Architecture and the Built Environment, AFHEA, FST

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

First steps to teaching encouraged me to be reflective of time spent with students. It also afforded me the opportunity to dedicate time for processing my reflections through assignments. I found interactions with other course participants, who often were at similar stage of their careers, really helpful. These interactions fostered a supportive environment that encouraged me to be more ambitious with the lessons I planned.

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

I think the first steps to teaching module is a great way of identifying your strengths and weaknesses when teaching. Anyone involved in teaching students should participate because it is proactive method of gauging your own performance whilst also forming a network of diverse teachers who may inspire you to transform your own approach for the better.



Roma Chang

Ulster University Faculty of Computing Engineering and the Built Environment, FHEA, FST

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

The programme has enhanced my engagements with students and reflection/teaching practices.

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

I would definitely recommend anyone to undertake this programme, my advice would be to get engaged with as much shadowing an experienced educator(s) as possible this has really helped me with styles of teaching/practices.



Sayali Avinash Chavan

School of Computing, Engineering & Built Environment, AFHEA, FST

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

FST had a very positive impact on me, it helped me understand how to facilitate a studying environment and how to build student engagement practices so that everyone can exploit the opportunities to the fullest extent. The major part of my learning and development curve was networking and gaining valuable advice from professionals. I believe honing my skills and making the skilful knowledge transfer would be the key part of my being an educator.

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

I would strongly advise others to participate in FST, it adds value to your professional and personal development. It enables you to grow your network and provides a supportive and engaging environment that can help you improve your understanding of your approach to teaching and learning.



Sorcha Clarke

School of Arts & Humanities, AFHEA, FST

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

I have learnt more about the hugely varied backgrounds that students come from & the vast array of educational needs that they have. It is so important to take all of these into consideration when planning both lectures & seminars, & ensure that they are catered for.

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

I would strongly recommend FST to everyone. The staff, seminars & resources are fantastic, & provide participants with a thorough grounding in teaching.



Oisín Cleary

School of Psychology / Faculty of Life & Health Sciences, AFHEA, FST

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

It has vastly improved my experience, confidence and techniques when teaching

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

My advice for people thinking of doing this course would be, "If you're interested in teaching or maybe you're not sure, give this module a go! It helped me loads and maybe it will help you too!"



Daniel Hsu

Ulster University Business School, AFHEA, FST

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

Through the FST programme, I valued all the support and inspiration for our professional development of effective learning and teaching in higher education. I have learnt new teaching methods with the use of various digital tools and platforms to better engage with students in the class. The invaluable experience – in particular having received the guidance and specialist knowledge from my Experienced Educator – has most certainly helped me adapt and inform my practice in teaching. Thank you!

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

Don't think about it, just sign up and do it! This truly is an excellent opportunity for you to work with and learn from other passionate fellow learners/educators. You'll receive support and guidance you need along the way – to further develop your knowledge of pedagogies and incorporate your teaching philosophy into practice. I would highly recommend this training programme to others!



Isaac Krofa

Ulster University Business School, AFHEA, FST

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

Although I have always valued and cherished my students, engaging in the FST has taught me the importance of respecting the varied and diverse backgrounds of individual students. This value highlights the fact that individual students have different learning abilities and are from varied cultural backgrounds and it is vital I understand this and incorporate these diversity in my teaching approach.

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

The FST programme is a fantastic opportunity to develop your teaching skills by learning from top-notch professionals who are not only knowledgeable and experienced in the field of teaching but also very patient and flexible in their delivery of the course.



Dr. Seodhna Lynch

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?

Completion of this course has transformed my teaching and I have learnt to adapt different styles of teaching to ensure it is engaging, transformative, effective and stimulating for the students. I have also learnt how self-reflection and feedback from students is vital for professional development and for enhancing my own practice. In addition, I also appreciate how important giving feedback to students really is for their development and to enhance their learning experience. The opportunity to engage with my Experienced Educator also provided me with an amazing insight into what excellence in teaching and learning is and how I can utilize advice and tips from this into my own practice.

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

This is an excellent opportunity to develop and enhance your professional development and teaching within the university. It offers an excellent platform for learning and reflecting on your own practice with interactive sessions and inspirational insights from those teaching the course and experienced colleagues. The course offers a really supportive environment and I highly recommend! Go for it and avail of every opportunity!



Yasna Najmi

College of Medicine and Dentistry, AFHEA, FST

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

The scheme made me understand the different teaching methods. My teaching was not always online, it was face-to-face as well. I was teaching clinical dentistry and research to the students studying Masters in Science. The teaching allowed me to learn more about my work and field as I was required to research and refresh my knowledge before my sessions. As a teacher, it made me confident and more knowledgeable which further added to my understanding about my PhD. The course taught me several ways to teach using different platforms, software's, interactive sessions, templates etc. which improved my skills and always kept the students engaged and interested.

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

Teaching is an art, which can be taught through practice. The more you practice, the more you learn and also have the opportunity to help others. You learn so much not only from the supervisor but also from your colleagues who share their experience. This course exposes you to the world of teaching in academic and clinical settings and further enhances your professional development in Universities and Academic Departments.



Leah Rea

Transitional Justice Institute, School of Law, AFHEA, FST

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

Studying the FST course provided me with an excellent opportunity to grow as a Teaching Assistant and enhance my teaching practices, particularly in relation to developing my knowledge and understanding of student-centred learning and the importance of inclusive and accessible teaching practices. It also encouraged me to incorporate student evaluation of my teaching practices within my role, and to be confident to reflect upon my practices in accordance with received feedback and adapt accordingly.

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

I would recommend that PGRs who are interested in developing their teaching practices to study the FST course, as it provides an excellent learning framework. I would advise for future participants to see each assignment as a stepping stone, and that by fully committing to the course and the assignments, you can understand the linkages between each stage of teaching and moderation, and so understand how best to address student needs.



Deborah White

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?

AFHEA had far-reaching impacts upon my practice and studies. Gaining succinct learning models to embed throughout my teaching has not only enhanced professional development, but has filtered excellence; augmenting both the facilitator and the student learning experience.

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

The long linear FST module delivery enables you to develop, embed, review, and implement change and progress in your evolving pedagogical teaching practice. Facilitating and enriching your growth in higher education teaching practices, whilst affording a symbiotic development of you in tandem with your students.

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:

Dr. Jonathan **Acheson**, School of Engineering

Dr. Aftab **Ali**, School of Computing

Dr. Jessica **Bates**, School of Education

Dr. Raymond **Beirne**, School of Biomedical Sciences

Dr. Nikhil **Bhalla**, School of Engineering

Christine **Blaney**, Belfast School of Art

Professor Raymond **Bond**, School of Computing

Dr. Maire **Braniff**, School of Applied Social and Policy Sciences

Professor Deirdre **Brennan**, School of Sport

Dr. Brian **Bridges**, School of Arts & Humanities

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

Hazel **Bruce**, Belfast School of Art

Dr. George **Burke**, School of Engineering

Dr. John **Bustard**, Department of Management, Leadership & Marketing

Dr. Priyanka **Chaurasia**, School of Computing, Engineering & Intelligent Systems

Dr. Majella **Clancy**, Belfast School of Art

Dr. Heather **Coleman**, School of Pharmacy & Pharmaceutical Sciences

Professor Cath **Collins**, School of Law

Professor Joan **Condell**, School of Computing, Engineering & Intelligent Systems

Professor James **Davis**, School of Engineering

Dr. Jenny **Davison**, School of Psychology

Dr. Mark **Donnelly**, School of Computing

Professor James **Dooley**, School of Biomedical Sciences

Dr. Amir **Farokh Payam**, School of Engineering

Rachel **Fergie**, Department Management, Leadership & Marketing

Dr. Frank **Ferguson**, School of Arts & Humanities

Dr. David **Glass**, School of Computing

Dr. Atefeh **Golbang**, School of Engineering

Dr. Jackie **Gracey**, School of Health Sciences

Professor Ann Marie **Gray**, School of Applied Social and Policy Sciences

Dr. Susan **Hawthorne**, School of Pharmacy & Pharmaceutical Sciences

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

Professor Nigel **Irwin**, School of Pharmacy & Pharmaceutical Sciences

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

Dr. Grainne **Kelly**, School of Applied Social and Policy Sciences

Dr. Susan **Lagdon**, School of Psychology

Dean **Liggett**, Belfast School of Art

Dr. Julie-Anne **Little**, School of Biomedical Sciences

Dr. Jun **Liu**, School of Computing

Dr. Pamela **Magee**, School of Biomedical Sciences

Dr. Jolene **Mairs Dyer**, School of Communication & Media

Professor Davide **Mariotti**, School of Engineering

Dr. Kyle **Matchett**, School of Biomedical Sciences

Dr. Ruth **McAlister**, School of Geography & Environmental Sciences

Dr. Leanne **McCormick**, School of Arts & Humanities

Dr. Christopher **McHugh**, Belfast School of Art

Mark **McKane**, Belfast School of Architecture & the Built Environment

Professor Grainne **McKeever**, School of Law

Dr. Declan **McKenna**, School of Biomedical Sciences

Dougal **McKenzie**, Belfast School of Art

Dr. Marian **McLaughlin**, School of Psychology

Stephen **McNamee**, Department of Accounting, Finance & Economics

Marguerite **McPeake**, Ulster University Economic Policy Centre

Dr. Emeir **McSorley**, School of Biomedical Sciences

Dr. Ian **Miller**, School of Arts & Humanities

Dr. Kristel **Miller**, Department of Management, Leadership & Marketing

Cara **Murphy**, Belfast School of Art

Dr. Patrick **Naughton**, School of Biomedical Sciences

Dr. Violetta **Naughton**, School of Biomedical Sciences

Dr. Omar **Nibouche**, School of Computing

Pearse **O’Gorman**, School of Engineering

Dr. Catherine **O’Hara**, Belfast School of Art

Dr. Kyle **Paradis**, School of Sport

Dr. Kirsty **Poushahidi**, School of Biomedical Sciences

Dr. Joe **Rafferty**, School of Computing

Dr. Calvin **Ralph**, School of Engineering

Professor Noha **Seoudi**, School of Pharmacy & Pharmaceutical Sciences

Dr. Nikhilkumar **Shah**, School of Architecture & the Built Environment

Dr. Lee-Ann **Sharp**, School of Sport

Professor Mark **Shevlin**, School of Psychology

Dr. Priyank **Shukla**, School of Biomedical Sciences

Dr. Mark **Simpson**, School of Law

Lucy **Smyth**, Belfast School of Art

Dr. Navneet **Soin**, School of Engineering

Jill **Spratt**, Belfast School of Art

Dr. Nigel **Ternan**, School of Biomedical Sciences

Dr. James **Uhomoibhi**, School of Engineering

Professor Mary **Ward**, School of Biomedical Sciences

Dr. Bethany **Waterhouse-Bradley**, School of Applied Social and Policy Sciences

Dr. Kathryn **White**, School of Arts & Humanities

Dr. Pamela **Whittaker**, Belfast School of Art

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

Post-graduate Certificate in Higher Education Practice (PgCHEP)

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

- Blended delivery pattern to facilitate application of theory, professional development of & reflection on effective practice
- Minimal impact of staff extraction
- All assignment and related tasks comprise authentic work-based activities that support the development of professional practice
- Aligned to 5&50
- Delivery modes are interactive and participant-centred to ensure a sense of belonging

This first module of the PgCHEP, 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)

Module Coordinator & Course Director

Dr. Amanda Platt

Module Coordinator & Contributor

Dr. Sarah Floyd

Module Coordinator

Colette Murphy

Module Contributor

Dr. Roisin Curran

Module Contributor

Vicky Davies

Module Contributor Employability & Careers

Shauna McCloy

PgCHEP Course Administrator

Elaine Fairweather

PHE705 AFHEA

Graduates

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. Sarah Floyd and Vicky Davies

Dr. Enjy **Abouzeid**, School of Medicine

Dr. Farshad **Amiraslani**, School of Geography & Environmental Sciences

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

Hannah **Carmont**, School of Nursing and Paramedic Science

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

Cathie **Creelman**, Campus Life

Dr. Eileen **Doherty**, Department of Management, Leadership & Marketing

Dr. Paul **Donnelly**, School of Sport

Sinead **Fitzpatrick**, School of Health Sciences

Karen **Fitzsimons**, Library

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

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

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

Dr. Ellen **Henderson**, School of Psychology

Shauna **McGrath**, Employability and Careers

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

Sabrina **Minter**, Belfast School of Art

Samuel **Moore**, School of School of Computing

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

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

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

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

Colin **Shewell**, School of School of Computing

Dr. Jason **Wilson**, School of Sport



Dr. Enjy Abouzeid

School of Medicine, AFHEA, PgCHEP

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

I am a medical educationalist. I am involved in medical education concepts and jargon all time since my graduation from medical school. Taking this course was beneficial to me because despite I know these concepts, it helped me to consolidate my information. Revisiting them again and listening to my colleagues' experiences, from different specialties, has helped me to reflect on my practice. Moreover, the available resources were helpful, relevant, and updated.

The course tasks were authentic and relevant to the content and to my practice. It encouraged me to engage in different educational activities, teaching, moderation, and assessment. Assignments helped me to organize my thoughts and reflect on my practice. Receiving feedback from my adviser and students helped me to develop a plan for improvement.

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

It is challenging but it worse the effort. The most important lesson I learned was the importance and effect of feedback. Stepping into the student's shoes assist me to view the feedback from the student's view. I found that it is important for the feedback to be specific and to help me to identify my strength and weakness. Moreover, as a student, I was keen to explore my advisor's suggestions for improvement.

The course has modelled me in various aspects; educationally, socially, and morally. Thus, I am in a better position to deal with students and offer solutions and help. The time when I felt most proud was when I received encouraging feedback on my assignment. As, the course has helped me to move across the learning cycle. It guided me through the incompetence conscious phase. I read literature, attend interactive workshops, implement educational activities, I received feedback then developed. Now, I am eager for further development.



Dr. Farshad Amiraslani

School of Geography and Environmental Sciences, AFHEA, PHE705

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

As I was new to the UK higher education system, this course could give me a better understanding of the teaching and learning rules and regulations.

Also, the course showcased the real teaching and assessment situations (such as marking) and the approaches to encountering potential issues (by preparing a marking rubric) among others.

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

I invite all new colleagues, especially those from non-UK educational systems, to participate in these courses. You can learn from tutors' and colleagues' knowledge during the friendly sessions and exchanges.

PgCHEP FHEA Graduates

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, which has been truly inspirational. Well done on achieving your PgCHEP and FHEA!

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

Dr. Aftab **Ali**, School of Computing

Dr. Lu **Bai**, School of Computing

Dr. Saugat **Bhattacharyya**, School of Computing, Engineering & Intelligent Systems

Dr. Saad **Bhatti**, School of Geography and Environmental Sciences

Dorothy **Clarke**, School of Health Sciences (Speech and Language Therapy)

Ben **Clements**, School of Sport

Bronagh **Duggan**, Belfast School of Architecture and the Built Environment

Dr. Carrie **Flanagan**, School of Nursing and Paramedic Science

Kevin **Gaffney**, Belfast School of Art

Dr. Matias **Garcia-Constantino**, School of Computing

Leslie **George**, School of Health Sciences

Valerie **Hinch**, School Biomedical Sciences

Dr. Leane **Hoey**, School Biomedical Sciences

Dr. Sarah **Horan**, School of Nursing and Paramedic Science

Dr. Jorge Martinez **Carracedo**, School of Computing

Theresa **Maynes**, School of Nursing and Paramedic Science

Gillian **McCausland**, Economic Policy Centre

Dr. Karen **McConnell**, School of Health Sciences

Lesley **McGrogan**, Business Engagement Unit

Dr. Rachel **McHugh**, School of Nursing and Paramedic Science

Dr. Robert **McNabb**, School of Geography and Environmental Sciences

Paul **Mellon**, Business Engagement Unit

Leona **O'Neill**, School of Communication and Media

Ryan **Quinn**, Department of Accounting, Finance and Economics

Dr. Ardavan **Rahimian**, School of Engineering

Dr. John **Wade**, School of Computing, Engineering & Intelligent Systems

Jo-Anne **Watson**, Department of Management, Leadership & Marketing

Dr. Julie **Wilson**, School of Nursing and Paramedic Science



Dr. Saed Bhatti

School of Geography & Environmental Sciences, FHEA, PgCHEP

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

The activities during the PgCHEP course provided great opportunities to explore various pedagogies, policies, subject-specific academic standards, and a variety of other elements crucial to effective design and implementation of learning, teaching and assessment in higher education, which enabled me to transform my learning, teaching and assessment practices.

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

The 'practical' nature of learning activities during the PgCHEP course where the pedagogic theories are put into practice rather than just a plain review of literature is just great. The teaching staff are all very supportive, engaging and knowledgeable which definitely helps going through all the learning resources and assessments. An excellent course if you are considering developing or enhancing your personal and professional skills in higher education setting!



Dorothy Clarke

School of Biomedical Sciences, FHEA, FST

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

I transitioned from a clinical role into the world of academia in February 2020, one week before the pandemic arrived. Six months later I accepted the opportunity to undertake the PgCHEP as I was keen to develop my knowledge of L&T and my skills as an educator. The PgCHEP programme has provided me with a wealth of core and practical knowledge which has helped to scaffold my transition into academia and to support my overall development as an educator.

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

To anyone considering the programme, I advise them to go for it! Content covered throughout the PgCHEP programme was highly relevant to my teaching practice. Participation in the programme has helped to shape and transform my practice, and has challenged me to trial innovative learning and teaching approaches. For me key highlights included opportunities to design a module (PHE708) and to undertake a small research project (PHE707) evaluating an area of my practice. The PgCHEP staff team were approachable, supportive and cognisant of the demands upon the professional learner.



Bronagh Duggan

Faculty of Computing, Engineering & Built Environment, FHEA, PgCHEP

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

Formally commencing my teaching career at Ulster University in 2020, I had many ideas for designing and delivering my teaching to make it effective for student learning; predominantly based upon personal experiences as a student. PgCHEP has professionally developed my broader understanding of teaching and learning support to ensure my practice is effective, informed and evidence based.

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

I would highly recommend the PgCHEP programme to others considering further studies. The module's learning and assessments were authentic and linked to practice with endless opportunities to reflect and enhance your practice. The teaching staff were extremely supportive and helpful, offering plenty of guidance throughout.



Theresa Maynes

School of Nursing and Paramedic Science, FHEA, PgCHEP

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

On completion of my PgCHEP I have a greater appreciation of curriculum development in HE ensuring the module design is constructed and aligned to ensure the methods of assessment are authentic and fit for purpose to achieve all the learning outcomes of the modules.

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

I found the three modules of the PgCHEP over the last two years very interesting and appropriate to my work as a lecturer and would encourage any new staff to higher education to undertake these modules.



Dr. Karen McConnell

School of Health Sciences, FHEA, PgCHEP

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

Completing the PgCHEP has had a huge impact on my practice. As a new Lecturer, the supportive learning environment gave me the confidence to implement and evaluate evidence-based pedagogical approaches.

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

Do it! I have gained so much from completing my PgCHEP and would recommend it to all staff involved in teaching and learning activities. Whilst the knowledge I've gained has been invaluable, I found it particularly helpful to develop new networks with colleagues from across the University.



Gillian McCausland

Economic Policy Centre, FHEA, PgCHEP

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

I am more aware of the needs of students and how to support them in an ever-changing world. I have also come to appreciate different learning styles and incorporated different practices to support all students in their learning.

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

Do it! It'll boost your understanding and give you a renewed appreciation for learning and teaching. The tools you learn along the way are invaluable!



Paul Mellon

Business Engagement Unit, FHEA, PgCHEP

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

The PGCHEP has had a transformative impact on my teaching practice. The programme tutors have introduced me to a wealth of best practice across course planning, development and delivery. I look forward to implementing these in my role at Ulster.

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

I would advise anyone to fully embrace this fantastic opportunity. It requires a degree of time and commitment but is definitely worth it!



Jo-Anne Watson

Management, Leadership and Marketing, FHEA, PgCHEP

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

I have thoroughly enjoyed completing the PgCHEP and there have been many learning moments during my engagement with the pedagogy which have influenced my thinking and approach to my teaching and learning practice. On reflection and talking with my subject advisor it is clear that there has been professional progression and a maturing in my teaching style thanks to this new knowledge.

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

I would say absolutely do it and make that commitment to start next semester. There was an option to complete a portfolio approach but I am pleased that I chose the taught option. There was so much added value to challenging and enhancing my pedagogy with newly taught material and completing assignments whilst getting to know my colleagues from across the departments. It is very valuable to be a student while also lecturing – it keeps you in touch with both perspectives.

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. Suzanne **Beech**, School of Geography & Environmental Sciences

Dr. Nikhil **Bhalla**, School of Engineering

Dr. Karen **Bonner**, Ulster University Economic Policy Centre

Dr. Cathal **Breen**, School of Health Sciences

Brian **Byers**, Employability Services Unit

Ursula **Chaney**, School of Nursing and Paramedic Science

Dr. Ian **Cleland**, School of Computing

Professor Joan **Condell**, School of Computing, Engineering & Intelligent Systems

Brian **Coyle**, Belfast School of Art

Dr. David **Coyles**, Belfast School of Architecture & the Built Environment

Angela **Crawford**, Student Well-being

Gervase **Cunningham**, Belfast School of Architecture & the Built Environment

Dr. Mark **Donnelly**, School of Computing

Professor Dewar **Finlay**, School of Engineering

Dr. Debbie **Goode**, School of Nursing and Paramedic Science

Lizzie **Greer**, School of Health Sciences

Dr. Patricia **Harris**, School of Medicine

Tandy **Haughey**, School of Sport

Mary Rose **Holman**, Library

Dr. Diane **Lees-Murdock**, School of Biomedical Sciences

Professor Patricia **Lundy**, School of Applied Social and Policy Sciences

Dr. Denise **Mac Dermott**, School of Applied Social & Policy Sciences

Dr. Joanne **Marley**, School of Health Sciences

Dr. Conor **McClellan**, School of Sport

Dr. Paul **McCullagh**, School of Computing

Dr. Orla **McDevitt-Petrovic**, School of Psychology

Marie **McElroy**, School of Applied Social and Policy Sciences

Emma **McGinnis**, School of Applied Social and Policy Sciences

Dr. Chris **McGonigle**, School of Geography & Environmental Sciences

Helen **McKenna**, Business Engagement Unit

Dr. Paul **McKenzie**, School of Geography & Environmental Sciences

Ursula **McTaggart**, Student and Graduate Talent Unit

Danielle **McWall**, Department of Accounting, Finance & Economics

Professor Melanie **Giles**, School of Psychology

Dr. Henry **Melki**, Belfast School of Art

Professor Maurice **Mulvena**, School of Computing

Dr. Andrew **Nesbit**, School of Biomedical Sciences

Dr. Deirdre **O'Donnell**, School of Nursing and Paramedic Science

Dr. Katy **Pedlow**, School of Health Sciences

Professor Kristina **Pentieva**, School of Biomedical Sciences

Professor Girijesh **Prasad**, School of Computing, Engineering & Intelligent Systems

Rosalind **Rogers**, School of Health Sciences

Dr. Jose **Santos**, School of Computing

Janette **Sheerman**, Department of Management, Leadership & Marketing

Paul **Slater**, School of Nursing and Paramedic Science

Henry **Sproule**, School of Nursing and Paramedic Science

Maggie **Swarbrick**, School of Communication & Media

Dr. Nigel **Ternan**, School of Biomedical Sciences

Anne Marie **Tunney**, School of Nursing and Paramedic Science

Dr. Philip **Vance**, School of Computing, Engineering & Intelligent Systems

Evelyn **Walton**, School of Nursing and Paramedic Science

Dr. Pamela **Whitaker**, Belfast School of Art

Professor Donovan **Wylie**, Belfast School of Art

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:

Dr. Roisín Curran

MEd Course

Administrator:

Elaine Fairweather

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 in your endeavours.

The MEd Course Team

Dr. Shirley **Barrett**, Department of Global Business & Enterprise

Dr. Sile **Brennan**, Belfast School of Architecture & the Built Environment

Hazel **Bruce**, Belfast School of Art

Maureen **Collins**, Belfast School of Art

Sarah **Dargie**, Belfast School of Art

Alison **Gault**, Belfast School of Art

Clare **McGlone**, School of Nursing and Paramedic Science

Dr. Declan **McKenna**, School of Biomedical Sciences

Ursula **McTaggart**, Student and Graduate Talent Unit

Professor Cherie **Millar**, School of Biomedical Sciences

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

Dr. Lucia **Ramsey**, School of Health Sciences

MEd Course Team / Module Contributors

We are grateful to the wide range of colleagues who contribute to the delivery of the MEd programme.

Our thanks to the following:

Richard **Beggs**, Module Coordinator, CHERP

Dr. Roisín **Curran**, Course Director and Project Supervisor, CHERP

Dr. Sarah **Floyd**, Module Coordinator, CHERP

Karan **Green**, Module Contributor, People Development, People & Culture

Aine **Mac Neill**, Module Contributor, Office for Digital Learning

Fiona **McCloy**, Module Contributor, Office for Digital Learning

Shauna **McCloy**, Module Coordinator, Employability and Careers

Dr. Brian **McGowan**, Module Coordinator, CHERP

Colette **Murphy**, Module Coordinator, CHERP

Dr. Amanda **Platt**, Module Coordinator and Project Supervisor, CHERP



Hazel Bruce

Belfast School of Art, SFHEA, MEd

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

The MEd offered the opportunity to learn from and work with colleagues from across the University which is always valuable. I was able to enhance or transform elements of my work by implementing some of the new approaches explored on the course which might not have happened if not for the coursework! Overall, the MEd encouraged critical thinking, reflection and being a student again while managing a full time work load certainly helped me to really understand more aspects of the student experience (uploading assessments at the last minute).

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

To devise projects that can be put into practice to enhance your own course. To try to carve out some time for the work (difficult).



Dr. Lucia Ramsey

School of Health Sciences/Occupational Therapy, FHEA, MEd

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

Completing the MEd has afforded me the opportunity to focus on developing a range of knowledge and skills very specific to my post. Completing personally focused projects as assessments has developed my practice and resulted in the enhancement of the student experience.

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

If you are thinking of completing the MEd, stop thinking and go ahead and do it. You won't regret it.

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

ENHANCE Scheme Administrator:

Elaine Fairweather

ENHANCE Staff Pathway 2021-2022 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

ENHANCE Associate Fellowship of the Higher Education Academy

Michael **Adams**, School of Health Sciences

Dr. Ellen **Bell**, School of Communication & Media

Mandy **Mulholland**, UUSU

ENHANCE Fellowship of the Higher Education Academy

Majella **Doran**, School of Nursing and Paramedic Science

Dr. Pilar **Fernandez-Ibanez**, School of Engineering

Dr. Conor **Heffernan**, School of Sport

Dr. Christopher **McLaughlin**, Global Business & Enterprise

Beth **Milligan**, Belfast School of Art

ENHANCE Senior Fellowship of the Higher Education Academy

Dr. Michael **Brennan**, Department of Management,
leadership & Marketing

Dr. Gavin **Breslin**, School of Psychology

Dr. Brian **Bridges**, School of Arts & Humanities

Jim **Curran**, School of Arts & Humanities

Dr. Deborah **Goode**, School of Nursing and Paramedic
Science

Dr. Art **Hughes**, School of Arts & Humanities

Dr. Declan **Keeney**, Belfast School of Art

Mary **Kelly**, Department of Accounting, Finance &
Economics

Professor Suzanne **Martin**, School of Health Sciences

Professor Rodney **McAdam**, Department of Management,
Leadership & Marketing

Dr. Mary **McCann**, School of Biomedical Sciences/
Dean's Office

Claire **McFeeters**, School of Health Sciences

Dr. Shauna **McGill**, School of Education

Dr. Chris **McGonigle**, School of Geography &
Environmental Sciences

Dr. Emeir **McSorley**, School of Biomedical Sciences

Dr. Ian **Miller**, School of Arts & Humanities

Dr. Martina **Murphy**, Belfast School of Architecture
& the Built Environment

Dr. Katy **Pedlow**, School of Health Sciences

ENHANCE Principal Fellowship of the Higher Education Academy

Professor Ian **Montgomery**, Research & Impact



Dr. Emeir McSorley

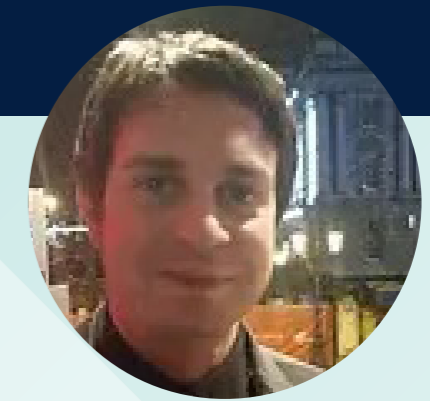
School of Biomedical Sciences, SFHEA, ENHANCE

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

Completing the SFHEA provided me with the opportunity to reflect on how my teaching has positively impacted on others across the University and reinforced my wish to support those in the early stages of their academic career with effective practices in teaching and learning.

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

Having a supportive mentor is critical to a successful application, engage with them early and it will save you a lot of time.



Dr. Ian Miller

School of History, 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 date, for the SFHEA, really made me realise how far I've come as an educator in my time at Ulster University.

**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.

ENHANCE Mentors for 2021/2022 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

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

Richard **Beggs**, CHERP

Professor Michaela **Black**, Faculty of Computing, Engineering & Built Environment

Professor Raymond **Bond**, School of Computing

Ursula **Chaney**, School of Nursing and Paramedic Science

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

Dr. Roisin **Curran**, CHERP

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

Dr. Kyle **Ferguson**, School of Sport

Dr. Sarah **Floyd**, CHERP

Alison **Gault**, Belfast School of Art

Professor Mary **Hannon-Fletcher**, School of Biomedical Sciences

Adrian **Hickey**, School of Communication

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

Professor Jackie **McCoy**, Ulster University Business School

Dr. Barbara **Skinner**, School of Education

Professor Colin **Turner**, Faculty of Computing, Engineering & the Built Environment

Assessors

Richard **Beggs**, CHERP

Dr. Alan **Brown**, School of Engineering

Ursula **Chaney**, School of Nursing and Paramedic Science

Dr. Darryl **Cummins**, Department of Management, Leadership & Marketing

Dr. Sarah **Floyd**, CHERP

Vicky **Davies**, CHERP

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

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

Dr. Sarah **Floyd**, CHERP

Professor Paul **Hanna**, Faculty of Computing, Engineering & Built Environment

Codagh **Hegarty**, Department of Global Business & Enterprise

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

Dr. Paul **Kitchin**, School of Sport

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

Dr. Ian **McChesney**, School of Computing

Dr. Brian **McGowan**, CHERP

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

Ursula **McTaggart**, Student and Graduate Talent Unit

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

Dr. Amanda **Platt**, CHERP

Dr. Barbara **Skinner**, School of Education

Dr. Rachel **Telford**, School of Sport

Professor Colin **Turner**, Faculty of Computing, Engineering & the Built Environment

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)

Dr. Murat **Akser**, School of Arts & Humanities

Dr. Nicola **Ayre**, School of Computing

Dr. Mark **Bailey**, Department of Accounting, Finance & Economics

Professor David **Barr**, School of Education

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

Dr. Shirley **Barrett**, Department of Global Business & Enterprise

Nicola **Bartholomew**, Quality Enhancement

Richard **Beggs**, CHERP

Professor Michaela **Black**, Faculty of Computing, Engineering & Built Environment

Professor Raymond **Bond**, School of Computing

Dr. Donna **Brown**, School of Nursing and Paramedic Science

Dr. Alan **Brown**, School of Engineering

Hazel **Bruce**, Belfast School of Art

Dr. John **Bustard**, Department of Management, Leadership & Marketing

Dr. Clare **Carruthers**, Department of Hospitality & Tourism Management

Ursula **Chaney**, School of Nursing and Paramedic Science

David **Comiskey**, Belfast School of Art

Dr. Darryl **Cummins**, Department of Management, Leadership & Marketing

Dr. Roisin **Curran**, CHERP

Frances **Devine**, Department of Hospitality & Tourism Mgmt

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

Professor Louise **Dubras**, School of Medicine

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

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

Professor Heather **Farley**, Ulster University Business School

Professor Ruth **Fee**, School of Applied Social and Policy Sciences

Dr. Kyle **Ferguson**, School of Sport

Dr. Sarah **Floyd**, CHERP

Dr. Helen **Foster**, Department of Accounting, Finance & Economics

Alison **Gault**, Belfast School of Art

Dr. Saul **Golden**, Belfast School of Architecture & the Built Environment

Robin **Gregg**, School of Sport

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

Professor Paul **Hanna**, School of Computing

Professor Mary **Hannon-Fletcher**, School of Biomedical Sciences

Professor David **Hassan**, Life & Health Sciences

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

Adrian **Hickey**, School of Communication & Media

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

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

Professor Michaela **Keenan**, Faculty of Computing, Engineering & Built Environment

Dr. Paul **Kitchin**, School of Sport

Dr. Maggie **Long**, School of Communication & Media

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

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

Professor Tom **Maguire**, School of Arts & Humanities

Susannah **McCall**, School of Applied Social and Policy Sciences

Dr. Ian **McChesney**, School of Computing

Professor Stephen **McClellan**, School of Biomedical Sciences

Chris **McLean**, Department of Global Business & Enterprise

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

Shauna **McCloy**, Employability & Careers

Professor Jackie **McCloy**, Ulster University Business School

Dr. Brian **McGowan**, CHERP

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

Nikki **McQuillan**, Department of Hospitality & Tourism Management

Ursula **McTaggart**, Student and Graduate T

Dr. Anne **Moorhead**, School of Communication & Media

Dr. Patrick **Naughton**, School of Biomedical Sciences

Professor Malachy **O'Neill**, The Deputy Vice Chancellor's Office

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

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

Dr. Barbara **Skinner**, School of Education

Deborah **Sloan**, Flexible Education

Dr. Anne **Smith**, School of Law

Dr. Rachael **Telford**, School of Sport

Professor Colin **Turner**, Faculty of Computing, Engineering & Built Environment

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)

Seamus **Doone**, Applied Social and Policy Sciences

Catherine **Downey**, Applied Social and Policy Sciences

Gareth **Hanna**, Communication and Media

Sam Jane **Ross**, Applied Social and Policy Sciences

Lucy **Turnbull**, DUFE, China

Ashleigh Jane **Yohanis**, Law

External Examiners and External Mentor

We are grateful for the support, advice and guidance provided by our External Examiners and Visiting Professor during 2021-22. Thank you, and we look forward to working with you in 2022-23.

Dr. Sam Ellis

Royal Conservatoire of Scotland,
External Examiner for FST, PgCHEP, MEd

Dr. Fiona Smart

Edinburgh Napier, External Examiner for ENHANCE

Dr. Ruth Pilkington

External Mentor for NTFS and CATE

Ulster Education Excellence Award Winners 2021

Professional Practice Innovation Commendation

Netzahualcoyotl Hernandez-Cruz, Samuel Moore and Dr. Paul McCullagh

School of Computing

WINNER BIO

Paul McCafferty

School of Applied Social and Policy Sciences

WINNER BIO

Claire McFeeters and Dr Katy Pedlow

School of Health Science

WINNER BIO

Dr. Paul McFlynn

School of Education

WINNER BIO

Dr. Barbara Skinner

School of Education

WINNER BIO

Early Career Educator Award

Dr. Jonathan Acheson

School of Engineering

WINNER BIO

Samuel Taggart

School of Education

WINNER BIO

Sustained Educational Excellence Award

Dr. Trevor Cadden

Department of Management, Leadership & Marketing

WINNER BIO

Dr. Paul Kitchin

School of Sport

WINNER BIO

Dr. Colm Murphy

School of Communication & Media

WINNER BIO

Dr. Barbara Skinner

School of Education

WINNER BIO

Distinguished Collaborative Education Excellence Fellowship

Professor Michaela Black (Lead), Aiden McCaughey, Mairin Nicell, Rosaleen Hegarty, Dr. Pratheepan Yogarajah, Dr. Dermot Kerr, Professor Sonya Coleman, Dr. Debbie Rankin, Dr. Bryan Gardiner and Professor Jim Harkin

School of Computing, Engineering & Intelligent Systems

WINNER BIO

Andy Jaffrey (Lead), Clare Ferguson, Aine MacNeill, Fiona McCloy, Leo Miskelly, Antoine Rivoire, Gerard Ross and Clare Thomson

Office for Digital Learning

WINNER BIO

Cathy Moore (Lead), Christine Wightman and Nikki McQuillan

Employability

WINNER BIO

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)

Advance HE Excellence Awards

National Teaching Fellowships 2022

Richard Beggs

Centre for Higher Education Research and Practice

WINNER BIO

Professor Ruth Fee

School of Applied Social and Policy Sciences

WINNER BIO

Dr. Colm Murphy

School of Communication & Media

WINNER BIO

Collaborative Awards for Teaching Excellence 2022

Office for Digital Learning

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

Active Learning Champions 2019 - 2023

Dr. Shirley **Barret**, Department of Global Business and Enterprise

Dr. Alan **Brown**, School of Engineering

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

Martin **Caldwell**, Department of Hospitality and Tourism Management

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

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

Oonagh **Carson**, School of Nursing and Paramedic Science

Andrea **Jones**, School of Health Sciences

Mary **Kelly**, Department of Accounting, Finance and Economics (CMALT)

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

Helen **McKenna**, Business Engagement Unit

Dr. Gerard **McMahon**, School of Sport

Dr. Maria S **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

EXPERIENCE

CHERP Learning Partners

Our students are a huge untapped resource for supporting the enhancement of learning experiences, they have the 'lived experience' of a course and are best placed to support academic staff when they are trying something new or are in a new learning space. CHERP Learning Partners help bring the student voice to new and innovative teaching practices at Ulster to help shape what future teaching looks like, give their perspective on connecting with students on what matters to students and work as partners with staff. A big thank you to all our learning partners this year who helped make the return to campus a smooth experience for staff and students.

Scheme lead

Richard Beggs

Shelley **Anderson**, School of Health Sciences

Leticia **Aranyi**, School of Biomedical Sciences

Rebekah **Bailey**, Belfast School of Art

Emma **Bell**, School of Health Sciences

Jordan **Bertuccelli**, Doctoral College

Emma **Burns**, School of Arts and Humanities

Ciaran **Chaney**, School of Computing, Engineering and Intelligent Systems

Patricia **Convery**, School of Psychology

Emma **Corbett**, Belfast School of Art

Hannah **Dickmann**, Department of Hospitality, Tourism and Management

Shannon **Doherty**, Doctoral College

Stacey **Flynn**, School of Communication and Media

Julie **Graham**, School of Psychology

Nourhan **Hendawy**, Doctoral College

Noah **Howie**, School of Communication and Media

Charlotte **Kelly**, School of Communication and Media

Brenda **Laird**, School of Nursing

Indrianita **Lionadi**, School of Engineering

John **Maguire**, School of Computing, Engineering and Intelligent Systems

Chelsea **McMullan**, Belfast School of Art

Cormac **McSparron**, School of Applied Social and Policy Sciences

Wiktorina **Nowak**, School of Applied Social and Policy Sciences

Morgan **Owens**, School of Sport

Shannon **Ritchie**, Belfast School of Art

Courntyne **Selvage**, Doctoral College

Aoife **Smyth**, School of Engineering

Adam **Torok**, School of School of Computing

Kenna **White**, School of Geography and Environmental Sciences

Inda **Diponegoro**, School of Applied Social and Policy Sciences

Clara **Fetherston**, Belfast School of Art



Shelley Anderson

LHS, Learning Partner

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

It has made me more appreciative of the time and effort it takes for lecturers to learn new technologies within the university.

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

Do it! This was such an amazing experience not only to help others with new technologies, but also to inform my own knowledge and develop interpersonal skills.



Julie Graham

LHS, Learning Partners

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

I was extremely fortunate to be selected to be a CHERP Learning Partner in 2021/2022, and this positively impacted my studies, practice, and experience on the Coleraine campus. Under the supervision of Richard Beggs, I advanced my understanding of learning technologies and gained a deeper insight into the practices of teaching staff. Due to Covid restrictions during my first year, the CHERP learning partner placement was my first introduction to the campus and the experience made my second year much less daunting, as I had the opportunity to floor walk, explore the campus, and guide other new students. My technology training allowed me to assist at lectures, develop a relationship with tutors, and the project with The MarTech Lab enhanced my skillset in digital marketing also. It was primarily due to this role with CHERP that I secured a year long placement at Ulster University where I will be a Data Analyst for Teaching Pedagogy in the Biomedical Science department. Being able to include my Learning Partner role on my CV gave me the first step up for my future career and given me a passion for understanding teaching and learning practices on both a practical and psychological level.

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

I undertook this Learning Partner role with an idea of what I would experience and undertake, and I cannot convey enough how this role not only provided this, but also expanded my skillset way beyond what I could have envisioned. It provided me with relevant experience and training to secure a student placement, and my personal confidence with technology has grown immeasurably. The role was flexible around my studies, provided additional income, and the support and encouragement of the supervisory staff is wonderful.



Indrianita Lionadi

Biomedical Engineering, Learning Partner

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

I got lots of opportunity to be connected with people around the university and thus enhance my experience. It feels so good to have a chance to be there to help people in need around the campus, while I can still do my coursework and studies at the same time. Being a learning partner really taught me a better self time management and elevated my social awareness.

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

Learning Partners is a very good role with lots of personal benefits that you don't want to miss. It definitely can be a way to learn new things and being socially connected with people, especially if you are a people-person that passionate in being helpful for others.

RESEARCH GOVERNANCE

and CHERP Ethics Filter Committee

Filter committees are in place across the University to ensure that all areas in which human research takes place are represented. CHERP operates one such filter committee, chaired by Dr. Cathal Breen, and has been setup to consider pedagogic research being undertaken as part of the MEd programme and other pedagogic research being undertaken across the University.

We thank the following CHERP Fellows who actively support this committee:

CHERP Ethics Filter Committee

Dr. Ciaran **Acton**, School of Applied Social and Policy Sciences
Dr. David **Barr**, School of Education
Dr. Cathal **Breen** (Chair), School of Health Sciences
Dr. Claire **Campbell**, School of Psychology
Dr. Roisín **Curran**, CHERP
Dr. Sarah **Floyd**, CHERP

PEER REVIEWERS (first stage in the approval process)

Professor Owen **Barr**, School of Nursing and Paramedic Science
Dr. Heather **Coleman**, School of Pharmacy & Pharmaceutical Sciences
Vicky **Davies**, CHERP
Dr. Deborah **Lowry**, School of Pharmacy & Pharmaceutical Sciences
Dr. Brian **McGowan**, CHERP
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 CHERP are involved

Understanding Ulster's Approach to the Research-Teaching Nexus and Building a Toolkit to Share Good Practice.

This project aims to explore staff conceptions regarding their research and teaching nexus and to build a Toolkit of resources that will support colleagues in developing their own approaches.

The Toolkit is available at <https://www.ulster.ac.uk/cherp/resources/integrating-research-and-teaching> and <https://doi.org/10.21251/m9qv-1e84>

Project Team:

Professor Raymond **Bond** SFHEA, Professor of Human Computer Systems, School of Computing (Project Lead)
Dr. Sarah **Floyd** PFHEA, Reader in Higher Education Practice, Centre for Higher Education Research & Practice
Dr. Ian **McChesney** SFHEA, Senior Lecturer, School of Computing

Developing and Embedding Effective Education for Sustainable Development (ESD) Across all Ulster Curricula to Enhance the Learning Experience of Students and Support the Development of 21st Century Skills.

This project aims to improve the learning experiences, skills and success of our students and graduates, by progressing the institution-wide adoption and explicit embedding of effective Education for Sustainable Development, across all curricula.

Project Team:

Dr. Amanda **Platt**, SFHEA, Lecturer in Higher Education Practice, CHERP (Project Lead)
Marie-Louise **Gaile**, Sustainability Manager, Dept. Engineering Services, ml.gaile@ulster.ac.uk
Professor Ian **Montgomery**, Director of Brexit & Sustainability, jai.montgomery@ulster.ac.uk
Colette **Murphy**, Lecturer in Higher Education Practice, CHERP, c.murphy1@ulster.ac.uk

Ally – Making Digital Content More Accessible.

A pilot of Blackboard Ally, a BB tool that focuses on making digital content more accessible contributing significantly to ensuring an inclusive curriculum for our diverse students.

Project Team:

Clare **Thomson** (Project Lead), SFHEA, CMALT, Digital Education and Enhancement Consultant, Office For Digital Learning
Ann Hart **Henderson**, Student Mental Health and Wellbeing Strategy Project Manager
Amanda **Mulholland**, Student Voice Manager (Students' Union), UUSU Membership Team
Colette **Murphy**, SFHEA, Lecturer in Higher Education Practice, CHERP
Drew **Neill**, FHEA, Student Wellbeing Manager

Development and Implementation of Ulster Graduate Skills and Attributes.

Development and implementation of common framework of Ulster graduate skills and attributes.

Project Team:

Glenda **Martin** (Project Lead), SFHEA, Employability Curriculum Unit Manager, Employability Curriculum Unit
Prof Philip **Griffiths**, FHEA, Professor of Building Physics, Belfast School of Architecture and the Built Environment
Shauna **McCloy**, SFHEA, Head of Careers and Employability Services, Employability and Careers
Robert **McKenna**, FHEA, Lecturer in Hospitality Management (Operations Management), Department of Hospitality and Tourism Management
Ursula **McTaggart**, SFHEA, Academic Programme Leader (Undergraduate Provision), Flexible and Distributed Education
Colette **Murphy**, SFHEA, Lecturer in Higher Education Practice, CHERP
Dr. Barbara **Skinner**, SFHEA, Senior Lecturer, School of Education
Chris **Shannon**, Student Enterprise and Entrepreneurship Manager (Students' Union), UUSU Finance Team
Dr. Rachael **Telford**, SFHEA, Lecturer in Sports Development, School of Sport

Enhancing Active and Collaborative Learning Through Student Learning Partners.

The remit of our student learning partners will be to help teaching and professional support staff facilitate new pedagogies in their practice by providing support and assistance in the class when they need it or to help with learning and teaching research projects.

Project Team:

Richard **Beggs**, (Project Lead), SFHEA, CMALT, Lecturer in Higher Education Practice, CHERP

Avril **Honan**, AFHEA, Membership Services Director, UUSU Membership Team

Chris **Hamill**, ICT Service Delivery, Digital Skills and Project Officer

Michael **Chapman**, Project Manager, Strategic Programme Office

Dr. Peter **McNicholl**, SFHEA, Active Learning Champion and Senior Lecturer, School of Computing

Project Adapt – Using Technology to Aid Design, Visualisation and Pedagogical Transition in Relation to Space Layout Planning.

This project intends to utilise technology to aid both the design layout and understanding of flexible learning spaces and the pedagogical transition for teaching in such spaces.

Project Team:

David **Comiskey**, (Project Lead), SFHEA, NTF, Senior Lecturer, Belfast School of Architecture & Built Environment (Project Lead)

Richard **Beggs**, SFHEA, CMALT, Lecturer in Higher Education Practice, CHERP

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

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

Professor Ibrahim **Motawa**, Professor in Digital Construction and Building Information Modelling, Belfast School of Architecture and the Built Environment

Mark **McKane**, SFHEA, Lecturer in Quantity Surveying, Belfast School of Architecture and the Built Environment

Michael **Chapman**, Project Manager, Strategic Programme Office

Suzanne **Bell**, Timetable Planning Manager, Student Administration

Andy **Jaffrey**, Head of the Office for Digital Learning

Lorraine **Lavery-Bowen**, Schools Partnership and Widening Access, Schools Partnership Manager, Access and Educational Outreach

Leica Geosystems represented by John **Kerrigan**, Country Manager

Josephine **McGoldrick**, Final Year student on the Architectural Technology and Management programme

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

Research Output and Activities

2021-22

Ballentine, M, Floyd, S, McChesney, I, Boyd, K & Bond, RR (2022), Research-Teaching Nexus Toolkit <https://doi.org/10.21251/m9qv-1e84>

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>

Curran, R. (2022). Keynote: Wider conceptions of student engagement: the power and potential of staff student partnerships to influence and promote engagement. National Student Engagement Programme (NSiEP) Conference 10 May 2022, Ireland.

Floyd, S & Hack, K (2022), Review of policy and practice in supporting postgraduates who teach. <https://www.hefcw.ac.uk/wp-content/uploads/2022/05/AdvHE-HEFCW-Review-of-policy-and-practice-PGR-who-Teach.pdf>

Floyd, S (2022) Key Findings from a Review of Policy and Practice in Supporting Postgraduates who Teach, Advance HE Accredited Scheme Leaders Network (June 2022)

Floyd, S (2022) Key Findings from a Review of Policy and Practice in Supporting Postgraduates who Teach, GTA Developer Network Meeting (June 2022)

S Floyd (2022-23) Professional Standards Framework Review Project Team <https://www.advance-he.ac.uk/professional-standards-framework-review>

McCloy, S. and Murphy, C. Partnerships and pedagogies: Developing employability leaders through accredited CPD solutions. Advance HE Employability Symposium 2022. Birmingham, 26 April 2022.

McClure P and McGowan B. (2022). Developing practitioners' educational skills to enhance professional practice and development. World Federation of Occupational Therapists 18th International Congress. Paris. 30th August 2022

McGowan B. (2022). Academic Self Efficacy in Undergraduate Student Nurses. NET 2022 Conference Advance HE. Lancaster University. 5th September 2022

Murphy, C. Purkis, H. and McGuffin, H. Education for Sustainable Development: Adopting a design thinking framework to empower staff to embed the Sustainable Development Goals in curricula. Chartered Association of Business Schools, LTSE 2022, Learning Teaching Student Experience. Belfast, 24 May 2022.

Murphy, C. Empowering educators to design curricula today for graduates of tomorrow. Advance HE Island of Ireland Symposium 2022 – Quality higher education for all: Building back fairer and greener. Dublin, 25 May 2022.

Ongoing CHERP Research Projects

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

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 (2021-2026)

Lead Researchers:

Colette Murphy and Dr. Roisín Curran



**THE CENTRE FOR HIGHER EDUCATION
RESEARCH AND PRACTICE (CHERP)**