

UNIVERSITY OF
BIRMINGHAM

HEFi

HEFi Awards 2017–18

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@UoB_HEFi

HEFi Awards

Welcome to the inaugural HEFi Awards Dinner. This evening we are celebrating a range of outstanding achievements in teaching over the last 12 months including peer nominations for excellence, innovation and leadership, the award of Birmingham Education Fellowships, success in PCAP, and achieving fellowship of the HEA through the Beacon Scheme. There is much to celebrate and this promises to be an enjoyable and inspirational event.

As a research-intensive university, we pride ourselves on offering the kind of research-intensive teaching that ensures our students have an education that is second to none. We are never complacent, and we know we have more to do to ensure that all staff are able to deliver cutting-edge teaching, and all students can reach their potential. As educators, learning is what we do – so we will continue on our quest to improve. This evening, however, is our time to celebrate success and enjoy the moment.

Educational innovation

The winners are:

1. Libby Finan,

(School of Languages, Cultures, Art History and Music, CAL)

For her design and project management of the development of innovative tools supporting students who are going abroad during their degree. The Insider's Guide to the Year Aboard (IGYA) is a peer-to-peer online portfolio of over 50 returning students who provide helpful advice and guidance about their experience. My Global Story (MGS) is an innovative canvas module designed to guide and support UoB students throughout their journey. It entails essential information about studying, working, researching or volunteering abroad and the information is divided into four steps: discover, prepare, experience and reflect.

2. Nick Kettridge,

(School of Geography, Earth and Environmental Sciences, LES)

For his development of a unique and innovative teaching resource that facilitates campus-based fieldwork. Dr Kettridge has developed the Birmingham Bog: a novel outdoor learning environment which is a designated teaching space that consists of a suite of peatland mesocosms (isolated, miniature peatland ecosystems) and associated hydrological instrumentation. The Birmingham Bog is used as a mesocosm simulation for undergraduate teaching, to offer a representation of the field system that can be utilised to provide visual and interactive practical sessions alongside more traditional forms of teaching.

3. Fay Julal,

(School of Psychology, LES)

Dr Julal has designed a novel and innovative workshop for her module, Development of Attachment Behaviour. A major challenge in teaching child development with large cohorts is that many students have limited experience with infants and children. Typical teaching methods to overcome this are relatively passive (eg, video clips). Through Dr Julal's research experience in attachment, she has transformed a research procedure, the Leiden Infant Sensitivity Simulator Assessment, into a research-informed workshop, with active learning at its core. Using RealCare Baby II-Plus infant simulators, students have the opportunity to adopt the caregiver's role, interacting with an infant and experiencing, rather than inferring, the cognitions and emotions that shape the caregiver's behaviour.

HEFI Awards for Educational Enhancement and Innovation

These awards reward and recognise staff from across the University who provide, and contribute to, an inspirational student experience. Eleven awards have been given across four categories.

Educational innovation (continued)

4. Ian Jefferson, Edward Tarte, Michael Burrow, Aziza Mahomed (School of Engineering Education Leadership Team, EPS)

For their work in undertaking a thorough review of education programmes following the creation of the School of Engineering in 2016, which has resulted in transformational change and an enhancement of the student experience. This work has included:

- The redesign of the undergraduate (UG) shared first year;
- The revision of the School's postgraduate taught (PGT) programmes;
- The development of a BEng Mechanical Engineering degree programme for Dubai;
- A recently developed a MOOC (Massive Open Online Course) in Electrical Engineering: Sensing, Powering and Controlling (www.futurelearn.com/courses/electrical-engineering), which aims to promote EESE in overseas markets;
- Working with University College Birmingham and South and Central College (via the CATALYST initiative) in order to develop a foundation degree.

The following nominees were highly commended by the judging panel:

- **Andreas Freise, (School of Physics and Astronomy, EPS)**

Educational leadership

The winners are:

1. Elaine Fulton,

(School of History and Cultures, CAL)

For her work as Head of the Department of History and College Deputy Director of Education. Elaine has led numerous educational innovations considered institutionally outstanding. These include resources for ERASMUS students (EEF Home and Away Project), and revamping CAL programme and module approval processes to ensure greater robustness whilst encouraging innovation. She is also the architect of the much respected CAL Alternative Assessments Protocol, which provides a framework to ensure academic integrity whilst allowing for a degree of discipline specific flexibility. Her leadership has resulted in several positive inclusivity changes including all-gender toilets and co-facilitation of an inter-disciplinary event for LGBT History month, the formulation of

a School Inclusivity plan and leading on the formulation of the Athena Swan application.

As HoD and DDoE Dr Fulton has ensured teaching matters are top of meeting agendas, setting up a peer support scheme for colleagues to achieve (S)FHEA, and designing a new induction and 'buddying' program for new academic staff. Her new departmental code of conduct sent a powerful and reassuring message to all staff on the intolerance of sexual harassment and was favourably received, whilst her program of social events and policy on reducing email traffic has done much to alleviate staff stress levels.

2. Natalie Rowley,

(School of Chemistry, EPS)

For her work in successive roles of Head of Enhancement and Innovation and Director of Innovation of Teaching.

This leadership has been based on conducting pedagogic research, and has led to changes within the undergraduate curriculum, in e-learning and blended learning, but most notably in Enquiry-Based Learning (EBL) and Flipped Learning. Her work in EBL led to the School's first MPhil in Chemical Education and a full publication in the Chemistry Education Research and Practice journal with highest impact factor. The Vice-Chancellor's Review of the School and the Royal Society of Chemistry have commended the School's innovative teaching methods, such as lecture flipping and EBL.

In her Educational Enhancement Leadership roles within the School, Dr Rowley has been involved in the coaching and development of her colleagues in the areas of Technology-Enhanced Learning and innovative teaching methodologies, and has also worked to help to coach, develop and mentor

Educational leadership

(continued)

colleagues from across the University studying for their PCAP award. She has acted as a Learning Set Facilitator for both FLTHE and EAPHE, as well as an assessor. Natalie has established the Innovation in Teaching Across the STEM Disciplines (ITSTEMM) network and meetings.

3. **Celia Greenway** (School of Education, CoSS),

In recognition of her outstanding commitment to embedding the enhancement of educational practice and innovation within the School of Education in her role as Director of Education. Celia offers a distinctive combination of subject expertise and teaching excellence in order to maintain our reputation as a leading School of Education both nationally and internationally.

This includes retaining our status as an 'Outstanding provider' for Initial Teacher Education (ITE) and achieving student satisfaction results that place the School in the top five of comparable Russell Group courses.

The assessment 'architecture' she has helped to develop and promote has enhanced the learning environment within the School, and the scores achieved in all student surveys reflect a growing and very high level of student satisfaction in relation to assessment. She applies a constructivist approach to her engagement with colleagues, identifying individuals' understanding and then moving them on to a higher level.

The following nominees were highly commended by the judging panel:

- **Tzany Kokalova-Wheldon**,
(School of Physics and Astronomy, EPS)
- **Holly Foss**,
(School of LCAHM, CAL)

Supporting student learning

The winners are:

1. Clare Ray,

(Institute of Clinical Sciences, MDS)

For her work as the first lead for Outreach and Widening Participation (WP) in MDS. Clare's leadership in WP has been outstanding and she has made a measurable difference. She has personally supported over 160 potential medical students on MDS's A2B programme and continues to do so alongside her leadership role. With colleagues, Clare developed and runs 'Routes to the Professions: Medicine (R2P)', which is unique in providing a complete package of support for potential applicants to medicine from WP backgrounds. R2P includes intensive Year 12–13 University support, access to work experience, online resources and mentoring by medical students and doctors.

Clare raises aspirations and gives pupils a realistic opportunity of accessing their

desired career. Since R2P began in 2012, entry to MDS's undergraduate medicine programme for students from these backgrounds has increased almost 600% and in 2016 34 students entered the programme via WP schemes, representing over 10% of the home UG cohort and exceeding national targets.

2. Gemma Tandy,

(Careers Network, Professional Services)

For her work building relationships with academic and industry colleagues to create pioneering modules, contextualising practical experiences with the subject. The highly innovative Commercialising Science module launched as part of this created a blueprint enabling Careers Network to grow curricular academic collaborations from 5 to 43 over two years, curricular student reach from 62 to 452, and 17 curricular partners including Google, the DiT and Climate Kic.

The following nominees were highly commended by the judging panel:

- **CAL Welfare Team**

Adrian Powney, Iain Cormack, Sonia Suman, Libby Proctor, Kate Hands-Harvey, Dee Partridge, Jo Elkington, Penny Hewlett (Various Schools within CAL)

As part of this work Gemma secured partnership with 13 colleagues at RB, who are launching a Medical Science Research and Development Centre of Excellence. The collaboration included two Global Directors joining the module, where student groups create solutions to live RB briefs. The module culminates with a showcase of groups pitching solutions to an RB and academic panel and first year cohort, before a networking event. Students are supported through delivery and mentoring from Gemma, academics, RB and postgraduate students.

Gemma's work won the AGCAS National Award for Academic Engagement 2017, was highly commended as finalist for the NCEE HE Enterprise Team of the Year 2017, and the Biomedical Science and Pharmacy modules were cited as best teaching practice by the Royal Society of Biology and the General Pharmaceutical Council.

Research-intensive learning and teaching

The winners are:

1. **Amelia Swift,**

(School of Nursing, MDS)

For her work in developing student's research knowledge and skills over the past four years, in which time she has innovated the delivery of modules to improve student learning. Students previously evaluated research modules as difficult to understand, not relevant to nursing, and hard work. Dr Swift married the need for a basic understanding of the research process early on in the curriculum, with students' preference for active learning. Engagement in the Year 1 module included live research, with students undertaking both qualitative and quantitative projects using each other as participants, making use of emerging knowledge, feeding back to their peer group the results of surveys and interview studies. Evaluation was excellent, and students began to talk about the research module as a highlight.

In Year 2, the assignment was developed to help the students appreciate the authenticity of what they were being asked to do, and to help them build confidence as research consumers, able to find, appraise and apply research to clinical problems. Finally Amelia tackled the third-year dissertation module and transformed the delivery and assessment to ensure that all students were able to understand the objective (creation of a publishable literature review) and the process. She has introduced small group work in a way that has allowed students to make much more rapid progress through the early stages of the review and comments from supervisors have recognised better engagement from the students.

She has inspired other academic staff who are keen to participate in the module, helping to expose the students to the research that our staff undertake.

2. **Dominique Moran,**

(School of Geography, Earth and Environmental Sciences, LES)

For the development and delivery of innovative research-intensive teaching on the third-year UG Geography module Carceral Geographies.

Dr Moran places the practical application of theoretical and conceptual understandings of prisons and incarceration at the heart of the delivery and assessment. Weekly lectures and seminars developing an understanding of the current debates and challenges surrounding all aspects of carceral development and reform, are reinforced by the students gaining a practical understanding of the carceral through visiting former spaces of incarceration.

The following nominees were highly commended by the judging panel:

- **Anke Buttner**,
(School of Psychology, LES)
- **Roisin Madigan and Mary Blanchard**,
(School of Biosciences, LES)

One of the most innovative aspects of this module is the assessment, which addresses the often overlooked skill of translating academic research into recommendations and advice for professionals and policy makers.

Dr Moran has also provided a wider research-intensive experience by affording the opportunity to those undergraduates who wish to do so to help organise and shape the academic programmes of the annual International Conference of Carceral Geographies. This provides students with valuable insight into current academic research debate, whilst enriching their experience by exposing them to the wider academic community.

All awards were by nomination. The above information is taken from submitted nominations.

Birmingham Education Fellowships 2017

These fellowships are designed to recognise, reward and celebrate individuals whose expertise makes an outstanding contribution to the student learning experience, to encourage excellence and to raise the profile of teaching and learning at the University.

The winners provided evidence of teaching excellence in the following areas:

- **Individual Excellence**, through enhancing and transforming the student learning experience commensurate with their context and the opportunities afforded by it.
- **Raising the Profile of Excellence** by supporting colleagues and influencing support for student learning; demonstrating impact and engagement beyond their immediate academic or professional role.

- **Developing Excellence** through their commitment to ongoing professional development with regard to teaching and learning/learning support.

The winners of the Birmingham Education Fellowship (BEF) scheme for 2017 are:

- **Dr Karl Dearn, School of Engineering (College of Engineering and Physical Sciences)**
- **Dr Lesley Batty, School of Geography, Earth and Environmental Sciences (College of Life and Environmental Sciences)**
- **Dr Tom Harrison, School of Education (College of Social Sciences)**

Beacon Scheme

Those successfully achieving Associate Fellowship, Fellowship and Senior Fellowship of the HEA through the Beacon Scheme in the last 12 months are:

Name	Department/College
Category Achieved: Associate Fellowship	
Derren Cresswell	GEES, LES
Xianjin Cui	GEES, LES
Jessica Dent	LES
Sally Fenton	Sport Exercise and Rehabilitation Sciences, LES
Mark Pearson	MDS
Anna Pivovarciova	Institute of Clinical Sciences, MDS
Phil Smith	Library Services, AS
Deborah Werner	CAL
Category Achieved: Fellowship	
Paul Anderson	GEES, LES
Ruth Atherton	History, CAL
Nathan Cardon	History, CAL
Eleanor Cull	Biosciences, LES
Adam Dighton	History, CAL
Salvatore Florio	Philosophy, CAL
Susan Mallett	Institute of Applied Health Research, MDS
Mary O'Connor	Teacher Education, CoSS
Svetlana Page	Modern Languages, CAL
Will Sharpe	English Literature, CAL
Beth Spacey	History, CAL
Zoe Thomas	History, CAL
Gerasimos Tsourapas	Political Science and International Studies, CoSS
James West	Research Support Service, CAL
Bodo Winter	English Language and Applied Linguistics, CAL

Name	Department/College
Category Achieved: Senior Fellowship	
Jean Assender	Institute of Clinical Sciences, MDS
Christopher Cipkin	Library Services, AS
Gemma Collins	Teacher Education, CoSS
Helen Cooper	Biosciences, LES
Graeme Dobson	Disability Inclusion and Special Needs, CoSS
Martin Freer	Physics and Astronomy, EPS
Hope Gangata	Anatomy, MDS
Anne-Marie Glover	Social Work and Social Care, CoSS
Victoria Goodyear	Sport Exercise and Rehabilitation Sciences, LES
Mark Griffiths	Sport Exercise and Rehabilitation Sciences, LES
Sarah Hall	Teacher Education, CoSS
Tom Harrison	Education and Social Justice, CoSS
Julia Lodge	Biosciences, LES
Julian Lonbay	Law, CAL
Cathryn Overall	BIA, AS
Duc Pham	Mechanical Engineering, EPS
John Ryan	CoSS
Michael Shulver	Management, CoSS
Jane Sjoberg	BIA, AS
Karen Skinazi	HEFI, AS
Margaret Small	History, CAL
Graham Smith	Physics and Astronomy, EPS
Amelia Swift	Nursing, MDS
Teresa Thomas	Institute of Clinical Sciences, MDS
Carl Wheldon	Physics and Astronomy, EPS
Kirsty Wilson	Teacher Education, CoSS

Postgraduate Certificate in Academic Practice (PCAP)

Those successfully completing PCAP in the last 12 months are:

Name	Department/College
Wasim Ahmad	Finance, CoSS
Sukhvinder Atthi	Dentistry, MDS
Nicholas Barrand	GEES, LES
Ian Batten	Computer Science, EPS
Hilary Brown	Modern Languages, CAL
Haider Butt	Mechanical Engineering, EPS
Julia Cann	Accounting, CoSS
Emily Carroll	Law, CAL
Marco Castellani	Mechanical Engineering, EPS
Cristina Delgado-Garcia	Drama and Theatre Arts, CAL
Samir Dirar	Civil Engineering, EPS
Marco Ercolani	Economics, CoSS
Paul Fisher	Institute of Applied Health Research, MDS
Clare Frobisher	Institute of Applied Health Research, MDS
Anita Ghag	Chemical Engineering, EPS
Ruth Gilligan	Film and Creative Writing, CAL
Oliver Herford	EDACS, CAL
Dexter Hunt	Civil Engineering, EPS
Doga Istanbuluoglu	Marketing, CoSS
Helle Jorgensen	Ironbridge Institute for Cultural Heritage
Sakdirat Kaewunruen	Civil Engineering, EPS
Ioannis Karavias	Economics, CoSS
George Kyris	Political Science and International Studies, CoSS
William Mack	History, CAL

The PCAP Prize is awarded for the highest overall average mark across PCAP.

This year's prize winner is Ruth Gilligan

Name	Department/College
Aziza Mahomed	Mechanical Engineering, EPS
Annie Mahtani	Music, CAL
Sofia Malamatidou	LCAHM, CAL
Alessio Martini	Mathematics, EPS
Craig McAllistair	Sport Exercise and Rehabilitation Sciences, LES
Ian McGimpsey	Education and Social Justice, COSS
Robert Neely	Chemistry, EPS
Helen Onyeaka	Chemical Engineering, EPS
Luisa Orsini	Biosciences, EPS
Joanna Pokorska	Marketing, CoSS
Cristina Sambrook	Marketing, CoSS
Petra Schoofs	English Language and Applied Linguistics, CAL
Sergey Sergeev	Maths, EPS
Zongbo Shi	GEES, LES
Alice Sitch	Institute of Applied Health Research, MDS
Kate Smith	History, CAL
Marios Theofanous	Civil Engineering, EPS
Tsering Topygal	Political Science and International Studies, CoSS
Maryjane Tremayne	Chemistry, EPS
Anne Van Loon	GEES, LES
Sebastian Watt	GEES, LES
Emily Wingfield	English Literature, CAL
Daniel Wintersberger	Management, CoSS



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Edgbaston, Birmingham,
B15 2TT, United Kingdom
www.birmingham.ac.uk

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