

University Teaching: Core Skills Contributors

Developed under the guidance of a panel of international experts and institutions, [University Teaching: Core Skills](#) is a flexible and interactive teaching toolkit – providing consistent, comprehensive training for new and early career teaching and learning support staff.

Lead Advisor:



Professor David Boud

David Boud is Alfred Deakin Professor and Director of the Centre for Research in Assessment and Digital Learning, Deakin University and Emeritus Professor at the University of Technology Sydney. He is one of the most highly-cited academics in the field of teaching and learning in higher education. He holds an Honorary Doctorate of Linköping University, Sweden, is an Australian Learning and Teaching Senior Fellow (National Teaching Fellow) and is a former President of the Higher Education Research and Development Society of Australasia.

Expert Advisors:



Dr Rosalind Duhs

Rosalind Duhs directed the successful UCL HEA-accredited Fellowship recognition scheme, UCL Arena. She has deep insights into the Professional Standards Framework for teaching and supporting learning in higher education (PSF) through the support of applicants and the assessment of applications. Her consultancy role involves work with a range of institutions in the UK and internationally, from Gambia to Australia. Rosalind helped to establish a centre for the development of teaching and learning in higher education at Stockholm University, Sweden, where she was Associate Director and Programme leader.



Professor Kevin Ashford-Rowe

Kevin Ashford-Rowe is QUT institutional lead for digital learning where he leads the Digital Learning Portfolio (DLP), located within the Learning and Teaching Unit. Before joining QUT in 2019, he served as Director of the Learning and Teaching Centre at the Australian Catholic University. Currently, Kevin holds the position of President, Council of Australasian University Leaders in Learning and Teaching (CAULLT) and is also a member of the UK Higher Education Academy's Australasian Strategic Advisory Board.

Advance HE Consultant:



Dr Sarah Floyd

Sarah Floyd is a staff and educational developer at Ulster University and leads the institutional Advance HE accredited ENHANCE scheme, teaching their routes to fellowship for staff and doctoral researchers. She was awarded PFHEA in 2013 and has been an Advance HE accreditor and associate since 2012, providing consultancy to many UK and international HEIs and assessing fellowship applications. Her recent research includes projects on professional development in assessment and feedback and exploring the use of dialogue in professional recognition and staff perceptions of engaging with fellowship.

Authors:



Dr Lawrence Bellamy

Lawrence Bellamy is a Senior Teaching Fellow at the University College London (UCL). At UCL, he teaches on a large number of modules and operates as a course organiser for modules in statistics and genetics as well as field courses. His main interests are the development of teaching methods, resources and assessments which are effective with large student cohorts of up to 500 participants.



Dr Amani Bell

Amani Bell is Vice-Chancellors' Fellow at the Innovative Research Universities (IRU) where she plays a central role in guiding IRU members to identify and share best practices to advance good outcomes for students and prepare them for future success as graduates. She is a Senior Fellow of, and accreditor for, Advance HE.



Dr Clara Davies

Clara Davies is currently Co-Chair of the Staff and Educational Development Association (SEDA). Her most recent role was as Head of Academic Staff Development at Leeds Beckett University where she led the HEA-accredited provision aligned to the PSF. Clara is an engineer by background and was an Associate of the HEA Engineering Subject Centre from 2006, contributing to the design and delivery of a national induction workshop programme for new engineering lecturers and writing a resource on L&T in engineering laboratories. She is a Senior Fellow of the HEA (SFHEA) and holds a SEDA Senior Fellowship (SFSEDA).



Dr Duncan Nulty

Duncan Nulty is nationally and internationally recognised for his expertise in: institutional policy and practice in the assessment of student learning; academic standards; curriculum design; and the evaluation of educational programs (including student evaluation). He has a significant and sustained record of excellence in academic leadership, research, teaching and community service. His particular emphasis is on leadership and institutional change in relation to strategic issues of institution-wide impact and significance. Duncan has authored and co-authored many high-quality refereed publications in highly ranked journals, and book chapters with reputable international publishers.



Dr Sam Nolan

Sam Nolan is Assistant Director of Durham University's Centre for Academic Development (DCAD), where he designed and leads the Durham Excellence in Learning and Teaching Awards. These awards provide students with an education linked to development that is aligned to the Professional Standards Framework (PSF). Sam also leads the national conference 'Enhancing Student Learning Through Innovative Scholarship (ESLTIS),' which provides a community of practice for teaching-focused academics from all disciplines. In 2016, Sam was recognised for his contributions to teaching and learning with the award of a National Teaching Fellowship.



Professor Margaret Price

Margaret Price is Professor Emerita of Assessment and Learning at Oxford Brookes University, UK. She is a researcher with strong roots in the practice of teaching and assessment and was awarded a National Teaching Fellowship in 2002 in recognition of her excellence in teaching and her contribution to the development of learning, teaching and assessment in higher education. From 2005–2016 she was Director of ASKe Pedagogy Research Centre, a centre for excellence in learning and teaching. Her work focusses on the nature of assessment standards and student engagement with assessment feedback.



Professor Lorraine Stefani

Lorraine Stefani is Emeritus Professor of Higher Education at University of Auckland, New Zealand. Her work on academic development places emphasis on the Scholarship of Teaching and Learning (SoTL) and the status of teaching and learning in higher education. In addition, Lorraine is also an independent higher education consultant and leadership coach. In 2017 her edited book, *Inclusive Leadership in Higher Education: International Perspectives and Approaches*, was published including chapters from colleagues in Saudi Arabia, Hong Kong, Canada, South Africa, USA and the UK, reflecting the global reach of her work.



Professor Katja Strohfeldt

Katja Strohfeldt is a Professor in Pharmaceutical Chemistry and Education, and currently works as Teaching and Learning Dean at the University of Reading (UK). As a Dean, she works closely with the schools of Humanities and Social Sciences, Literature and Languages and Arts and Communication Design and her special University-wide responsibility is 'Quality'. Katja is passionate about Problem-based Learning as a student-centred learning approach, which she has published in peer-reviewed journals and presented at several conferences. In addition, she is actively seeking to improve large class teaching at HE level – she has published a toolkit and has been invited to several international conferences and workshops.



Dr Panos Vlachopoulos

Panos Vlachopoulos is Associate Dean, Quality and Standards, Faculty of Arts at Macquarie University. He is an academic educator with fifteen years of international experience in higher education. His areas of expertise include online learning design, curriculum development, online facilitation, reflective practice and professionalism in higher education. Panos is also a reviewer for journals in technology-enhanced learning and higher education studies, a Senior Fellow of the Higher Education Academy and a member of various other professional organisations in the UK and Australia.

Reviewers:



Professor Mark Clements

Mark Clements is the Director of Learning, Teaching and Student Experience at Middlesex University. He leads the strategic enhancement of learning and teaching across the institution and is the Director of the Centre for Academic Practice Enhancement. Mark's research background is within the biosciences and his pedagogic interests focus on interdisciplinary learning and teaching and exploring the role of creativity in science education. He has extensive experience of mentoring and supporting academic staff new to teaching and is responsible for the Middlesex UKPSF Recognition Scheme.



Camille Kandiko Howson

Camille Kandiko Howson is Associate Professor of Education in the Centre for Higher Education Research & Scholarship (CHERS) at Imperial College London. She is an international expert in higher education research with a focus on student engagement; student outcomes and learning gain; quality, performance and accountability; and gender and prestige in academic work. Camille is a Principal Fellow of the Higher Education Academy. She recently evaluated the UK Office for Students' £4million Learning Gain Pilot Projects. Formerly, she was Academic Head of Student Engagement and Senior Lecturer in Higher Education at King's College London.



Dr Kelly Matthews

Kelly Matthews is an Associate Professor of Higher Education at the University of Queensland, Australia. Her research explores students' experiences of learning and engaging with students as partners in learning and teaching. She co-develops, and teaches into, learning and teaching preparation programs for new tutors and academics, and teaches undergraduate subjects in education. Kelly is an Australian Learning and Teaching Fellow, an elected Vice-President for the *International Society for the Scholarship of Teaching and Learning* (2016–19), an inaugural co-editor for the *International Journal for Students as Partners*, and a member of the *International Journal of Chinese Education* editorial board (2019-21).



Dr Jane Pritchard

Jane Pritchard is a Principal Lecturer (Educational Development) at OCSLD at Oxford Brookes University. In her career, she has directed and delivered on learning and teaching programmes and running educational research projects. She has worked at two HEA subject centres, London School of Economics, University of Glasgow, University of Bath and Queens University, Canada as an educational developer. She designed and delivered an innovative PSF (D1-D4) accredited CPD scheme for staff – CREATE (Cultivating Research and Teaching Excellence) for 6 years at University of Bristol.



Dr Naomi Winstone

Naomi Winstone is a cognitive psychologist specialising in learning behaviour and engagement with education, particularly the processing and implementation of feedback. She is currently Head of the Department of Higher Education at the University of Surrey, having previously held the positions of Director of Undergraduate Studies and Director of Learning and Teaching in the School of Psychology. She runs CPD events and workshops at universities, schools and colleges across Europe to support educators and students enhance the impact of assessment and feedback on learning and development. Naomi is a Senior Fellow of the Higher Education Academy, and a National Teaching Fellow.



Professor Katja Strohfeltd

Katja Strohfeltd is a Professor in Pharmaceutical Chemistry and Education, and currently works as Teaching and Learning Dean at the University of Reading (UK). As a Dean, she works closely with the schools of Humanities and Social Sciences, Literature and Languages and Arts and Communication Design and her special University-wide responsibility is 'Quality'. Katja is passionate about Problem-based Learning as a student-centred learning approach, which she has published in peer-reviewed journals and presented at several conferences. In addition, she is actively seeking to improve large class teaching at HE level – she has published a toolkit and has been invited to several international conferences and workshops.

Subject Matter Expert Reviewer:



Anthony Payne

Anthony is the Director of Student Services at the University of Bath, where he leads the development of innovative Student Wellbeing Services and programmes that support staff in addressing mental health and disability-related student needs. Previously, Anthony has been the Director of Equity and Diversity at Deakin University in Melbourne and Director of Student Experience at York St John University. He has also led a number of national projects that developed resources (including ADCET) to support university staff in meeting the needs of disabled students and embed inclusive education practices.

Accessibility Reviewer:



Wilma Alexander

Wilma Alexander is a Fellow of the Higher Education Academy with Master's degrees in Human-Computer Interaction, Linguistics and Information Science. She has over 15 years of experience as a manager with the online learning team at the University of Edinburgh, where she specialised in usable and accessible digital practice, tutored on the ground-breaking Master's degree in Digital Education and developed online staff training on accessible e-learning and online tutoring skills. Since retiring from the University at the end of 2015, Wilma has provided consultancy services on all aspects of online learning, with a special focus on accessibility and usability issues.

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