

**Account of the impact of various engagements with the UK Centre for Bioscience and the Higher Education Academy (AcademyYork) from Harriet Jones, University of East Anglia (14 July 2011)** comments in [ ] have been added by the Centre to improve clarity.

"I started off with a grant from the HEA [*AcademyYork*] and it culminated in writing a 20-30,000 word report. It was a project joint with 4 universities and 2 high schools. Our first attempt at this report was slated by the reviewers but they recognised we had no EDU-writing experience and gave us a mentor who helped us learn what was required. This was an extremely painful process and almost ended our association with Higher Education Academy. Then I went to an HEA Bioscience meeting in Manchester - I can't remember what the title was, but it was a training in moving from science to pedagogical research [*event details at [www.bioscience.heacademy.ac.uk/events/pedr111007.aspx](http://www.bioscience.heacademy.ac.uk/events/pedr111007.aspx)*]. It was absolutely brilliant talking to people who understood what you meant when you said you found the EDU language so difficult. It was incredibly helpful. I went on to get two awards from HEA Biosciences. One was for improving literacy and I had Sheryl Meskin as my mentor. She was brilliant. She gave so much support and guidance and made the whole process of pedagogical research so much more accessible. I wrote something from the award for the Bioscience bulletin (about a science log) [*article at [www.bioscience.heacademy.ac.uk/ftp/TDF/jonesp2.pdf](http://www.bioscience.heacademy.ac.uk/ftp/TDF/jonesp2.pdf)*] and get people e-mailing me about it still after all these years. She made sure reports were on time and that we completed on time. I feel I owe her so much because the experience was so supportive following the fairly traumatic experience with the Higher Education Academy [*AcademyYork*].

I got a second award which I received less support with, but we have almost finished the paper on that. This second Bioscience award has helped reaffirm links made with the first HEA award with Aberdeen and Cardiff universities. It has been really good for establishing contacts with people with similar ideas and desires to study teaching. HEA Biosciences also came to UEA to run a meeting on transitions. This really helped my standing at UEA, being able to bring the HEA Biosciences to our university.

The reports and articles I've written and the awards I've received were absolutely crucial in gaining promotion to a senior lecturer which was done on grounds of teaching. I have no formal training or qualifications in teaching. I've never done the teacher training course at UEA, so all my formal experience comes from my association with the HEA and HEA Biosciences.

The other thing the HEA has done is that it has inspired my teaching. I've been to a number of meetings over the years and always come away with ideas to try out, but the key thing is to renew my enthusiasm for teaching. The HEA Harrogate meeting was okay, but it was so diverse and very little was relevant. I went away feeling I really hadn't gained anything. In contrast, HEA Bioscience training days and meetings have been excellent. The meeting in Edinburgh was fantastic [*Effective Learning in the Biosciences Conference; <http://www.bioscience.heacademy.ac.uk/bioconf/>*]. I came away really enthusiastic to try some of the teaching ideas. I made some great new contacts. The key thing is that everything was relevant. We were all singing from the same hymn sheet, as it were. I'd like to take the opportunity to thank you for helping me move from sciences to pedagogical research and for helping me develop as a teacher. Seeing the results of the latest award round under the new structure I really believe that I made the move at the right time and that now it is going to be extremely difficult for anyone else to do something similar."