

EDWARD N. STANHOPE

Staffordshire University and London School of Hygiene & Tropical Medicine

+44 (0)7979158185

<http://www.edwardstanhope.com> • edward.stanhope@staffs.ac.uk

ADAPTABLE | COLLABORATIVE | AUTHENTIC

EXPERIENCE

DEC 2023 – PRESENT

PROGRAMME DIRECTOR CLINICAL TRIALS BY DISTANCE LEARNING

LONDON SCHOOL OF HYGIENE & TROPICAL MEDICINE



In my capacity as Interim Programme Director for the MSc/PGDip/PGCert in Clinical Trials (Distance Learning) at the London School of Hygiene and Tropical Medicine (LSHTM), I exercised effective leadership and management by supervising a team of over 80 clinical trial experts committed to delivering outstanding teaching, learning experiences, and assessment feedback to students.

My main focus was centered around quality improvement and teaching and learning innovation. This was achieved through a variety of initiatives including, but not limited to, a comprehensive (periodic) review of the programme, a assessment and feedback quality assurance strategy, and the development of a tailored digital learning strategy.

As a co-leader of the period review, I played a pivotal role in orchestrating a comprehensive evaluation of the university program, spanning its curriculum, teaching methodologies, and intended learning objectives. This collaborative effort afforded us a unique opportunity to delve deeply into every aspect of the program, scrutinizing its efficacy, relevance, and alignment with academic and industry benchmarks. We not only identified areas of exemplary performance but also identified opportunities for enhancement and growth.

In response to the evolving landscape of education and the specific requirements of distance learners, I took proactive steps to lead the development of a comprehensive digital learning strategy tailored specifically for the Clinical Trials program. This initiative was driven by a deep understanding of the unique challenges and opportunities presented by remote learning environments, as well as a commitment to ensuring the program's accessibility, effectiveness, and relevance in the digital age.

One of my key contributions was the establishment of a robust quality assurance framework for assignment and feedback. Through this quality assurance framework, I ensured that assignment and feedback was not only academically rigorous but also aligned with the learning objectives of the program. Moreover, I provided detailed feedback to tutors to share best practices, highlight opportunities for development, and maintain consistency in assessment and feedback practices across modules. This collaborative approach not only fostered a culture of continuous improvement but also provided valuable support to tutors in delivering high-quality feedback to students.

JAN 2023 – PRESENT

CTM202 CO-MODULE ORGANISER, CLINICAL TRIALS

- **JAN 2022 – 2023**
- **CTM202 DEPUTY MODULE ORGANISER, CLINICAL TRIALS**
- **JAN 2020 – 2022**
- **CTM202 DISTANCE LEARNING TUTOR, CLINICAL TRIALS**

LONDON SCHOOL OF HYGIENE & TROPICAL MEDICINE



In my role as Co-Module Organiser for CTM202 Trial Design, I oversee the delivery of this distance learning module, ensuring that the module progresses according to the established plan and timeline. This entails effective coordination, adept management, and regular communication with a diverse team of experts spanning the globe, to ensure a stimulating and enriching learning experience for our students.

My duties entail crafting and/or reviewing formative and summative assessments, which are critical for assessing students' understanding and monitoring progress. Furthermore, I am entrusted with the responsibility of allocating, marking, and reviewing feedback to maintain a fair and consistent approach to assessing student performance.

By fostering a culture of collaboration and an environment for open dialogue, I have nurtured a supportive and conducive environment for both students and staff alike. I recognize that the collective efforts of the CTM202 team are paramount to delivering exceptional education and ensuring the success of our students.

NOV 2020 - PRESENT

SENIOR LECTURER, SPORT THERAPY

- SEPT 2019 – NOV 2020
- LECTURER, SPORT THERAPY

STAFFORDSHIRE UNIVERSITY



In my role as course leader and senior lecturer within the sport department, I've been instrumental in enhancing educational quality, improving student retention, progression, achievement, employability, and satisfaction. Through leadership and curriculum development, I've achieved significant improvements, including a 15% increase in recruitment and a 44% rise in degree classifications. Notably, overall satisfaction scores reached 93%.

As the department's quality champion, I've developed and managed courses, implemented innovative teaching approaches and cultivated a supportive learning environment. My adoption of greenscreen technology gained university-wide recognition, and my assessment and feedback strategy are now school-wide best practice. I was co-opted onto the School Academic Committee in 2023, highlighting my commitment to quality and academic excellence.

I've continuously evaluated data and business intelligence to refine our academic portfolio, ensuring alignment with market/industry needs and student expectations. By staying up to date with government initiatives like lifelong learning and microcredentials, as well as industry trends such as simulation, digital transformation and telehealth, I have been able to make effective contributions towards the universities strategic plan and schools 5-year business plan.

Remaining abreast of university regulations and fostering relationships with professional bodies, such as the Society of Sports Therapy, I have developed curricula that meet accreditation requirements and industry demands. Regular communication with these organizations ensures continuous improvement and adherence to high standards.

As a university change champion, I've led cultural transformation efforts and driven change initiatives across the organization.

FEB 2016 – SEPT 2019

LECTURER, SPORTS THERAPY

UNIVERSITY COLLEGE BIRMINGHAM



During my time as a sports therapy lecturer, I assumed responsibility for various aspects, including the planning, development, and delivery of inclusive and high-quality learning opportunities for students.

Innovative teaching and assessment methodologies were at the forefront of my approach to engage students and stimulate their intellectual curiosity. Leveraging cutting-edge tools such as greenscreen technology and simulated conferences, I created dynamic and immersive learning environments that fostered active participation and critical thinking among students.

In addition to my teaching role, I played a pivotal part in evaluating students' coursework, presentations, practical demonstrations, and examinations. As a personal tutor, I provided comprehensive academic and pastoral support, ensuring that each student received tailored guidance to maximize their academic potential and personal development.

Furthermore, I assumed responsibility for managing the final year dissertation module, overseeing both staff and students throughout their independent research projects. This involved providing guidance on research methodologies, facilitating progress meetings, and ensuring the timely completion of high-quality dissertations.

Beyond the confines of the classroom, I actively engaged in student recruitment initiatives to attract talented individuals to the sports therapy program. By cultivating strong relationships with external partners, I fostered collaborative opportunities that enriched the learning experience and provided students with valuable real-world exposure and networking opportunities.

SEPT 2014 – FEB 2016

LECTURER, SPORT

BOURNVILLE COLLEGE



As a sports lecturer, I oversaw the education of FdSc and HND sport students as well as post-16 BTEC level 3 courses. My responsibilities included developing course materials, delivering lectures, supervising practical activities, and providing individual support and guidance to ensure each student's success. I continuously evaluated and adjusted my teaching methods in response to student feedback and to meet the college's high standards of teaching excellence.

Additionally, I maintained accurate records of student attendance, progress, and assessment results and communicated with relevant stakeholders. My role required me to be highly organised, adaptable, and passionate about creating a positive learning environment for all students. Overall, my leadership and management skills enabled me to successfully oversee the education of a diverse range of students and provide them with a comprehensive learning experience.

SEPT 2013 – SEPT 2014

GRADUATE TEACHING ASSISTANT, SPORT THERAPY

UNIVERSITY COLLEGE BIRMINGHAM



As a graduate lecturer, I provided support and guidance to students in various ways. This included assisting in clinical and practical sessions, shadowing academic staff during theoretical sessions, and supervising students during events, research, and project activities. I also took on responsibilities such as supporting marketing activities, course administration, and personal professional development. In addition, I provided verbal guidance to students individually and in groups during clinical and practical activities and facilitated sports therapy-related workshops. I was also responsible for the maintenance of equipment and materials within the practical/technical areas. To further develop my teaching skills, I undertook a postgraduate certificate in learning and teaching in vocational subjects.

PROFESSIONAL MEMBERSHIP

SEPT 2019

SENIOR FELLOW ADVANCE HE

SEPT 2014

FELLOW ADVANCE HE

EDUCATION

CURRENT

PHD STUDENT, EXERCISE IN ONCOLOGY

UNIVERSITY OF WOLVERHAMPTON



SEPT 2020

MSC CLINICAL TRIALS, DISTINCTION

LONDON SCHOOL OF HYGIENE & TROPICAL MEDICINE



SEPT 2019

MA TEACHING & LEARNING, DISTINCTION

UNIVERSITY OF BIRMINGHAM

AWARDED POSTGRADUATE DISSERTATION OF THE YEAR



SEPT 2014

PGCERT TEACHING & LEARNING IN VOCATIONAL SUBJECT,

UNIVERSITY OF BIRMINGHAM



SEPT 2013

BSC (HONS) SPORT THERAPY, FIRST CLASS

UNIVERSITY OF BIRMINGHAM

AWARDED EDDIE MCINTYRE STUDENT OF THE YEAR



PUBLICATIONS

IN PEER REVIEW

Stanhope, E. N., Drummond, A. E., Swain, C. T., Teoh, N., Farrell, G., Vallance, J. K., ... & Lynch, B. M. (2023). The role of exercise in limiting progression from liver inflammation and fibrosis to cirrhosis and carcinoma: a systematic review with meta-analysis of human and animal studies.

Stanhope, E., Thomsen, S., Fairman, C., & Lahart, I. (2023) The association between low skeletal muscle mass and treatment tolerability in patients with upper gastrointestinal cancers undergoing systemic treatment: a systematic review and meta-analysis

Stanhope, E. N., Warnett, R., Burt, D., Cutler, S., Kell, J., & Naemi, R. (2023) The influence of Cryo-cOmpression (GameReady) therapy on joint position reproduction in the shouLDer (COLD)

2023

Stanhope, E. N., Drummond, A. E., Swain, C. T., Teoh, N., Farrell, G., Vallance, J. K., ... & Lynch, B. M. (2023). The role of exercise in limiting progression from liver inflammation and fibrosis to cirrhosis and carcinoma: a systematic review with meta-analysis of human and animal studies. medRxiv, 2023-08. <https://doi.org/10.1101/2023.08.17.23294088>

Ashwood, N., Stanhope, E., Lahart, I., Dekker, A., Hind, J., Carmichael, A., (2023) Teaching Professionalism Effectively to Surgical Trainees– Impact of a Workshop Post Pandemic on Trainers and Trainees. Journal of

Advances in Medical Education & Professionalism, Oct;11(4):193-204.
doi:10.30476/JAMP.2023.98395.1800.

2022

Cabral, L., Stanhope, E. N., Wyon, M., Lahart, I., Cloak, R. (2022) A systematic review investigating the effects of physical activity on balance, stability, posture, gait and fall prevention in adults with multiple sclerosis: protocol. PROSPERO CRD42022286463 Available from:
https://www.crd.york.ac.uk/prospero/display_record.php?ID=CRD42022286463

Stanhope, E., Carmichael, A., Gidlow, C., Cabral, L., Campbell, K., Lahart, I. (2022) The effects of exercise interventions on physical function in people with cancer: a systematic review and meta-analysis of randomised controlled trials protocol. PROSPERO 2022 CRD42022289197 Available from:
https://www.crd.york.ac.uk/prospero/display_record.php?ID=CRD42022289197

2021

Kearney, A., Ashford, P., Conway, T., Cragg W., Devane, D., Gardner, H., Gaunt, D., Gillies, K., Harman, N., Hunter, A., Lane, A., McWilliams, C., Murphy, L., O’Nions, C., Stanhope, E., Vellinga, A., Williamson, P., Gamble, C. (2021) Developing an online, searchable database to systematically map and organise current literature on retention research (ORRCA2). *Clinical Trials*, doi: [10.1177/17407745211053803](https://doi.org/10.1177/17407745211053803)

2020

Godwin, M., Stanhope, E., Bateman, J., & Mills, H. (2020). An acute bout of self-myofascial release does not affect drop jump performance despite an increase in ankle range of motion. *Sports*, doi: [10.3390/sports8030037](https://doi.org/10.3390/sports8030037)

Godwin, M., Matthews, J., Stanhope, E., & Richards, K. (2020). Intra and intersession reliability of the Run Rocket™ in recreationally trained participants. *Journal of Human Sport and Exercise*, 0.
doi: [10.14198/jhse.2021.161.05](https://doi.org/10.14198/jhse.2021.161.05)

2019

Stanhope, E., Naemi, R., Bateman, S., Warnett, R., & Burt, D. (2019). The effects of cryocompression (GameReady) therapy on shoulder joint proprioception: Protocol. Retrieved from <https://osf.io/rw5dz>

Matthews, J. J., Stanhope, E. N., Godwin, M. S., Holmes, M. E., & Artioli, G. G. (2019). The magnitude of rapid weight loss and rapid weight gain in combat sport athletes preparing for competition: A systematic review. *International Journal of Sport Nutrition and Exercise Metabolism*, 29(4), 441-452.
doi: [10.1123/ijnsnem.2018-0165](https://doi.org/10.1123/ijnsnem.2018-0165)

CURRENT PROJECTS

PROVERB; The feasibility of a multi-phasic exercise-based intervention utilising the Health Action Process Approach and wearable technology in women before and after surgery for breast cancer

The effects of exercise interventions on physical function in people with cancer. A systematic review and meta-analysis of randomised controlled trials

A systematic review investigating the effects of physical activity on balance, stability, posture, gait and fall prevention in adults with multiple sclerosis

The feasibility of a 6-month group exercise intervention with a structured reduction in supervision and behavioural change support for older adults living with and beyond carcinomas

The association between low skeletal muscle mass and Chemotherapy related toxicity in patients with early invasive breast cancer (CHOICES): prospective cohort study

PEER REVIEWS

WOMEN IN SPORT AND PHYSICAL ACTIVITY

ID WSPAJ.2023-0084

BMJ OPEN

SOURCE-WORK-ID: 47095710-88676628

SOURCE-WORK-ID: 44477705-88676628

SOURCE-WORK-ID: 46882612-88676628

SOURCE-WORK-ID: 43168428-88676628

SOURCE-WORK-ID: 40139070-88676628

PRESENTATIONS

[University of Wolverhampton Guest Lecture](#); Trial Crabs: Diving into methodological waters: does your research have crabs?

[Sports Performance and Rehabilitation Conference, 2023](#); The role of exercise in limiting progression from liver inflammation and fibrosis to cirrhosis and carcinoma: a systematic review with meta-analysis of human and animal studies.

[Sports Performance and Rehabilitation Conference, 2023](#); The influence of Cryo-compression (GameReady) therapy on joint position reproduction in the shoulder (COLD)

[Staffordshire University Teaching and Learning Symposium](#); Creating a virtual you; using greenscreen technology in Higher Education

[University College Birmingham Guest Lecture](#); An introduction to exercise in people with Breast cancer

RECENT CONTINUED PROFESSIONAL DEVELOPMENT

- Staffordshire University Aspiring Leaders
- LUBAS Sports Trauma Management
- Introduction to The Biology of Cancer
- Managing Your Health: The Role of Physical Therapy & Exercise
- The secrets of success in writing, publishing, and disseminating research (UK Equator)
- Introduction to Good Clinical Practice- Primary Care (NIHR)
- Introduction to Systematic Review and Meta-Analysis

REFEREES

IAN BLACHFORD

LEADERSHIP MENTOR
CHIEF OPERATING OFFICER
STAFFORDSHIRE UNIVERSITY
STOKE ON TRENT
i.blachford@staffs.ac.uk

MIKE PHILLIPS

DEAN OF SCHOOL
HEALTH, SCIENCE & WELLBEING
STAFFORDSHIRE UNIVERSITY
STOKE ON TRENT
mike.phillips@staffs.ac.uk

DR IAN LAHART

PhD SUPERVISOR
UNIVERSITY OF WOLVERHAMPTON
WOLVERHAMPTON
i.lahart@wlv.ac.uk