

Learning and Teaching Quality Committee (LTQC) HDR student representative – candidate statements

Candidate 1 – Jessy Benny

My name is Jessy Benny, lecturer in Deakin University and second year full time HDR candidate in Federation university.

As a nurse with over 30 years of professional experience — including 10 years in teaching — I understand the vital importance of high-quality education that is both practical and student-centered. I am standing for the Learning and Teaching Quality Committee because I believe your voice matters when it comes to shaping how we learn, how we are supported and how our success is measured.

Having taught and mentored students in clinical and academic settings, I have seen firsthand how effective teaching transforms confidence, competence and career readiness. I bring a strong understanding of curriculum design, assessment and inclusive teaching practices — as well as a deep commitment to making sure education stays relevant and responsive to student needs.

If elected, I will be your advocate — actively listening to feedback, raising your concerns and working collaboratively to improve teaching and learning standards across the board. I want to ensure that every student, regardless of background, feels heard, supported and empowered to succeed. Currently I am on study leave from the workplace. Therefore, I will have ample time to concentrate on this matter.

With your vote, I will bring experience, insight and a student-focused mindset to the committee. Let's work together to raise the standard for everyone.

Best Regards

Jessy Benny

Candidate 2 – Megan Hekkema

Hello, I'm Megan Hekkema, a Higher Degree by Research (HDR) student and sessional academic in the Institute of Health and Wellbeing. I am nominating for the Learning and Teaching Quality Committee HDR student representative role because I am passionate about advancing high-quality, innovative teaching and learning that prepares students for their future careers.

My PhD research focuses on developing a competency-based assessment tool for sport management students in work-integrated learning. This work reflects my commitment to aligning academia with industry and fostering continuous improvement in higher education. As an educator, I collaborate with Melbourne City Football Club to design and deliver learning experiences that incorporate constructivist, problem-based, and pragmatist approaches. This encourages students to engage critically with authentic industry challenges and develop practical, future-ready skills.

I bring strong communication skills, a collaborative mindset, and a reputation for thoughtful, detailed contributions. I am dedicated to supporting teaching and learning practices that are evidence-informed, inclusive, and responsive to the evolving needs of students and industry. Through this role, I aim to contribute to the committee's efforts in promoting best practices, academic integrity, and meaningful learning outcomes across all programs.