



UNIVERSITY OF WALES TRINITY SAINT DAVID CONTINUING PROFESSIONAL DEVELOPMENT SCHEME

APPLICATION FOR FELLOW

SECTION ONE:

NAME	Nina Sharp
INSTITUTE/CENTRE/UNIT	Doctoral College (Academic Office)
POSITION (E.g. Lecturer/Senior Lecturer/Principal Lecturer/Director of Discipline/Other (please specify))	Researcher Developer
ROLE (E.g. Lecturer/Programme Director/Admissions Tutor/Module Leader/Other (please specify))	Researcher Developer
Referees Please could you tick the box if you have sent in your referee's statement? (Please be aware if we do not receive your referee's statement at the time of the submission or a maximum of 2 days after the panel submission date then your application will be passed to the next Panel meeting). If your supporting statements are not included with your application, you must ensure your referees send their supporting statements to the Academic Office by the deadline. The Academic Office will not chase referees.	Yes ☒ No ☐
Date of Training	14 th December 2022
Mentor	Dr Angus Slater

APPLICATION FOR FELLOW

In your application for recognition as a Fellow of the Higher Education Academy (HEA), you are required to demonstrate fully how your continuing professional development allows you to meet the requirements for **Descriptor 2**, Fellow status, as outlined in the *Guidance Handbook*, relating to the Dimensions of the UK Professional Standards Framework (UKPSF), that is, **Areas of Activity**, **Core Knowledge** and **Professional Values**.

You should aim to include examples of your use of/commitment to relevant elements of the Professional Values and Core Knowledge throughout your account. Make clear how you **apply** appropriate Core Knowledge and how you **demonstrate** your commitment to appropriate Professional Values set out in the Framework.



General Principles to consider in preparing your application

- You will need to incorporate relevant **subject and pedagogic research and/or scholarship** in your approaches. How you evidence this will be dependent on the context in which you are working and the nature of the subject, discipline or profession in which you teach.
- Ensure you **provide reasons for the choice of activities you describe** and demonstrate that you reflect on your teaching practice and the students' learning experience.
- Ensure that you explicitly incorporate how you have successfully engaged, where appropriate, in **continuing professional development** activity related to teaching, learning and assessment responsibilities.
- The Assessment Panel recognises that there will be considerable variation in applications, reflecting differences in individuals' experience, their job roles and contexts. **The quality of your reflection is far more important than quantity.**
- This application is a **personal account** so you should focus throughout on your own professional practice and decision-making.
- **By applying to become a Fellow you will have the opportunity to:**
 - Think deeply about and thereby enhance the quality and effectiveness of your work in the area of teaching and supporting learning in HE.
 - Gain national recognition for your role as a teacher and/or supporter of learning within the HE context



SECTION TWO:

CONTEXT STATEMENT

Context Statement

Briefly introduce yourself and outline your role(s) and responsibilities in teaching and/or supporting learning in higher education (**300 Words**)

Write your evidence here

My role of Researcher Developer is based within the Doctoral College in UWTSD. The role of the Doctoral College is to support and train students, support supervisors and oversee doctoral processes. My main responsibility is to support postgraduate research (PGR) students at the university. I started in the role in 2021 when the Doctoral College was created, therefore the initial and ongoing elements of my role have been in the strategic planning of the Doctoral College, including supporting the drafting the Doctoral College Strategy as well as being part of the Doctoral College Board. In addition, I designed and implemented the PGR student training programme, which I continue to grow and develop as part of my role. The training programme which I have developed have been done so based on expectations in the sector and benchmarks set out by organisations such as UKCGE and Vitae. The programme has also drawn on conversations with colleagues, supervisors and students, feedback from our PGRs, and builds on existing support that was originally in place. As a result of this, I organise and deliver teaching on the training programme.

My job is quite varied in terms of day to day activities in addition to delivering learning activities with tasks involving curating and administering our virtual learning environment, overseeing incoming communications to the Doctoral College, supporting Doctoral College processes, organising and overseeing the annual Doctoral College student conference and Summer School, administering our student mentoring offer, working with external groups to expand our student offer, including a current HEFCW funded PGR student wellbeing group. In addition to this I work with academic and professional services across the university to establish connections with skilled and experienced members of staff to increase the support I and the Doctoral College can offer our PGR students.



SECTION THREE: Your reflective account of your Continuing Professional Development

The boxes below should be used to present your critically reflective (**not descriptive**) account of how your Continuing Professional Development (CPD) has enabled you to meet the UK Professional Standards Framework **Areas of Activity**.

For each of the Areas of Activity you should demonstrate **why** you chose to undertake the approach, activity or technique and show how they relate to developing learner understanding. Whilst directly addressing the **Areas of Activity**, you should **demonstrate** how you meet all aspects of the **Core Knowledge** and all aspects of the **Professional Values** and map these as appropriate.

Your application should show successful engagement in appropriate teaching practices related to the Areas of Activity, successful incorporation of subject and pedagogic research as part of an integrated approach to academic practice, and successful engagement in professional development in relation to teaching, learning, assessment, scholarship and, as appropriate, related academic or professional practices. **The form will expand as you enter your information.**

Your application for Fellowship consists of a 3,000 word reflective account shared across all five Areas of Activity plus citations (overall maximum of 3,500 word)

Citations should be included in an overall list at the end of section 3 of the document.

A1: Designing and planning learning activities and/or programmes of study (600 words)

Identify how you contribute to the design and planning of effective, valuable learning experiences

Engagement in a variety of learning activities, at a variety of levels e.g.

- Micro: individual/one-to-one or small groups
- Mesa: module sessions, course or programme level
- Macro: policy, HEI, professional body level

Evidence might include:

- Development and enhancement of session plans
- Identifying and planning different kinds of interaction with learners in various contexts
- Design or redesign curricula, modules or programmes
- Involvement in validation panels
- Use of individual's learning materials by others (e.g. within/beyond own institution)
- Contribution to the creation of learning resource packs and computer-based or open learning materials or the development of virtual learning environments

Write your evidence here

Kember and MacNaught (2007) state that building rapport with learners creates motivation which is an essential part of effective learning. Within my practice I strived to be friendly, enthusiastic and approachable to help encourage and motivate learners. This, therefore, underlines the way I design and plan learning. As the cohort of doctoral students I work with includes those who work at distance, internationally, part time and on a variety of courses it is important to try to accommodate individual needs as much as possible. Furthermore, my process of designing learning is centred around an understanding of the standards and expectations of PGR training and aligns with the Vitae Researcher Development Framework and the Concordat to support research integrity, which UWTSD is committed to aligning with. (V3, V4, K6)

When I started in my current role there was no centralised provision for doctoral training at the university. Starting from the Vitae RDF and its four domains and subdomains and building on the knowledge and experience of this researcher built framework (Vitae, 2024) and reflecting on the



skills needed during PGR study, I drafted and implemented the training programme that the Doctoral College currently has in place. The essentials of the training curriculum are based around the milestones in PGR study and the more generic skills training such as project development, ethics, research methods and analysis, and submission. This ensures that all training is valuable and as identified by Kyvik and Olsen (2012) important for future employment opportunities. Furthermore, all of our sessions are offered as hybrid to accommodate those on different campus and those who are distance learners. We also record and make available all recordings for those who can't join live .e.g. part time students. So these need to be taken into consideration when planning sessions. By offering hybrid and recordings the feedback from students has informed us that this helps make our training programme more effective by allowing students the potential to (re)watch and follow at their own pace and at a time suitable to them. (V1, V2, K1, K2, A1, A2)

Over the past three years this suite of training has developed and adapted to the needs of students, as a result of feedback from students as well as increased cooperation with staff from across the university to bring in further expertise. I have also used formal and informal feedback to improve and expand our training offer. This feedback consists of submissions to the training feedback form, conversations with students (either in person or via email), and with supervisory staff. The feedback form asks those completing it to suggest what worked well, what could be improved and any changes they would like to see. This has helped to make the learning experiences effective and valuable. (A1, A4)

When designing learning it is important to consider the needs and learning styles of all students (Tulbure, 2011), this helps to ensure all students can successfully engage and focus on training content. The teaching materials used in our training sessions usually consist of PowerPoint presentations with a variety of supporting materials such as online resources, informational videos, academic journals and books. All resources are checked to ensure all participants can access them and, therefore, able to fully engage with the learning. An example of this is to ensure that library books are available to view online. Training sessions are formed around learning outcomes which I share with participants at the start and then recap at the end to conclude the sessions. This ensures clarity in session message. Due to the nature of the training sessions often being information heavy, I ensure to design them to include opportunities to discuss topics and issues and to include breaks when needed. (V1,K3, K4, A1, A2)



A2: Teaching and/or supporting learning (600 words)

Identify how you engage with learners, whether in groups or individually. These encounters may be in a wide range of environments such as classrooms, seminar rooms, lecture theatres, labs, learning support centres, offices, etc.

Engagement in appropriate teaching and learning strategies including:

- Use of a range of teaching approaches and modes of delivery
- Use of relevant assessment approaches with a variety of groups
- Selection based on educational evidence and values

Evidence might include:

- Lecturing, tutorial or seminar work
- Studio, clinical, laboratory or work-based teaching
- Distance learning
- Peer assessment of teaching and or teaching observations
- Student feedback/evaluations
- Reflective diary/blog
- Learning outcomes-related indicators (e.g. relevant session plans/module materials)
- Material from online training
- Learning activities supported through the VLE (Moodle)

Write your evidence here

My philosophy to learning and teaching has always been to create a friendly and accessible environment for learners. I, therefore, always try to engage with learners in ways that can be shaped around dialogue. This is supported by Ramsden (2003) who states that teachers should show an interest in all learners responses whether right or wrong to help build rapport and effective learning environments. This is how I engage with learners, whether in groups or individually.

The teaching and support to learning that I offer is varied. The majority of my formal contact with students comes from delivering training sessions, either by directly delivering the session or as a staff member involved in organisation and supporting the session. The training sessions which I deliver are normally to smaller group sizes (between 5-15 people), although these numbers increase at specific events such as the summer school or student conference (up to 70 students). The training sessions are held in person, online and also recorded. As the Doctoral College training provision is based around milestones and transferable skills rather than academic learning, I focus sessions on clearly disseminating information, encouraging students to discuss their research/experiences and answering any questions. This approach aligns with QAA and UK Research and Innovation expectations of what doctoral training should involve (UKRI, 2024). It also aligns with the Doctoral College Strategy to create a sense of community for PGR students, which can increase persistence (Golde, 2005), reduce social isolation (Greener, 2021) and help with student expectations of their programme (Metcalfe, 2006). (V3, V4, K6, A2,

For sessions that I help to organise and support, I try to involve a broad community of scholars and professional staff from across the university. This not only allows the sessions to be run by knowledgeable and experienced staff but this helps to encourage further intellectual debate and enhance the interactions of doctoral students with staff across the university, something highlighted by Blaj-Ward (2011) as a common part of doctoral training. When discussing with staff the context and structure of these training sessions it is, as above, important to note the need for dedicated time for discussion and questions and to plan for effective hybrid learning. (K2)

All sessions have clear learning outcomes, and are structured around facilitating opportunities for conversations. When I facilitate and organise training sessions I ensure that they, where relevant, refer to university guidance documents, such as the Code of Practice for Research Degrees and other academic quality assurances. (K3)



A number of scholars have noted the importance of community and a sense of belonging for PGR students (Cain et al, 2003; Lahenis, 2012; Contor, 2019) with Greener (2021) stating that isolation is a common among this group of students. Therefore, encouraging communication between students is an important part of teaching and support planning. One way of achieving this is through the Doctoral College VLE. I use this site to share opportunities for students, such as funding streams available, conference call for contributions, research events and networking. All of these types of activities are widely held as important during doctoral studies. Furthermore, I regularly prepare and send a newsletter to our doctoral students to keep them informed of Doctoral College activities. This newsletter outlines upcoming training available, university events, details support available (such as from Library and Learning resources or Careers), and other opportunities (such as PGR access to software and external events). These emails always include signposting to contact the Doctoral College or myself, to encourage dialogue and support where needed for students. This ensures all students are kept informed and there is consist messaging. (V2, V3, K2, K3, K4, A4)



A3: Assessing and giving feedback to learners (600 words)

Show how your assessment strategies and activities are appropriate to learning experiences; your approaches to marking and moderation and how these approaches ensure that assessment is reliable and robust; and your approaches to feedback and the extent to which students are involved in the feedback process. The assessment may be formative or summative, formal or informal.

Engagement with appropriate assessment strategies including:

- Use of assessments relevant to learning outcomes
- Appropriate assessments for the student profile
- Engagement in formal quality assurance processes relating to assessment
- Selection and use of appropriate feedback mechanisms

Evidence might include:

- Appropriately targeted assessment tasks
- Student evaluations
- Peer reviews
- Observation feedback
- Learning materials
- Moderation documents
- Innovative approaches to assessment and feedback
- Student responses to feedback

Write your evidence here

Although my role doesn't directly involve marking and assessment, I have built in feedback techniques into training sessions, Doctoral College events and processes. These help to increase transparency in the way the Doctoral College works, quality assurance of our training offer, and consistency of teaching (Hounsell, 2003) and as Sullivan and Freishtat (2023) suggest paying close attention to feedback is critical. This helps to ensure we are offering the best student experience and meeting sector expectations. Therefore, there are a number of techniques I use to give feedback.

Firstly all the training sessions I deliver are designed to include time for questions and comments as well as encouraging questions throughout. This helps to facilitate conversations but also ensures that I can check learning of those participating. Secondly, I have designed and implemented feedback forms for all our training sessions and events. These forms offer the students a chance to give us feedback on how things went but also a chance to ask any questions. I can then respond directly to the students if anything is raised, this is especially important for those who do not wish to speak up in training sessions and would rather have a one to one conversation. In addition to this, I also ensure that my contact details are available should anyone want to speak to me directly. (V3, K2, K3, K5, A3, A4)

In a number of training sessions I have incorporated Vevox, a real time polling app, which has allowed me to do knowledge checks in a fun and creative way. The use of these apps has been identified as an effective tool for participation in lectures (Greenwood, 2023). For example, in the training session 'Introduction to the Vitae Researcher Development Framework' which I designed and deliver, I use Vevox to encourage students to answer questions (knowledge check) and to reflect on their own practices (creating dialogue). I ask questions such as 'why are you interested in professional development' and 'what skills does doctoral study help develop', which can both be used to encourage group discussion but also allow me, as teacher, to address responses to specific questions and to students should they arise. This form of oral feedback is student led and allows students to be an active part of the discussion and emphasises my teaching philosophy of creating friendly and accessible learning environment. (V3, K2, K3, K4, K5, A3, A4)

Additionally, as part of my role I have helped develop and administer the Doctoral College Grant, small payments for students to attend or host a conference. As well as offering financial support, an integral part of the process is to be able to offer students feedback on their applications, whether successful or unsuccessful. I have helped to oversee this process as well as offering feedback on a number of applications. When giving this feedback I ensure that it is aligned to the



grant conditions and scoring criteria, but also offers feedback on the positives of the application as well as areas for improvement. The feedback I have offered is explicit and links directly with what students have written in their applications. This then helps support students to improve grant writing and wider project dissemination skills, thus making the process an important learning experience. (K2, K3, A3, A4)



A4: Developing effective learning environments and approaches to student support and guidance

(600 words)

This Area of Activity is about how you make effective use of both the formal and informal learning environment to facilitate learning. Show how your contribution to the design and development of learning environments has impacted positively on student learning and the practices you undertake to support learners including for example, tutor systems, advising, guidance and involvement in widening participation and inclusive initiatives and activities.

Engagement with:

- Different media and technologies, both physical and virtual
- Different kinds of learners e.g. international, culturally diverse, special educational needs, disabled learners, home-based, full-time, part-time, etc.
- Different modes of learning e.g. distance-based, blended, work/practice-based, etc.
- Personal and academic tutoring
- One-to-one advice
- Counselling

Evidence might include:

- Reflective logs/diaries
- Peer review
- Formal and informal/unsolicited feedback from students and colleagues
- Observations of teaching/learning activities
- Evidence from electronic forms such as blogs and discussion forums

Write your evidence here

As the PGR community in UWTSD is very diverse it is important to consider how we can effectively engage and support our students. We use a number of different ways to do this. Firstly we have a tailor made VLE which all PGR students and supervisory staff are automatically enrolled. We use our VLE to share information with students about events, opportunities, information and guidance. We also use to VLE to signpost to other relevant university services. A further part of the VLE is the ability for users to either communicate directly to each other or via blogs, chats or posts and for the Doctoral College to communicate to all or groups of the VLE users. (V1, V2, K4, A4)

An additional part of our development of effective learning environments and support is our commitment to hosting all student events as hybrid, both online and in person. This allows those studying at distance a chance to participate and gives all students the opportunity to meet and talk with those both near and far and ensuring there are ample opportunities to participate. In the organisation of these events we also consider the times they are held as we have a large amount of students in China and South East Asia, holding events in the morning means they are able to attend online at a reasonable time. We also record all events and upload them to our VLE so those who have other commitments, such as those studying part time, can watch these sessions at a time convenient to them. (V1, V2, K2, K3, K4)

As part of our commitment to listen to feedback (both formal and informal) over the last academic year we have introduced drop-in sessions every term on each campus and online. Kaler (2020) identified three positives to offering student drop-in sessions, these include ability to offer support direct to students, promoting services/ additional opportunities and enhancing course knowledge, all of which are important for the Doctoral College drop-in sessions. Furthermore the drop-ins were established to respond to the need for the Doctoral College to have an active presence on our campuses as well as to further opportunities from students to meet and community creation. The drop-ins held in the autumn term 2023, were poorly attended so after some reflection we contacted the library teams who agreed to let us host our sessions in their spaces. Since early 2024 our drop-ins have proved much more popular. Students have used these sessions to ask questions or just to come along and say hi. I set the drop-ins up on a visible location and use a Doctoral College roller banner to make it clear as to our location. The use of the banner also helps to



advertise our presence on campus. These drop-ins have allowed me to build better relationships with students, many of which have contacted after drop-ins as they now know and understand my role and feel more confident contacting me. (V1, V2, A1, A2, A4)

Furthermore, we host two annual events, the Summer School and Student Conference, which are designed to bring students together, to allow them to network and share experiences. Both events are run as hybrid and we run events and/or invite services (such as Library and Learning Resources, Careers, Student Support) to attend/ participate as a way of joining up support for PGR students across the university. (V4, A4)



A5: Engaging in continuing professional development, research and the evaluation of teaching and learning related professional development (600 words)

Show how your continuing professional development in your discipline and pedagogy, incorporation of research and scholarly activity, and evaluation of your professional practices supports and enhances learning. You should demonstrate explicitly connections between your research and/or scholarly activity and your professional practice, as well as how you evaluate the effectiveness of that practice.

Engagement in:

- Self-reflective practice
- Proactive planning
- Participation in a range of activities to extend professional learning
- Successful involvement in/completion of relevant teaching-related qualification(s)
- Presenting or participating in conferences on teaching and learning (often discipline specific)
- Attending workshops or training events
- Engaging in peer observation or peer review of teaching
- Regular departmental meetings where the discussion is about learning and teaching issues
- 'corridor' discussions about teaching
- Bidding for, and involvement in, projects or research on teaching and learning
- Implementing new approaches
- Subject and other network activities
- Reading
- Visits to other institutions/organisations

Evidence might include:

- Portfolios related to academic/professional development
- Reflective logs
- CPD records
- Exemplars of proactive changes in teaching/supporting learning based on own learning and research/scholarly activity
- Evidence of changes in practice following engagement with initial and/or continuing professional development, including events, conferences, training, learning, seminars, workshops, etc.
- Conference papers/presentations/etc.
- Bid and project documentation

Write your evidence here

As part of my professional practice I regularly engage with CPD, including sessions held by UWTSU to ensure teaching consistency across the institution as well as sessions from Advance HE, UKCGE, UCU. These training sessions give me the opportunity to keep up to date with issues and discussions within PGR studies as well as the opportunity to share and learn from others in similar roles such as mine. (V3, A5)

In a recent UKCGE session I attended about managing expectations in transition to PGR study, I used the opportunity to discuss with colleagues from other HEI's in the UK an idea I had for a training session for new students framed around looking at example thesis and discussing their content. The responses to this idea were positive in the breakout room (around 5 members), and as a result I decided to give the session a go. I then used this discussion and ideas as a result to create the session 'so, what is doctoral study' which I ran in February this year. This session was split into two sections. The first was a formal introduction to doctoral study and what is involved, including reference to documents such as the code of practice for research degrees and the Doctoral College student handbook. The second part of this session was to be formed around example thesis. Due to the varied nature of our students I picked examples from each programme type (for example PhD, DBA, Prof Doc, MPhil) so as to cater for all potential attendees. The group was then split into breakout groups to briefly look over the thesis and to think of questions or comments. Groups were tasked to look specifically at structure, format, length as well as to reflect on how looking at the thesis made them feel about their work, and if they had any questions. The informal feedback I had from the students in the session confirmed that they found it worthwhile and appreciated the opportunity to see a completed thesis. As a result I have added this session into our training calendar and intend to run it twice per year. (V2, V3, K1, K3, A1, A2, A5)



To keep up to date with advances in my academic field I also ensure that I attend academic events and keep up to date on academic news. As a result last year I attended the NCRM efestival which focussed on research methods, something which I deliver as part of the Doctoral College training provision. Through attending this online conference, I designed and delivered a research methods session 'using mobile methods' which built on my experience from my own practice as well as current work from other notable scholars in the field. (K1, K2, A5)

In addition to CPD I regularly reflect on the training and support that I offer to students. This reflection allows me the opportunity to revisit the Vitae RDF, university processes, sector expectations, and feedback which ensures the Doctoral College training offer is fresh and up to date. Once I have collected my thoughts I then take this to our regular Doctoral College meeting with colleagues in my team to discuss new ideas and thoughts. As a result of this, for example, I have made significant changes to the Summer School that was previously offered by the Doctoral College, to make it more workshop focussed and participatory for students attending. In the last event I planned a round table discussion called 'where research fits' which discussed research within the university and more widely professionally and academically. I brought in three academic members of staff to share their views and field questions from the audience. The feedback I received from this was that it was a useful event for students to see the 'bigger picture' and to gain a better understanding of the research culture at UWTSD. (V3, V4, K6, A1, A5)



Citations (500 words)

Blaj-Ward, L., 2011. Skills versus pedagogy? Doctoral research training in the UK Arts and Humanities. *Higher education research & development*, 30(6), pp.697-708.

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Greener, S.L., 2021. Non-supervisory support for doctoral students in business and management: A critical friend. *The International Journal of Management Education*, 19(2), p.100463.

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Kyvik, S. and Olsen, T.B., 2012. The relevance of doctoral training in different labour markets. *Journal of Education and Work*, 25(2), pp.205-224.

Lahenius, K., 2012. Communities of practice supporting doctoral studies. *The International Journal of Management Education*, 10(1), pp.29-38.

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Park, C., 2005. New variant PhD: The changing nature of the doctorate in the UK. *Journal of higher education policy and management*, 27(2), pp.189-207.

Ramsden, P., 2003 *Learning to teach in higher education* (2nd ed) London. Routledge

Sullivan, T.M. and Freishtat, R., 2013. Extending learning beyond the classroom: Graduate student experiences of online discussions in a hybrid course. *The Journal of Continuing Higher Education*, 61(1), pp.12-22.

Tulbure, C., 2011. Do different learning styles require differentiated teaching strategies?. *Procedia-Social and Behavioral Sciences*, 11, pp.155-159.

UKRI. 2024. *New deal for postgraduate research*. Available at <https://www.ukri.org/what-we-do/developing-people-and-skills/new-deal-for-postgraduate-research/> (accessed 24th July 2024)

Vitae. 2024. *The Vitae Researcher Development Framework*. Available at <https://www.vitae.ac.uk/researchers-professional-development/about-the-vitae-researcher-development-framework/developing-the-vitae-researcher-development-framework> (Accessed 24th July 2024)



SECTION THREE: Referees

Your application must be accompanied by **two supporting statements** from persons who are in a position to comment on your teaching and learning practices and achievements.

The function of your Referees is to provide an informed peer review of your eligibility for Fellow, using their knowledge of your work and the context in which you teach and/or support learning. Referees are expected to **authenticate your application** by commenting directly on the content of your application and to make additional, relevant comments, as they wish.

Referees should be experienced staff and be able to comment knowledgeably, and from first-hand experience, on your current role and any other relevant activities recently undertaken. **At least one of your Referees should either be a Fellow, Senior Fellow or Principal Fellow of the Higher Education Academy (HEA)**, or an appropriate experienced member of staff working for a UK Higher Education Institution (HEI). All Referees need to be familiar with the UKPSF.

Referees should be provided with a copy of the Guidance Notes for Referees – please speak to your mentor regarding this document.

First Referee:	
Name	Dr Malcolm MacLean
Job Title	Academic Director of the Doctoral College (Acting)
Fellowship Status	
Institute/Centre/Unit	Academic Office
Email address	m.maclean@uwtsd.ac.uk
In what capacity can this individual comment on your professional practice?	
I have known Malcolm since 2021 and work with him closely. We regularly meet to discuss and plan activities within the Doctoral College, strategic direction, as well as collaborate on teaching. Malcolm is the member of staff with whom I work the closest. He understands my role and all activities I am involved in. He is also very experienced with doctoral education and the field and is, therefore, well placed to comment on my professional practice.	

Second Referee:	
Name	Professor Kyle Erickson
Job Title	Director of Academic Experience
Fellowship Status	Fellow
Institute/Centre/Unit	Academic Office
Email address	k.erickson@uwtsd.ac.uk
In what capacity can this individual comment on your professional practice?	
I have known Kyle since I started in this role in 2021 and as of 2023 he has been my line manager. I work with Kyle when planning events and strategic matters concerning the Doctoral College and we meet regularly as a team so he has good oversight in the things I do, my job role and the my ability as an educator. Kyle is also very experienced with regards to doctoral education and is well suited to comment on my professional practice.	



SECTION FOUR: Declaration

Please sign and date in the box below to confirm that the application you are submitting is your own work.

Signature	Nina Sharp
Date	31.07.2024

GDPR on data sharing with ADVANCE HE

Following the implementation of GDPR you should be aware that following successful recognition at UWTSD, personal data including your name and email address will be supplied to Advance HE. This is in order to trigger your fellowship registration and certificate being recorded on their MyAdvanceHE database.

<https://www.heacademy.ac.uk/my-academy-manage-your-higher-education-academy-experience>

Advance HE will make use of this data in the course of providing their Accreditation Services to UWTSD, and potentially in any reviews they might carry out of our accredited provision.

By submitting your coursework and appendices you are confirming you agree to this data sharing.