

Fellowship

Supporting Statement Template

Your Name	Kyle Erickson
Institution/organisation/other	UWTSD
Job Title	Director of Academic Experience
Email address	k.erickson@uwtsd.ac.uk
Your Fellowship Status (if appropriate)	Fellow
Relationship to Applicant	Line manager (2023)
How long have you worked with the applicant (insert dates)	2021-current
Declaration	In submitting your supporting statement, you are confirming that the applicant's submission relates to their higher education professional practice and that your statement is your own work and has been written specifically for this applicant. If the professional integrity of the supporting statement is in question it will not be accepted. I confirm that I have read and agree with the declaration above. Kyle Erickson Date: 25/07/2024

Supporting Statement

Please provide your statement to support the applicant's submission for Fellow in the following section. You are required to comment on the applicant's recent higher education practice, providing examples to support your statement wherever possible.

In completing this supporting statement you are confirming that you have read the Guidance for referees. In addition to Descriptor 2 criteria, as a guide, it is important that you comment on the following in your supporting statement:

- your own experience of the applicant's recent HE practice;
- if you have been involved in peer observation of the applicant's teaching and/or support of learning, please draw on examples from this;
- any good or innovative practice and/or contribution to developments by the applicant in teaching and/or supporting learning within his/her discipline as appropriate;
- your perspective on the practical examples provided within the application to illustrate the requirements of Fellow.

Two sides of A4 will normally be sufficient for this category of Fellowship.

Nina meets the criteria for fellowship, she has a clear commitment to the professional values of the Advance HE Fellowship and engages through her practice across all five areas of activity, as is evidenced in her application. Furthermore, she continues to engage in continual professional development.

Nina joined the UWTSD Doctoral College at its formation as the Researcher Developer responsible for the development of the University's PGR student training programme. Nina created the training programme, linking it to the Vitae Research Development Framework, and has successfully rolled out the programme over the last three years. This programme has involved both her development of the overall programme structure and aims, but also the design and delivery of a number of sessions. The overall programme as well as individual sessions has also evolved through the use of feedback, both formal and informal. The sessions are generally well received by students and are available through a hybrid format.

For the training sessions that Nina runs herself, she designs the material, delivers the material, and collects feedback. This feedback is then used both to enhance the next version of the session but also the wider programme. In delivering the sessions, Nina uses a range of methods to assess the understanding of the attendees. These include informal questioning and in-class polling/surveying using Vevox. This allows her to understand the learning of her participants and also direct them to additional options for support or to further development sessions.

Nina has assessed and given formal feedback on applications for the Doctoral College grant. The Doctoral College grant is a competitive research grant run by the Doctoral College and administered by Nina and she also sits on the oversight committee. The application process which she designed aims to replicate the research grant processes outside the University which students are likely to face in the future. The feedback that Nina has given is also designed to support students to engage with both the internal



process and to prepare them for future applications. Her feedback is also able to provide both positive aspects as well as areas for improvement.

The development of the Doctoral Community, as a community of practice, has been an important part of Nina's role and she has worked to develop this community as an effective learning environment. The complexities of the University, with doctoral students connected to 4 campuses (Lampeter, Carmarthen, Swansea and London) as well as distance students linked to each of the campuses (except London) has meant the need for a varied approach to build this community. Furthermore, the broad range of subjects and backgrounds of the students also necessitates a varied approach. Nina has approached this challenge through a range of different methods that support doctoral students to develop, these include running the online doctoral college platform, the development of doctoral study drop-in days, both in person on each campus, as well as online.

As part of the two conferences which she organises (Summer School and Student Conference), she has worked across the University to ensure that there is support and presence of all the relevant professional services that may support the doctoral community (e.g. Library and Learning Resources, Student Services and Careers).

Nina also has a strong commitment to professional development, not just for the doctoral students who she supports, but also for herself. She continues to research about doctoral research and development, and reflect this in her practice. She also has attended a range of CPD events, both internal and external. She has attended sessions from UKCHE and Advance HE, and is part of a community of doctoral researcher developers. This research has informed the development of sessions (such as her work on imposter syndrome). Nina also is an invaluable contributor at the bi-weekly doctoral college meetings and she provides valuable advice to colleagues about how we can improve the experience for doctoral students.

Nina's work has been vital to the development of the Doctoral College. Her work has allowed the University to have a CPD programme that is aimed at Doctoral Students and supports their development as researchers beyond the work of just their supervisors. Nina has also worked to develop the doctoral community across the university and to support students to feel less isolated in their work.

Nina clearly supports the professional development of our doctoral research students in a way that fosters a dynamic approach to learning and teaching. Her own sessions are creative and innovative while continually reflecting on feedback. She has also designed a programme of support that aligns with external benchmarks (the Vitae RDF). She is the consummate professional who is always supportive both of colleagues and students. She clearly meets the criteria for fellowship.