

Fellowship

Supporting Statement Template

Your Name	Dr Tracy Cruickshank
Institution/organisation/other	UWTSD/IICL
Job Title	Assistant Dean (Quality and Enhancement)
Email address	t.cruickshank@uwtsd.ac.uk
Your Fellowship Status (if appropriate)	Senior Fellow
Relationship to Applicant	Colleague
How long have you worked with the applicant (insert dates)	2 years
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. Date: 25 June 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.

I have worked with Hamdi since she joined the Institute in 2022 and, more substantially, since July 2023 when Hamdi took on the full time Programme Manager role for the MSc Public Health and Social Care in Practice. Though not having observed her teaching directly, I see the impact of the learning and teaching practices and strategies she employs in student feedback and outcomes and, additionally, in the way in which she has developed curricula to best support and enhance students' learning experiences.

Hamdi's application details the ways in which the Dimensions of the Framework have been met, and I would highlight from the outset the thoughtful and informed Learning, Teaching, and Assessment activities discussed that encourage the symbiotic development of subject knowledge and skills (K1, K2, K6) that focus on collaborative learning practices (K3, K4, V2) whilst recognising the needs of individual learners (K5, V1, V3) and that looks beyond the classroom to professional practice (V4).

Hamdi's approach to curriculum development, and as illustrated in A1, is student focused, and she ensures that changes to the way in which a module is both taught and assessed respond to, and is informed by, the student voice at all stages of the process. Informed also by established critical pedagogy, Hamdi ensures that the learning

environment is relevant, and that it also supports the development of broader skills required for the MSc award, and by industry. This informed approach is evident also in Hamdi's approach to teaching at all levels, as illustrated in A2 and A4, where methods are employed to suit the needs of learners at particular points in *their* journey. A strength here is Hamdi's approach is the promotion of active collaborative learning and its positive impact on engagement and attainment. This is a practice now more widely adopted by the programme team, following Hamdi's lead.

Marking and feedback practices and processes are informed at UWTSD by the Academic Standards Handbook (AQH) and Hamdi ensures that both she and her team are up to date with its content, as evident in her structured and organised approach to standardisation. Hamdi's support of initiatives related to feedback, discussed in A3, demonstrate her collaborative approach to working with other teams across the Institute to enhance students' experience and, further, reflects her student-centered approach to learning whereby feedback from students on *their* feedback (from tutors) informs development.

The ways in which Hamdi embeds employability into her feedback (as discussed in A3) further illustrates her engagement with strategic initiatives, ensuring an holistic approach to learning and development that, again, puts students and their development at the center of their learning. Hamdi's use of technology to support students provides access to individual and collaborative learning opportunities, and spaces for reflection on such learning, in ways that develop and enhance digital literacies alongside knowledge. Development in this area is, again, informed by research and responds to students' needs and feedback.

Hamdi's engagement with professional development activities (illustrated in A5) directly informs the practices discussed in the application overall, particularly in relation to feedback, and to recognising individual learning experiences. Hamdi's encouragement of peer-learning in the development of students' dissertations is also a real strength of the provision she leads. Hamdi's reflection on, and sharing of, her own learning reflects further her collaborative approach to developing the learning experience for students, and for colleagues.