



UNIVERSITY OF WALES TRINITY SAINT DAVID CONTINUING PROFESSIONAL DEVELOPMENT SCHEME

APPLICATION FOR FELLOW

SECTION ONE:

NAME	Robyn Griffiths
INSTITUTE/CENTRE/UNIT	Institute of Management and Health
POSITION (E.g. Lecturer/Senior Lecturer/Principal Lecturer/Director of Discipline/Other (please specify))	Lecturer
ROLE (E.g. Lecturer/Programme Director/Admissions Tutor/Module Leader/Other (please specify))	Lecturer, Programme Manager (MBA IHM), Module Leader
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	09/01/2023
Mentor	Marie Pitson

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 you 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**)

My current roles include Programme Manager (MBA) and module lead for a Level 5 module on the Undergraduate BA. A predominant feature within my roles is the continuous development of my own practices, building on the principles established within Bloom's Taxonomy (1972) (**A1**). I look to utilise conceptual frameworks such as Koehler et al's (2016) 'TPACK' approach to building curriculum which includes refined approaches to technology, pedagogy, content knowledge and learning outcomes for educators in conjunction with subject material (**K1**) and QAA framework (QAA, 2014) (**K2**).

Management and Leadership are topics of which I have maintained a passion for, since completion of my MBA. Having over 10 years experience in senior management roles, with responsibility for the training and development of hundreds of staff, my passion for effective approaches to coaching and mentoring has remained strong and I pride myself in championing personal development and ensuring inclusivity (**V1/V2**) with focuses on developing employability (**V4**) and sustainability (**V2**).

Within my time at University of Wales Trinity Saint David, I have designed content and delivered across a number of programmes within a range of disciplines (**A1**). I have also been provided with the opportunity to design a new MA degree, which I am currently working on with a view to making it a natural progression from a number of different programmes within a specific discipline (**A4**). Within all practices, I look to enhance quality in all areas whilst utilising the knowledge and experience of colleagues from within the wider university to inform my own processes (**K5**).

I always seek to embed links to relevant industry and professional standards (**K1**) as well as inclusion of the most appropriate pedagogical and UKPSF (2011) considerations, which the Post Compulsory Education and Training degree has immersed me within. I am actively seeking out inclusion of Learning Design Frameworks and am currently participating in discussions around planning, delivery and assessment with a view to develop robust models applicable to a diverse range of academic approaches (**V1**), with colleagues who often afford me a different perspective and provide an alternative viewpoint, based on their field of practice (**A5**).



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

In my current role as Programme Manager, I have had the opportunity to develop and establish a strong foundation from which to build a programme that I am very proud to be overseeing. As part of the process involved within this, I have sought to establish high level skills in the development and delivery of programmes as well as working with my team to initiate a number of systems to ensure uniformity and consistency across the programme (**K5, K6**). Utilising elements of cross-discipline collaboration, I seek to establish foundations from which guide my team procedurally. Whilst providing relevant signposting for external examiners, I have the scope to ensure



compliance with relevant governing bodies as well as develop associations linked with industry accreditation. Throughout this I ensure that the team can establish a sense of continuity with regard to the indicative content and learning outcomes **(K6)**.

I continually seek programme enhancement opportunities, whether it be utilising networking channels or attending conferences **(A5)**, I look to maintain relationships with industry experts relative to the disciplines with which I teach **(K1)**. Following consultation with programme directors, external examiners, and relevant course teaching teams I regularly review and update the content of modules to ascertain the most appropriate approaches and to ensure that content and supporting materials provide a clear set of aims and objectives which link directly with the practical, vocational attributes, which findings suggest are the most desirable in graduates within the 'real-world' and industry at any time **(V3)** (Friedrich, 2020).

My recent redesign of the Finance module within the MBA International Hotel Management **(A1)** is an example of this. After identifying a need to develop something more akin to the expectations I had sought from industry professionals situated globally (Tong, Standen and Sotiriou, 2018). Whilst ensuring accordance with the programmes definite documents, I have established a new set of learning outcomes which very specifically support the requirements of hospitality postgraduate students, and their awareness of dominant industry-centric financial metrics **(K2)**. The success of the revised module was realised when attending a conference with students with hotel financial specialists making discussion around the typical key benchmarking metrics they used. Following the event, students expressed their gratitude in that they were able to understand and appreciate what was being discussed **(K3)**.

Upon critical reflection with colleagues and students (Brookfield, 1995), experiences such as these, make me extremely appreciative to be in the position to curate content and delivery and as such, I have recently jumped at the opportunity to take part in an evolving Learning Design Framework Panel with a view to work with senior colleagues of varied roles across the institute, within a number of disciplines to discuss the elements underpinning student learning, experience and the role of inclusive teaching practitioner **(A4)**.

I value the opportunity to learn from colleagues with a great many years experience, as well as being able to contribute views from my own perspective of someone that has had many years coaching and mentoring people from an employability perspective (Jenlink, 2021). Upon continuous reflection, I believe I hold a practical insight which I can look to synthesis and underpin with the applied theoretical knowledge that I have gained (Ashwin et al, 2020) **(K1)**, not only



through completion of my MBA degree but also that which I have gained from my recent studies within the field of education (PCET), which has provided me with exposure to a great deal of current practices and principles, least of all, the importance and relevance around considerations of the dimensions within the UK Professional Standards Framework (UKPSF)(V4).



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)

I am finding it an exciting time for the design and delivery of learning activities **(A1)**. With the prevalence of Heutagogy, the onus for student led engagement appears more than ever before (Penaluna, Penaluna & Jones, 2019). Combined with incorporation of VLE platforms and new technologies **(K4)**, this provides both challenges and opportunities within my role, with the need to adopt creative and innovative teaching strategies. Within Level 7 students for example, I look be less reliant on Socratic teaching methods and instead, support learner engagement and development more fervently (Shackleton-Jones, 2019) by designating around 50% of a session for wider discussion, collaboration or 'listen and challenge' **(A2)**. With this I look to embed support to suit all learning styles, whether through reading, writing, visual, auditory or kinaesthetic preferences (Friere, 2001) **(V1, K3)**.

In practicing an approach which includes a variety of teaching styles, I have found that it to be the case that some students may not feel comfortable to engage for a number of reasons, differing from student to student, week to week (Field & Kuczera, 2007). Being aware of this, I find myself ensuring through a process of continuing professional development **(A5)**, utilising theoretically informed approaches and innovative methods, one can include elements (online quizzes, role-playing exercises etc.) to address the matter **(K3)**. This has encouraged greater levels of engagement and instigates discussion, ensuring foundations are set for students to learn and in turn, realise that all contributions are valued **(A2)**. Furthermore, I always seek to encourage students to share with me a thought or thoughts on the previous session(s), outlining any points where student participation led to a fresh perspective within the discussion and/or, where they felt that we could further explore any themes which were touched upon. I like to ensure any points raised are then heavily factored into subsequent sessions planning and design, not only from a



content perspective, but also from the view of focusing more closely on the points that seemed to gain the most interest within a relative cohort, to help underpin general approaches of support for the duration of the term and beyond **(A5)**.

With the majority of my teaching delivery being 'blended' and online **(K4)**, I have found the benefits of broader discussions, outside of the typical 'classroom' setting seem much more important now, not just from the perspective of ensuring students understand content, but so I can look to support a student in achieving a positive university experience (Claiborne et al, 2020).

Given the success of these discussions and the benefits which have been mentioned in feedback by students **(K5)**, it is something I look to ensure is made available more generally within the team whilst acting as Student Engagement liaison capacity for multiple programmes within the discipline **(A4)**. Within that role, through a process of peer evaluation the goal was to ensure that both learners and teaching colleagues take time to reflect on best practice and gain a greater insight into the things which make them effective in their role be it student or lecturer.

Many of the aforementioned approaches which thus far have been invaluable within the role, came not just from experience of peer learning, but from the PCET degree itself, where I was encouraged to make notes and reflect on my own teaching practice whilst engaging with reputable sources of literature. This is why I am such a staunch advocate for the degree, promoting any colleagues without an equivalent teaching qualification to complete it, or an iteration of it as well as any available Continued Professional Development **(V2)**.



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

During my voluntary hours in support of my PCET, I had the opportunity to work with a studious lecturer who demonstrated a rigorous approach to providing feedback for students in relation to their summative assessments (**A3**). I was trained in how best to administer extensive in-text/main body feedback, together with a detailed overview of the individual Grading Criteria elements of the assessment, based on the respective standardised documentation. Finally, each assessment received a three minute voice recording giving a general overview of the marks and commentary on the approach to the assignment. All aspects were framed in a way which provided clear steps which could be taken to gain greater marks.

I found that students can feel rather anxious about receiving feedback and thus may not read developmental feedback out of a sense of overwhelm (**A4**). Voice comments allowed students to listen and gain a basic overview of their marks, with the added benefit of context, vocal intonation and a familiar voice/tone – which subsequently often allows them to feel less anxious about reading feedback and often less frustrated for having simple errors and omissions highlighted (Race & Pickford, 2007) (**V3**).

Whilst this approach was very popular with the students I taught within the Health and Social Care, I have not maintained this extensive practise with each of my modules since moving disciplines and have instead together with the wider discipline team, looked to try and emulate aspects of it, then evaluating after looking over the formal student voice feedback as well as seeking guidance from the students themselves as to what they believe to be most effective for them (**K5**).

The Student Academic Experience Survey (SAES) 2022 suggests there is a potentially rather duplicitous effect which occurs within student assessment feedback (**V3**). This has been reported as having an impact on students to the extent where feedback a contributor to both student



satisfaction as well as dis-satisfaction within higher education institutions (Advance HE and HEPI, 2022). It is for these reasons that I encourage my team and colleagues to engage in a constant assessment feedback review process (A3). Throughout implementation of these practices, I have sought to subsequently use opportunities to identify the requirement for training of existing staff to ensure consistency and uniformity throughout the team.

Another important and often underutilised approach I have identified and something which I am consistently mindful of, is the prospect of taking impactful decisions around where the assessment submission deadlines are to be established within a term.

Either where you have a single module leader of a module that has two or more assessment components, or where you can have multiple module leads working together where they are overlooking modules which have the same students within a term. Providing deadlines are still practical and fall within the relevant and acceptable agreed timeframes (considering External Examiners and Exam Boards etc.), there is a great sense of satisfaction which I have found in being able to provide students with feedback which contains clear directive and guidance on where to improve upon their summative assessments only for these points to be clearly adhered to and subsequent assessments being of considerable higher standard **(A2, A4)**.

This is particularly the case I have found where a student has a fantastic level of tacit knowledge specific to a subject, but has a lack of academic acumen. I would never advocate undue pressure to be placed on my team however and so within consultation with colleagues, I like to emphasise the benefits to the student and provide examples as to how if managed correctly, a team of lecturers can avoid any experiences of 'bottlenecks' (Falk, 2012). This process has been made very simply through the inclusion of very positive supporting feedback from both students who have benefited from this approach and lecturers who have seen a marked improvement in certain student's work **(K5)**.



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

Within my current role, whilst the teaching is predominantly blended with online delivery to students around the UK, the nature of the master's degree, is such that it is open to students with international visa (previously known as tier four), a requirement of which is for physical presence from the students. As a result, my level 7 classes are a blend of in-person and virtual teaching, predominantly favouring the online students in terms of volume. Again, this has presented me with some interesting challenges which I have been very encouraged by and eager to make the most of (K4).

I find there are often many considerations present at any point, least of all because students online are also predominantly English speaking as second or third language. Contrary to the findings of Foster (2010) and due to the emergence of technologies, it is no longer simply a case of international students in the room, requiring any more attention relative to the content or delivery from an academic perspective. It may have been in the past, however now, be it language or ability, every student is effectively in the same boat. This has developed into an environment of diverse equality in terms of our students learning needs, and is something which I encourage my team to identify and cater to. We underpin these practises with a commitment to developing our own awareness around equal opportunities, diversity, and potential of bespoke general support for our students from these 'non-traditional' backgrounds (Harris, 2021) (V1, V2).

Using traditional group discussions as an example of the need for evolving approaches; it is often a lot easier to favour the practice of; ensuring those in the room get to be in a group and with



breakout rooms online (Microsoft Teams). Whilst from a practical standpoint this predominantly continues to be the case, where both formative and summative tasks are present, as suggested by Avis et al (2015), I encourage my students on the MBA to utilise their recommended independent study time to liaise virtually with groups I look to create at random, ensuring a mix of some and international students resulting in their ability to interact with each other, regardless of whether they are living in the UK or in the UK only to study **(K4, V2)**.

This addresses not only the concept of newly acquired best practice, but also the fundamental need to ensure each student has a positive experience, when considering content delivery, group discussions and bespoke one-to-one support in an appropriate learning environment, which suits their needs **(A2, V1)**. This divergent student body has had a large impact on my approach to content design, delivery and assessment and has also emphasised the need to make it unequivocally clear to students in relation to what is required of them throughout the module and within the assessments. In accordance with best practice and QAA guidelines (2023), I ensure this is carried out throughout the team, in terms of both written guidance via the Assessment Criteria guidance as well as continual verbal guidance, repeating key points from the outset, to support a focused approach and absence of ambiguity (Dougherty, 2012)**(K5)**.

I feel honoured and humbled to be present to such cultural diversity within the classroom, at every level **(V1)**. Whilst taking a class which looks to cover intercultural leadership in the age of globalisation; it is not lost to me the fact that many of the students have had multiple directly relevant experiences (Stolovitch and Keeps, 2021). **(V2)**. Students provide their peers with practical insights into the differences, and cultural dynamics within workplaces that differ from country to country or even city to city (Knowles, 2015). This is something which I am very proud to help facilitate and something which I ensure all students are made abundantly aware of as a benefit from the very first session on the course **(V4)**.



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

As part of my PCET qualification, I was encouraged to continually engage processes of self reflection, utilising standardised models as a way to gain a better understanding into my own proclivities and continually develop my own professional practises (**A5**). Following introduction to these practices, which were absent within my professional career to date, the benefits and improvements that I could see within myself and my own practices as a result of effectively 'unpacking' experiences I'd had in the classroom were so profound that it's become part of my standard practice (**A5, K5**). Be it formally or informally, I continually find that reflection leads to refined processes of ways to approach different topics, different learners and how to ensure effective planning is present, especially where there is the requirement of consideration for Additional Learning Needs (Dauncey, M, 2016).

Using the popular 'Gibbs reflective Model' (2001) as an example – having the opportunity to 'park one's feelings' almost instantly, prior to going into the process of evaluation and analysis – for me, this has allowed me the opportunity to be very practical in identifying my own areas for improvement and has very clearly highlighted many opportunities where I feel like I could benefit from additional training, knowledge or development specific to an area, topic or approach. Similarly, it has also allowed me opportunities where I find that I may be able to offer assistance with others, often throughout engagement within meetings I arrange to monitor and review the delivery of our programme (**K5, K6**). Within these discussions, I look to try and ensure time is made available to discuss prospects of enabling the team to reflect and introduce



measures to improve the program content, delivery, assessment and quality assurance procedures, including where additional accreditations and/or training may be made available to them.

In support of current academic research, I believe that part of ensuring relevance within education as a practitioner is to continually develop oneself in terms of knowledge approaches and general learning and development (Fry, Ketteridge and Marshall, 2009). As soon as the PCET finishing line was in sight, I sought to apply myself to another area in which I always felt I could do with a greater set of skills and knowledge, both for my own development, but also to be better suited to multidiscipline approaches for the students within business degrees **(A5)**. This course is a PG Cert in Enterprise Skills, to gain a greater understanding of the entrepreneurial models and approaches, which despite only having been involved within it for 6 months on a part time basis, has already helped me within content design and delivery.

Finally, I feel that providing an opportunity to speak in rooms of individuals, whether they are prospective students or industry professionals and regardless of whether there are 20 or 200 present, affords one with the opportunity to be challenged and provides element of human engagement and collaborative discussion, which reinforces the need for one to ensure honesty and integrity in relation to the chosen topic, and ensures that practices and practitioners retain an element of humility and is something that I look to try and engage in regularly.

For the reasons stated above, as well as the pursuit of knowledge, I will continue to develop my own practices and engage in research wherever possible be specific to an accreditation or qualification to broaden my knowledge. I strive to underpin all scholarly activity in the relevant and up-to-date information to reinforce my approach my own professional practice **(V4)** and grow within the role, all of which I hope this will make me a suitable candidate for Advanced HE Fellowship at this time.



Citations (500 words)

Advance HE (2011) UK Professional Standards Framework (UKPSF). Available at: http://s3.eu-west-2.amazonaws.com/assets.creode.advancehe-document-manager/documents/advance-he/UK%20Professional%20Standards%20Framework_1570613241.pdf (Accessed 05 January 2022).

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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 Jayne A Griffith-Parry
Job Title	Academic Director / Senior Lecturer
Fellowship Status	Senior Fellow HEA
Institute/Centre/Unit	Institute of Management and Health
Email address	j.griffith-parry@uwtsd.ac.ukt
In what capacity can this individual comment on your professional practice? I am a Senior Fellow of the HEA and am currently line manager for Robyn Griffiths. I was instrumental in recruiting Robyn into the Academic Discipline of Hospitality and Tourism Management originally as an hourly paid lecturer (within International Hotel Management- IHM) and more recently as a substantive member of the team and now Programme Manager for the MBA-IHM programme. From discussion with Robyn and having observed his teaching practice it is clear that he brings to his students his personal and professional experience as a former senior manager leading teams at a number of corporations. I wholeheartedly support his application for Fellowship within the HEA, as not only is Robyn an excellent example of a Fellow within HEA but also, he exceeds expectations regarding his team work ethic, and his willingness to work in a collegiate way with colleagues. He has a clear ability to provide examples of best practice and create interesting and dynamic teaching but also to share this with the wider team specifically to his programme but also those other programme leaders within the discipline and fellow Lecturers. From his previous professional duties leading several teams with diverse tasks, Robyn Griffiths was a mentor, trainer and tutor, guiding his colleagues to acquire skills and knowledge, and thereafter to monitor and assess their delivery, this preparation has allowed him to continue such a role within the discipline, where he shows a willingness and openness in support of others and allows for reflection on his own ability to informed his practice and also that of others to the wider benefit.	



As IHM has the highest number of students within the Institute of Management and Health this has been a very steep learning curve for a Lecturer who has gained a rapid professional growth from HPL to Programme Manager this has been no mean feat for Robyn, but the Programme manager role was given in recognition of his ability to carry out the duties in a professional and developing way, the combination of his teaching within undergraduate and postgraduate modules, not only allows for his own personal growth but also a synergy between the progression route for some students onto what is now a growing programme at postgraduate level- under his leadership.

He is a tireless worker who has supported colleagues across the IHM and MBA programmes. This is evidenced in his sympathetic management of the programmes, recruitment of and mentoring of his teams. He is also inspiring in his communications and leadership of student groups, as evidenced by student interaction and excellent feedback scores.

Robyn shows tireless support of his senior colleagues and fellow lecturers, prioritising his teaching content and quality and ensuring that academic rigour and appropriate authentic assessment is provided at every opportunity. He is also committed to sharing good practice with others and attends conferences and industry led events to improve his own industry knowledge to support better his own teaching delivery, authenticity and credibility.

Robyn Griffiths is a valuable member of the Discipline team; he is a reliable colleague who gives his best efforts to his colleagues and students simultaneously. By completing his current further studies this will not only enhance his own ability within his teaching role, but also provide him and those that he works alongside and teaches a wider perspective on teaching ability, good practice and research driven practice.

I have found Robyn receptive to guidance and advice, and this continues to support his own reflexivity and therefore self-improvement to his own benefit and that of others.

I am happy to endorse his application verifying him as a suitable HEA Fellowship candidate.

Dr Jayne A Griffith-Parry
Senior Fellow of HEA
Academic Director

Second Referee:

Name	Dr Caroline Jawad
Job Title	Senior Lecturer
Fellowship Status	Senior Fellow HEA
Institute/Centre/Unit	Institute of Management and Health
Email address	caroline.jawad@uwtsd.ac.uk

In what capacity can this individual comment on your professional practice?

I am a Senior Fellow of the HEA and have worked in IMH with Robyn Griffiths for the past year. Prior to securing his academic post, Robyn was one of my MBA students. He graduated with commendable grades. I am pleased to recommend him as a very suitable candidate for Fellowship of the HEA.

Before resuming his academic studies at a post graduate level, Mr Griffiths was a senior manager leading teams at a number of corporations. Latterly this was at a marketing research management organisation incorporating online, telephone and published data for analysis and



presentation to several clients in the private and public sector. He managed the research teams, customising research formats to client needs and project manage to meet deadlines and budgets. This research background and his success at post graduate study stimulated his desire to teach and research as a university academic teacher.

In his previous duties leading several teams with diverse tasks, Mr Griffiths was a mentor, trainer and tutor, guiding his colleagues to acquire skills and knowledge, and thereafter to monitor and assess their delivery. This continues in his present duties.

Therefore, even before study; Mr Griffiths' management and work-based experiences prepared him to successfully enter the HE teaching profession and to gain rapid promotion thereafter, reflecting the University management's confidence in allocating him significant responsibilities.

In his capacity as a lecturer, I am very familiar with his teaching and leadership within the IHM programmes. He has managed and taught programmes with the highest numbers of students within IMH. He currently leads both postgraduate and undergraduate modules.

Always ambitious to test himself, he recently volunteered to take over from my own lead teaching of the MBA Research Methods module. I endorsed Mr Griffiths as being the most appropriate lecturer. I was impressed by his enthusiasm and ability. He has excelled in all roles allocated to him. It is an especially important module, teaching all postgraduate research students. This module serves to provide students with an overview of the scope and expectations of a research project for the MBA students. It examines the ethical challenges of doing empirical research in the 21st century and prepare students for carrying out a significant independent piece of research within a given timeframe. Therefore, despite being a relatively new colleague he has been effective in his teaching, management and interaction with students. He also has confidently been supportive of colleagues both experienced and inexperienced, cascading his experienced in business and academic circles, with great effect.

Mr Griffiths began his career in academia as an hourly paid lecturer for both the Health and Social Care and International Hotel Management programmes; he was much sought after by both programmes before quickly obtaining a full-time and permanent post.

He is a tireless worker who has supported colleagues across the IHM and MBA programmes. This is evidenced in his sympathetic management of the programmes, recruitment of and mentoring of his teams. He is also inspiring in his communications and leadership of student groups, as evidenced by student interaction and excellent feedback scores.

Robyn Griffiths is a focused individual. He does prioritise his teaching quality. He is quick to learn, happy to take advice, but also confident in making original contributions and share ideas. In his professional development he is aware that he needs to experience a wide range of teaching, research and other activities. His past business management career gives him a special perspective in his teaching, administration and management duties. This has helped his colleagues and line managers, but also contributed to programme development. He has expressed an interest in doctoral study. I believe that this should be encouraged and that he would make an ideal PhD candidate.

Therefore, Robyn Griffiths is a valuable member of the Institute and programme teams. He is an excellent teacher and administrator, naturally taking a strong leadership approach. I am happy to endorse his application verifying him as a suitable HEA Fellowship candidate.

Dr Caroline Jawad



SECTION FOUR: Declaration

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

Signature	
Date	19/04/2023

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.