



## UNIVERSITY OF WALES TRINITY SAINT DAVID CONTINUING PROFESSIONAL DEVELOPMENT SCHEME

### APPLICATION FOR FELLOW

#### SECTION ONE:

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                            |
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| <b>NAME</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Dr Yajie Zhang                                                                                                                                                                                                                                                             |
| <b>INSTITUTE/CENTRE/UNIT</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Assistive Technologies Innovation Centre (ATiC), Wales Institute for Science and Art (WISA), University of Wales Trinity Saint David (UWTSD)                                                                                                                               |
| <b>POSITION</b> (E.g. Lecturer/Senior Lecturer/Principal Lecturer/Director of Discipline/Other (please specify))                                                                                                                                                                                                                                                                                                                                                                                                                                 | Researcher / Director of Studies / Guest Lecturer                                                                                                                                                                                                                          |
| <b>ROLE</b> (E.g. Lecturer/Programme Director/Admissions Tutor/Module Leader/Other (please specify))                                                                                                                                                                                                                                                                                                                                                                                                                                             | Researcher in Assistive Technologies and Innovation /<br>Director of Studies for Research Postgraduate Research Student /<br>Guest Lecturer in 1) Innovative Technology in Healthcare, 2) Designing the User Experience at University of the West of England (UWE Bristol) |
| <b>Referees</b><br>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).<br>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. | <b>Yes</b> <input checked="" type="checkbox"/> <b>No</b> <input type="checkbox"/>                                                                                                                                                                                          |
| <b>Date of Training</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 2 Years 5 months (from 01/02/2022)                                                                                                                                                                                                                                         |
| <b>Mentor</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Dr Errietta Bissa (from 29/11/2023)                                                                                                                                                                                                                                        |

#### **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

I am a researcher at the Assistive Technologies Innovation Centre (ATiC), University of Wales Trinity Saint David (UWTSD), specialised in biomechanics and ergonomics, working on healthcare projects with other universities and enterprises. I use biomechanical tools to research on innovative technologies that applied in real life, design, prototype and evaluate the healthcare solutions to improve people's life.

I am also a Research Degree Student Supervisor (Level 2: Advisor, Supervisor, Director of Studies, Examiner) at UWTSD, where I actively participate in supervising students. My research experience has facilitated me with knowledge and skills to guide and support student projects at both master and doctoral levels, offering students hands-on experiences and individual training sessions.

As a guest lecturer, I deliver sessions at other institutions like the University of the West of England (UWE) in Bristol. For example, I gave a lecture on Cognition and Human Factors for the master module (Level 7) Designing the User Experience (UX). The students from various background (e.g., IT, engineering) learned about how perception, cognition and action influenced each other and affected the UX design choices. I have been involved in assisting teaching (Level 7 course – 3D Kinematics) and supervising students since my PhD training in biomedical sciences, supporting master students' projects, guiding their data collection, analysis, and thesis writing. I also have a bachelor degree of education, which enabled me the knowledge of pedagogy and educational psychology.

At UWE Bristol, I also support learners with disabilities in the UX Design Bootcamp, partnered with West of England Centre for Inclusive Living (WECIL). The students in the bootcamp seek for opportunities to improve UX design skills to enhance employability. Having studied and worked in five countries, I realise how important it is to respect learners from different background and culture when supporting them.



## 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

As a guest lecturer for the Level 7 master module Designing the User Experience (UX), I have designed sessions on human factors that fit to the module and Academic Quality Handbook, which is double-checked by the coordinator (K1, K6). My teaching philosophy is to cultivate students' abilities to learn, enable them to become lifelong learners (Endres *et al.*, 2021)(Cornford, 2002). I hope to enhance their ability of critical thinking, and make them learn by doing (Gibbs, 1988), with project examples from my research (K3, V3).

I set the learning objectives at different levels to provoke students' thinking towards higher levels, based on the SMART method, to be specific, measurable, achievable, realistic and time bound (Crawley, 2010)(K2). In the session of cognition and human factors, the learning objectives cover from understanding the basic concepts and relationships, experiencing the characteristics, to analysing the actions in the UX design and applying the inclusive design in scenarios (e.g., an exercise APP for older adults) and understanding the designers' social responsibilities (K2, V2).



To suit the individual ambitions of study, I also provide a further reading list in the learning materials for the students' interest and exploration (K1).

For a different learning group, the UX Design Bootcamp, I provide and adapt the learning materials considering the learners' traits and needs, session length, and the learning objectives. I respect learners in the bootcamp who have disabilities and seek for industrial experience using the UX design skills they acquire in this bootcamp (V1, V4). The teaching is organised in a way that the concepts and practices are inherent. Therefore, even for the same topic, the learning objectives differ from those in the master module and more practical examples are on the understand, apply and analyse levels of Bloom's Taxonomy (Bloom, 1964), which coordinate with the industrial practice (K3, V1).

I like to use games and combine Q&A in the class design. Gamification is a great method of provoking student's critical thinking and engagement (Bourke, 2020)(Iosup and Epema, 2014). Elements of sensation, competition and imposed choice are contained in the games that I plan, thus making it fun and engaging. Watching the recording of previous lectures in the last year, I found the games very engaging and aroused the students' interest. Therefore, I use some of the games in the current learning materials with adaptation to suit my Q&A strategy (Tofade, Elsner and Haines, 2013). The purpose of this strategy is to ensure the student engagement via asking questions and giving feedback in the games (K2, K3). For example, in the letter memory game, I briefly show the slides of letters for the students to memorise and say it loud after asking them what they have seen. To introduce different characteristics of short-term memory, I use different lengths, combinations and orders of letters, so they can experience and compare the differences of workload. To address the capacity limit of short-term memory, I use the question "What did you have for breakfast today?" instead of asking straight about the letters, so they can experience themselves that the short-term memory is prone to be placed by other information.

I also create supporting learning materials. For example, to show the eye-tracking glasses, I have made a video with a picture-in-picture style of both perspectives of a subject reading and the perspective of the whole room, so the students can synchronise the events from two different views. They engaged well with the video in classroom, so such demonstrations were shown live when possible to enhance the engagement. For example, a virtual lab tour was arranged for distance learning including eye-tracking (K2, K4).



## 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

I am committed to supporting various learning groups, in accordance with UWTSD Strategic Equality Plan (2020-2024) (V4). I support the student's project at master and doctoral level. For example, I supported a master student in Rehabilitation Engineering from Swansea Bay University Health Board. I helped her from the beginning of the proposal, guided her through online/in-person meetings, and passed hands-on experience during the test and analysis, taught her how to use the software. Beside of one-to-one training sessions (online/in lab), I also share with my student the information of lectures, webinars, and other learning in a document synchronised in the MS Teams group (K1, K3, K4, V3). Moreover, I support the learners with disabilities from the UX Design Bootcamp at UWE Bristol, deliver several theoretical and practical guest lectures to help them equip UX design knowledge and skills. In this bootcamp, I also contribute as a mentor for employability and professional development, share my experience about how I entered my career pathway, identify the learners' skills and how those can map to potential job opportunities, to promote participation and improve the equality of learners' opportunities (V2, V3).

I teach in a HyFlex mode. For a session physically happening in classroom, a streaming link is also shared with them in advance to be able to join online. The sessions are video recorded for them to review. The learning materials are made available online before the session starts to let the students warm up, including those with disabilities (V1, V2). When preparing for the learning materials, I ensure they are inclusive and accessible, using the knowledge and skills I have obtained from CPDs, like Creating Accessible Content and Digital Skills programme. For example, in the PowerPoint slides, I increased the contrast for text boxes that failed the contrast checker (Web Aim, 2024), and enlarged the font size to ensure it was no smaller than 24 for the body and 48 for the title (V3).

To better support the learners, I also ask the peer colleagues to observe my teaching and give me feedback for improvement, logged in the observation form to ensure quality and for myself to keep record. I reflect on those valuable suggestions and act in the next teaching activity. For example, one advice was to consider the VARK (visual, aural, reading, kinesthetic) styles in learning activities. Therefore, I researched and reflected on my approach for multisensory learning (Main, 2021)(Laird, 1985), ensured that making the students explore the design models (paper board and DIY pieces) were appropriate to stimulate their tactile and visual senses, and other approach like lecturing was essentially bimodal of visual and aural, giving a good amount of stimulation for memory and comprehension skills (Pecher and Zeelenberg, 2022)(K2, K3). Like



what I teach to the students about human factors – ‘people only pay attention to a limited amount of information’, I implement this rule in my class and ensure the content is not overload.

I also provide feedback survey to the students for quality assurance (Brennan and Williams, 2004), modified based on the previous module’s survey to suit my evaluation need (performance, content and learning environment), student satisfaction and self-reflection of learning (expectation, engagement, effect and challenge). Thus, I have confirmed of their learning experience and issues to be resolved in the next teaching deliveries (K5, K6). For example, a student did not understand the assigned task without mentioning it immediately. After knowing this, in class I give extra time for the students to process the task information, and orally confirm with them if they understand the task and pay attention to any supporting request online (V1).



### 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

I formally assess student learning which contributes to the learner's programme in accordance with the Academic Quality Handbook, indicate the student's engagement and progress, and provide my detailed assessment to the Review Board (K6). The regular meetings with my doctoral student are recorded through forms of UWTSD Doctoral College and meet the Research Degree Regulations (K6). Annually, a review meeting is arranged, with detailed assessment when reviewing her progress. All members in the supervisory team join to ensure the assessment is reliable and robust. Before I send them to the Doctoral College, the student has a week to respond to the comments, which can let me know what they think and give them the opportunity to speak up and argue – an assurance of the fairness (K5, K6, V2). Using the knowledge and methods I have obtained from postgraduate supervision CPDs from Doctoral College, I also assess the skills my doctoral student lacks through her work and presentations, and provide formative feedback on various dimensions, including the efficiency of scientific communication, quality of work, places of improvement (V3). I introduced to her scaffolded learning (Belland, Kim and Hannafin, 2013) and we set small tasks together, targeted at research goals and training needs (K2). The targeted tasks (action plans) are appropriate for her to break down hard-core work packages, build up her confidence and achieve her autonomy (Heron, 1989). I encourage her to log the attended events in a shared file, so I can monitor her progress and provide supplement to the learning resources (V1, V2).

The work I assess in the student supervision include official research documents like proposal and ethical application, literature review, materials for qualitative analysis, etc. (K1). I give the student formative feedback through different ways, such as in-person or online meetings, emails, MS Teams group (K4). Furthermore, I recommend to upload their work to the MS Teams group before the meeting, so I would give my comments to the shared document in time and enhance the communication efficiency during the meeting by explaining and showing the student how to improve the work, which is proved as an effective way (McGuire, 2021)(K3).

For guest lecturing, though my role does not include marking, I plan part of my sessions to relate to the students' formal assessment in the module, such as showing the past exam questions as practices to the students and providing formative feedback in relation to the assessments. The assessment and formative feedback also take place through Q&A with gamification, so it would be less intimidating (V1). For group discussion with certain tasks like comparing the advantages and disadvantages of an APP design, I give informal feedback when walking around the groups, then formative feedback when I let the students present their answers. In most cases, there is no one-fit-all solution, so I encourage them to reflect on their answers. The ultimate goal is to let the



students complete the feedback loop by responding to the comments (Sadler, 2010) and get to the level of reflective learning (Biggs and Tang, 2007)(K3, V1).

Once the students answer a question, a new question is raised up, so the dialogue with the students is continuous, interactive and engaging. I often transform from shotgun questions to focal and open-ended questions step by step. For example, in the visual searching game to illustrate the concept 'attention', I show picture with pre-set timing. After each picture is briefly shown, I ask the students "Is the red dot there?", followed by their experience with different visual attributes – "Which picture is difficult for you?" Further, I ask them "Why?" to trigger their reasoning process (K2).



## 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

I have tried to provide an effective and engaging learning environment for both classroom and distance learning. In classroom, I walk around when the students are assigned tasks in groups, listen to their discussions, and pay attention to those who need help. For example, when talking about how the presentation of NHS webpage can affect the efficiency of getting information in an emergency search, specific questions were given to the students to discuss in groups, then I observed the student-led discussion and answered their questions during the process. Before the discussion, I encourage the students who sit far away from each other to be closer, so they can better engage in the activity. This is to create a fair environment of expressing opinions, receiving not only feedback from the teacher, but also from the students themselves, as peer learning (Noroozi and De Wever, 2023)(K3, V2).

Compared to the classroom teaching, the online teaching was more difficult to me at first, due to the lack of direct eye contact and the ways to interpret the students' feelings from their facial expression. Therefore, I ask questions every now and then to check if the students are engaged well when their cameras are off; use gamification to make the atmosphere interactive and engaging. When it comes online, the breakout rooms are used to suit the discussing needs for the individual groups. They are told to be given a period for the assigned work in separate virtual rooms, then they will be brought together in the main room to exchange ideas among groups. I can navigate between the virtual rooms to monitor students' process. I ensure all the students are stayed online before assigning them randomly to separate virtual rooms, so no one is missed. It caught my attention that one time a student accidentally got offline so left in the main room, so I discussed with her in the main room. However, one better solution is to assign her again to the student group, so she would not miss the opportunity for peer learning, and the recording would not capture the discussion, which she might not wish to broadcast. Reflecting on that, I have paid more attention to the individual needs, as the students are diverse. The online group division is random to encourage the variability of working with different peer students to enhance equity (K4, V1, V2).

Another benefit of online teaching I have made use of is innovative pedagogical technology like a virtual lab tour. It is very helpful to keep the students interested and broaden their vision of a UX Lab and available designing, prototyping and testing tools (K1, K2, K4). This kind of lab tour also



ensures the inclusivity for no cost and being friendly to students who may have difficulties in traveling, and benefits them in future work place (Campbell and Norton, 2007), as some students may choose to be a UX designer or researcher (V2, V3, V4). To create an active learning environment, I indicate to the students that they can put up hands and ask questions any time during the virtual tour, value their in-the-moment actions (Cooper *et al.*, 2022) (V1).

For the master module, Innovative Technology in Healthcare, I put more research project examples at our innovation centre, bridging the theory and the healthcare cases in the real world via demonstrations with multimedia (K4, V3). This have received great effects that the students expressed their interest and asked questions about the research details (as stated in the teaching observation form), and after class some students even came to me to seek for internship opportunity (K5).



## **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**

To extend professional learning, I actively engage in different (inter)national conferences and present my research to peers in my field, for example, the Medi-Wales conference to acquaintances the cutting-edge technology in healthcare and the clinical practice, the IEEE International Conference on Computer, Electrical & Communication Engineering. Those conferences have made me aware of the in-trend science, including examples I can add to the learning materials (K1). My research result was also presented at the conference Connectivity and Creativity in times of Conflict in Belgium last year. The communication with peers and the public are extension of my research impact, and I get feedback to improve my lay-man style presentation, which enhances the connection to a broad audience (V3, V4).

I have attended training events organised by Doctoral College at the university. Those have benefited me in design learning sessions and supervising students. I actively use the skills I have obtained to guide my daily teaching-related activities. For example, the skills I get from Making Accessible Content have been applied to the design of learning materials, such as the contrast of visual presentation, font size, image use, etc. Applying the detect tools, I have the accessibility ensured (V1, V2). I also benefit from the training sessions for mentoring (e.g., Establishing and Maintaining Good Supervisory Relations, Supporting Students Preparing for Their Viva) and regulations (e.g., Postgraduate Supervision: Regulations and Milestones) (V4). For example, making small milestones for the students is what I have learned from a session, which is similar as scaffolded learning that I use in the student supervision (K3). What it adds is the assessment aspect and the encouragement effect, so I after making the detailed action plans, I also pay attention to how the student respond to those plans and suggest adjustment if necessary. Another example is the acquaintance of the Vitae Researcher Development Framework (RDF) from an



online session. After attending the session, I introduced it to my students as a learning and networking resource (K1, V2, V3).

I also attend seminars to enhance my knowledge, not only in pedagogy, but also a broad range that may relate to teaching activities. One example is about artificial intelligence (AI) integrity and the discussion of generative AI tools like ChatGPT (K4). It makes me think that teaching should accommodate the best practice of using the tools (Russell Group, 2023), embrace the technology while not jeopardise the academic integrity. Before assessing the student's work, I will ensure the fairness by making the assessment rules clear and getting the consensus with students if AI tools are limited in the assignment. Ultimately, the cognitive learning outcomes are valued through the students' presentation, demonstration, and evaluation.

Like students can benefit a lot from peer learning, teachers can also learn from peer colleagues. I have actively engaged in peer observation, review their teaching class and give feedback to them. Those are daily practices for acting as a 'critical friend' (Mat Noor and Shafee, 2021)(Kelley *et al.*, 2022), to think out of the box and possibly from another education background. This has offered me the opportunity to be inspired by colleagues, as well as participate in others' teaching stories and share teaching experiences (K5, K6).

To enhance my knowledge in pedagogy, I have completed the course of Postgraduate Certificate Teaching in Higher Education at UWTSD (K2). I also write down my reflections and keep logs after the CPD events, some of which are recorded in my portfolio in the PGCert course. I value professional development and will continue being a life-long learner and practitioner who take logs, use observation forms, and commit to CPD (V3).



## Citations (500 words)

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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.**

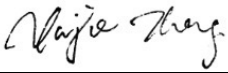
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|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|
| <b>First Referee:</b>                                                                                                                                                                                                                                                                                                                                                    |                                                                                                      |
| Name                                                                                                                                                                                                                                                                                                                                                                     | Mark Simon Flagg                                                                                     |
| Job Title                                                                                                                                                                                                                                                                                                                                                                | Programme Lead (PG Cert tHE) / Lecturer PGCE (PCET), University of Wales Trinity Saint David (UWTSD) |
| Fellowship Status                                                                                                                                                                                                                                                                                                                                                        | Fellow                                                                                               |
| Institute/Centre/Unit                                                                                                                                                                                                                                                                                                                                                    | Institute of Education and Healthcare                                                                |
| Email address                                                                                                                                                                                                                                                                                                                                                            | mark.flagg@uwtsd.ac.uk                                                                               |
| In what capacity can this individual comment on your professional practice?                                                                                                                                                                                                                                                                                              |                                                                                                      |
| Mark Simon Flagg, as the programme lead of Postgraduate Certificate in teaching in Higher Education (PG Cert tHE) at UWTSD, has guided me in building up my teaching portfolio that has been mapped to the UKPSF. Through many discussions with him, I have reflected on my experience in teaching intervention cycles and refined my teaching skills along the journey. |                                                                                                      |

|                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|
| <b>Second Referee:</b>                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                  |
| Name                                                                                                                                                                                                                                                                                                                                                                                               | Yolanda Rendón Guerrero                                                                          |
| Job Title                                                                                                                                                                                                                                                                                                                                                                                          | Innovation Fellow                                                                                |
| Fellowship Status                                                                                                                                                                                                                                                                                                                                                                                  | Fellow                                                                                           |
| Institute/Centre/Unit                                                                                                                                                                                                                                                                                                                                                                              | Assistive Technologies Innovation Centre (ATiC), University of Wales Trinity Saint David (UWTSD) |
| Email address                                                                                                                                                                                                                                                                                                                                                                                      | y.rendon-guerrero@uwtsd.ac.uk                                                                    |
| In what capacity can this individual comment on your professional practice?                                                                                                                                                                                                                                                                                                                        |                                                                                                  |
| Yolanda Rendón Guerrero has closely observed me taking responsibilities in research at ATiC (UWTSD), supervising students and supporting student projects, utilising cutting-edge technologies and research examples in teaching. Meantime, she is also a colleague in the UX Design Bootcamp (UWE). She has observed my lectures on various occasions and given numerous valuable feedback to me. |                                                                                                  |



## 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      | 30/07/2024                                                                        |

### 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.