

Fellowship

Supporting Statement Template

Your Name	Dr Teresa Chikohora
Applicant Name	Dr Suresh Shanmugasundaram
Your Institution/organisation/other	Institute of Inner City Learning ,University of Wales Trinity Saint David, London campus
Your current role	Lecturer (Computing, London) & Programme Manager – CertHE Computing Skills for the Workplace
Email address	t.chikohora@uwtsd.ac.uk
Your Fellowship Status (if appropriate)	
Relationship to Applicant	Colleague
How long have you worked with the Applicant (insert dates)	June 2024 to Date
Declaration	In submitting your Supporting Statement, you are confirming that the applicant's submission relates to their higher education professional practice and that your statement is your own work and has been written specifically for this applicant. If the professional integrity of the Supporting Statement is in question it will not be accepted. I confirm that I have read and agree with the declaration above. Date: 09/10/2024 Teresa T. Chikohora

Supporting Statement

Please provide your statement to verify and endorse the applicant's submission for Fellowship in the following section. You are required to comment on the applicant's recent higher education practice (usually within the last 3 years), providing examples to support your statement wherever possible.

In completing this Supporting Statement you are confirming that you have read the AdvanceHE Guidance for referees writing a Supporting Statement. In association with the Descriptor 2 criteria, as a guide, you should comment on the following in your supporting statement:

- your own personal experience of the applicant's recent and effective HE practice;
- if you have been involved in peer observation of the applicant's teaching and/or support of learning, please draw on relevant examples from this;
- any inclusive practice and/or contribution to developments by the applicant in teaching and/or supporting learning within their context as appropriate;
- your perspective on the practical examples provided within the application to illustrate the Fellowship requirements.

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

I know Suresh Shanmugasundaram as a colleague in his current role as Lecturer in Computing at University of Wales Trinity Saint David (UWTSD) London Campus since June 2024 and also from our previous work together at a higher education provider in Botswana.

Suresh Shanmugasundaram's higher education practice demonstrates a commitment to inclusive and high-quality teaching, supporting his Fellowship. As a programme manager for Certificate in Higher Education Computing Skills for the Workplace (CertHE), I have observed his teaching and learning practices, particularly in his current role. In his current role, he designs and delivers computing curricula for students at levels 4 to 7. In all his delivery, he provides an inclusive environment by applying pedagogical approaches to give a better learning experience.

In facilitating lectures for the CertHE students in various modules, he has demonstrated skills to cater for all students. In delivering the Introduction to Web and Database Concepts module, the materials created and teaching methods applied cater for all students' different learning styles. To support all the learners, he employed flipped classroom approach to inculcate a reflective approach in the modules of note "Digital Skills and Research Methods" and "Learning in the Digital Era." To encourage student engagement and ensure their academic success, he integrates formative assessments and feedback mechanisms in the modules like Analysing and Solving Problems.

As I have also known him as a colleague in Botswana, I have always observed his focus on applying real-world scenarios in problem-based learning that ensured that students can apply theoretical concepts to practical contexts. As a colleague who has peer observed Suresh's teaching approach, he strives to ensure student-centred learning. His inclusive practice is evident in his diverse assessment approaches, ranging from project-

based assessments to research proposals, ensuring students from different academic and cultural backgrounds demonstrate their capabilities.

Suresh actively incorporates inclusive teaching strategies, respecting the diversity of the student body. His consistent use of formative assessments, peer reviews, and problem-solving sessions in the "Analysis and Solving Problems" module showcases his inclusive teaching methodology. He adapts materials to accommodate various learning preferences. The proficient and flexible use of online forums, coding challenges, and interactive projects in teaching and assessments helps to engage all students. His assignments often require students to critically evaluate various solutions, reflecting the ongoing research in computer science education.

In the "Project Supervision" module, Suresh guides students in applying contemporary research methodologies aligning these with industry practices and preparing them for real-world challenges. He also uses VLEs like Moodle and cloud-based platforms for real-time collaboration, ensuring both quality and innovation in his teaching. As he strongly believes that teaching and research complement each other, he effectively integrates research into his teaching, ensuring his students engage with the latest academic and industry developments. Suresh effectively uses research to inform his teaching, ensuring students benefit from both theoretical knowledge and practical applications.

He is an active team player who attends continuous professional development activities and integrates the insights gained from such activities in his and department's instructional design practices. He regularly updates the curriculum in the "Project Supervision" and "Database Systems" modules to reflect industry trends, such as the use of contemporary database management systems like MongoDB to ensure that students are learning with up-to-date tools.

In summary, Suresh's practice effectively demonstrates his ability to meet the Fellowship requirements inline with the descriptor of the PSF. His focus on innovative, inclusive, and research-informed teaching strategies supports high-quality learning outcomes and shows his commitment to continuously develop as a practitioner in higher education.