

**UNIVERSITY OF WALES TRINITY SAINT DAVID
CONTINUING PROFESSIONAL DEVELOPMENT SCHEME
FOR RECOGNITION BY THE HEA AGAINST THE
UK PROFESSIONAL STANDARDS FRAMEWORK**

**APPLICATION FOR SENIOR FELLOW
(WRITTEN RECORD)**

SECTION ONE:

NAME	Jayne Griffith-Parry
FACULTY/CENTRE/SCHOOL/ DEPARTMENT	School of Tourism & Hospitality.
POSITION (E.g. Lecturer/Senior Lecturer/Principal Lecturer/Head of School/Other (please specify))	Lecturer
ROLE (E.g. Lecturer/Programme Director/Admissions Tutor/Module Leader/Other (please specify))	Lecturer, Programme Manager (online BA(Hons) modules, Programme Manager IHM MBA, Level 6 Lead Tutor, Module lead, Programme marketing officer, Admissions Tutor.
LENGTH OF SERVICE AT UWTSO (Applicants must have at least one year's service to evidence a CPD record)	YEARS: 2 MONTHS: 9

APPLICATION FOR SENIOR FELLOW

In your application for recognition as a Senior 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 3**, Senior Fellow status, as outlined in the *Guidance Handbook*, relating to the Dimensions of the UK Professional Standards Framework (UKPSF), that is, all **Areas of Activity**, all elements of **Core Knowledge** and all of the **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 written account in the **Areas of Activity** and through **two case studies**.

General Principles to consider in preparing your application

- You will find it very helpful to refer at all times to the relevant parts of the UKPSF.
- **The nature of Descriptor 3 is distinct from Descriptor 2 as it requires applicants to evidence a thorough understanding of effective approaches to teaching and learning and their personal influence/impact on the teaching and learning practices of others. Therefore applicants should fully address the holistic nature of Descriptor 3, by providing evidence of a sustained record of effectiveness in relation to both personal teaching and learning practices and positive influence on the practices of others.**
- Your application is centred round the processes of **continuing professional learning and development activity related to teaching, learning and assessment responsibilities**. This includes appropriate research and scholarly activity and the leadership, management and administration of academic provision and support. 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.
- The standards are inclusive in nature so D3 incorporates D2.
- 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.
- 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. As well as completing Section Two of this application, you should include two case studies outlining contributions you have made to learning and teaching in HE.
- Whilst it is important that you address all of the dimensions of the Framework, given the complex and integrative nature of professional practice at this level you should avoid a mechanistic or tick-box mapping approach to ensure full coverage.
- **By applying to become a Senior 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.
 - Model good practice for other staff and be better able to encourage and support them to seek recognition for their own work in this area.
 - Increase your influence and impact by gaining national recognition for your contribution to teaching and the support of learning within the HE context

SECTION TWO: 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. **In addition, as outlined above, you should demonstrate a thorough understanding of effective approaches to teaching and learning and evidence of your positive personal influence/impact on the teaching and learning practices of others.**

The **impact** of the activities you choose to discuss should reflect Descriptor 3, Senior Fellowship and so you should refer to the *Guidance Handbook* to assist you with achieving this.

The form will expand as you enter your information

A1: Designing and planning learning activities and/or programmes of study (700 words)

Identify how you contribute to the design and planning of effective, valuable learning experiences and the personal development and/or professional practice of others

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 and colleagues 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
- Contribution to the professional development of colleagues/associates through the design and planning process

Write your evidence here

I have developed and delivered programmes at undergraduate and postgraduate levels within the NHS, the Independent Care Sector (multi-site operations) and at corporate level where businesses wish to embrace CPD activities for employees. The underlying theme has been to create student-centred learning opportunities which have a direct link to the industry in which they are either working or wish to enter in the future. Resulting in my ability in having developed a sympathetic approach to the learner and the organisation. Overall, apart from undergraduate nursing students, many of my students could be considered as 'non-traditional' either not having achieved prior qualifications to allow for direct entry into undergraduate programmes or having been involved within apprentice-styled industry training programmes and then wishing to improve their professional and personal development. As in Bender.K. Negri, N. and Fowler, D.N (2010)(A1, A2, K2, V2)

In my current role, my aim is to provide module design and delivery, which is relevant to my role as programme manager for the International Hotel Management programme (IHM) and incorporating the key themes of employability, applicability, relevance and allowing for better access for a diverse and larger group of learners (V3, A4). Most recently this has also included the introduction of blended learning and the use of MS Teams platform for content delivery. See Altay (2014) Firstly, because of COVID-19 but now as a mode of choice to enable UK wide delivery (seeing an increase to 600+ students currently). See Singh, H. (2021), blended learning facilitates a combination of face-to-face learning and dynamic digital activities and content that facilitate anytime/anyplace learning which is appropriate because of the demands of the industry and to increase employability opportunities.

Core Knowledge:

I am responsible for the creation of innovative and relevant module content. To provide an underpinning and a critical understanding of concepts and theories, in relation to IHM. understanding this role is important in emerging environments for 21st century management initiatives. IHM is experiencing exponential growth., this is a 5-year-old programme where content had been common to modules within Tourism and Events. Some content was relevant however I determined that much was outdated and or irrelevant and needed to be taught from an industry-focused approach and underpinned by contemporary themes. See Yusuf MA (2021) My own professional experience and qualifications include Chartered Institute of Marketing membership

which has allowed me to compile innovative teaching content whilst adhering to the definitive document and indicative content. During my tenure with IHM there has been the introduction of a new definitive document, and this has meant that each module for which I have responsibility has needed to be re-written to meet with the learning aims, and to ensure successful outcomes for our students. This has become even more relevant during lock-down requiring relevant accessible materials. The blended approach requires a different set of skills from teaching staff, and it is not only a matter of presenting work that would have happened on campus via MS Teams, but requiring a different approach specially to maximise student engagement. I have been pivotal in leading training within the IHM team towards the upskilling of staff. (A1, K1, V1) see Woods. P, et al (2019)

The changes to module content one example being Marketing Essentials, is team teaching. Perhaps not team teaching per se, but this curriculum-level approach to interdisciplinarity achieves some of the expected gains of team teaching. Varying in size from 2, 6 and 5 lecturers delivering the content that I have provided to them. (This will be explored further within my case study 2). This allows for consistency within teaching standards and that contemporary research resources are used to support the teaching content. The review of modules which I have personally undertaken has included content of module handbooks, Moodle Pages (conforming to the digital standards framework), Teams pages and reading lists including liaison with library service to ensure student access to digital sources of supporting material and the Leganto list. As all our modules are aligned to the sector of the hospitality industry, I use my own professional experience within wide ranging training and teaching roles to support students, allowing for group activities (online) to simulate the work within the industry and how teams work successfully together as in Baran, M & Jones E (2020). Group activities seek to promote student engagement through active learning and discussion also 'bonding' a group together especially when some are reluctant to engage, subtle peer encouragement can make all the difference and lead to better outcomes. Some colleagues have wide ranging industry experience, but this is not balanced with academic or teaching experience and therefore my role within mentoring and peer support is essential to them and the programme. (A2, K2, K3, V3)

A2: Teaching and/or supporting learning (700 words)

Identify how you work collaboratively with colleagues to 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:

- Collaborative 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; engagement in a professional community to impact positively upon the practice of others
- Joint development of learning outcomes-related indicators (e.g. relevant session plans/module materials)
- Development/Sharing of Material from online training
- Sharing of learning activities with colleagues, supported through the VLE (Moodle)
- Impact/influence upon the teaching and/or support practice of others

Write your evidence here

I have managed the training of new to academia colleagues sharing my teaching methods which include both traditional methods and traditional online teaching approaches and as higher education moves to blended learning, as an educator I use research-based guidelines to inform instructional planning and implementation. As in Lynne M. Z. Lafave, Michelle Yeo, Mark R. Lafave. (2021) I create a learning environment that also blends asynchronous online elements, where students can go at their own pace, on their own time, have some choice over their learning. Social media, with its affordances for personal profiling, relationship-building, content creation and socialising, when thoughtfully integrated into an online education plan, can help students and teachers stay connected while apart, enhance students' engagement and make remote learning seem less remote (A4). The use of social media to engage students by the development of the IHM Facebook page (which I manage) for example, and the use of in lecture activities which lead the student to the content of the module but allow them to find out the facts and then present them to the group so that they gain a better understanding. As in Quardokus (2015) Through my module team meetings and level team meetings I share good practice, with a variety of colleagues, some module focussed and others cross level, the big and small details that are essential to not only deliver effective content but also to work within the university. As in McMillan et al (2020) I provide training sessions to our team to facilitate consistency in teams' pages from sharing a simple way of setting up the student group teams page, the use of a suitable background for use whilst on Teams, to training sessions for staff to understand and embrace audit trails as designated by the Academic office. Sharing good practice and effective communication whilst supporting HPL staff, mentoring, developing, and being mindful of their wellbeing is essential. Green, W. Anderson, V. Tait, K & Thi Tran, L. (2020) For successful partnerships to develop and allow for the promotion of the programme and the university as being areas of excellence within the subject. (A1, A4, K4)

I have developed modules which simulate or incorporate the external environment which demand an innovative attitude to learning, teaching and assessment. Innovative practice adds challenges and tensions to programs and institutional structures in higher education. I understand that there is a great focus on assessment and pedagogical practices to support student learning. I am

mindful to share the four approaches and include problem-based learning, game-based learning, case-based learning, and technology-enhanced learning. I believe that there is an interconnected complexity and conflicting visions among the micro- (e.g., classroom or practicum), meso- (e.g., program), and macro- (e.g., institution) levels. As discussed in Cotán A, Aguirre A, Morgado B, Melero N. (2021) (A1, K1, K2, K3)

My teaching is student-led, resource-based and flexible I use an extensive academic, business, and professional network and students are introduced to real-work practitioners. It is vital to introduce passionate industry experts and an inspirational guest is Giorgio Bargiani the head mixologist of the recently voted best bar in the world at The Connaught hotel London. It is only possible to secure sector specialists with lived experience through my extensive industry contacts. I have facilitated an excellent working relationship with the guest speakers I have secured, where they provide support to the university by attending the recent student led contemporary themes conference (see case study 1 for further detail) which was attended by industry experts the wider university community and the Vice Chancellor Professor Medwin Hughes. Guest speaker Sean Valentine FIH, is the organiser of the 'Young waiter Young chef' award, an award which one of our students won for 2019. Considering Behle, H. (2020), I am developing this relationship with Sean to the advantage of the university, students and programme adding value to student experience, this is a mutually beneficial relationship as Sean can meet prospective entrants for his awards programme. We currently are discussing ways that this competition might be provided to our students, as a Welsh award (associated with UWTSD) which would result in potential 'double' badging, and the opportunity of further programme growth with this as an integral part. Sean is a fellow of the Institute of Hospitality (IoH) for which free of charge membership is extended to our students, an organisation of which I am an active member, it provides excellent learning opportunities regarding resources, of benefit, as one of their education partners. I am actively working with guest speakers to increase active learning and to maximise impact of their visits, involving creating assignments for the students to prepare prior to a speaker's visit. As in Tsiligiris, V & Hill, C. (2021) (V4, K3, A5, A1)

A3: Assessing and giving feedback to learners (700 words)

Show how you develop assessment strategies and activities that are appropriate to learning experiences in a collegial manner; 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 and should include examples of how your practice impacts/influences the professional practices of others.

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 collaborative working to develop and influence:

- Appropriately targeted assessment tasks
- Student evaluations
- Peer reviews
- Observation feedback
- Learning materials
- Moderation documents
- External examiner activity
- Innovative approaches to assessment and feedback
- Student responses to feedback

It is important that students are assured that as they produce work and ideas, they receive constructive feedback. I ensure that my feedback is forward facing, detailed and provides encouragement where necessary. Utilising the two main types of feedback available formative and summative. While summative plays an important part in benchmarking students, and ultimately assessing their final degree class, it is formative feedback that plays the more important role in learning and development. See Amponash. S (2020) The approach can vary between levels, Level 4 students are encouraged to embrace the use of MS Teams including screen sharing, to enhance their engagement with content and prepare for later presentations at assessment points; whereas Level 6 students are encouraged to develop ideas and think critically about content allowing for review by the tutor and utilising peer evaluation. The differing approach recognising the students position on their learning journey with consequential stage of academic development. Some students have strong ideas about hospitality industry operation, evidenced recently with disparate attitudes regarding COVID-19 government guidance and its impact on the industry, within class discussions: promotion of diplomacy, empathy and tolerance allow students to develop self-critical attitudes to their value systems and an understanding of diversity. (K1, K2, K3, V1, V3)

I seek to create a safe setting using chat time pre- session and afterwards, as in Abernathy, DF. & Thornburg, AW (2020) The introduction of a radio station background as they log on in the morning has allowed for interesting debate about music choices, and even thought for the day as part of Radio 2, giving way to great student conversation including those previously reticent. I always adhere to the use of respectful language to our students, the recognition of their individual abilities and contributions, maximising their awareness of their worth and value by suitable praise during session, with a thank you at the end for their engagement and attendance. I work diligently with students, encouraging them to support their answers with an academic or industry underpinning and their ability to discuss their content the rationale behind their chosen topic (contemporary themes being relevant here) allows them to focus on their work, and their writing style, plus enhances the engagement and relationship between tutor and student. Written comments and marks without any verbal feedback can often mislead the student and I ensure that every effort should be made to engage with the student at whatever level to promote their ability and to allow them to think through their work and gain a better understanding. I use a range of feedback, using

the rubric, written form in a narrative, annotations within work and voice recordings. I place great value on student feedback and actively encourage students to use the student questionnaire within Moodle and the annual student surveys also. This is a vital part of quality assurance and amendments can be made to module content in response. (A2, K2, V4, V2)

2020/21 has seen Level 6 students combined from three campuses creating an excellent opportunity for critical views from students. The key factor was to enhance, the student experience and consistency of content without replacing core learning objectives. Because the student experience encompasses many aspects of academic and intellectual development; social and emotional life; and the growth and refinement of cultural, political, sporting, and artistic interests. As Naciri et al (2020) My aim is to ensure that all our students have an exceptional and distinctive experience while at IHM with industry experienced staff (K2, K3, K4).

Our Alumni development aims to enhance experience further. this and my support of staff through training to achieve excellent teaching, both on-campus and online, with a strong academic and pastoral support framework which responds effectively to the range of individual circumstances, experience, expectations, and interests, underpinning the programme ethos, I am leading; including opportunities to study abroad learn a language whilst developing excellent skills for future employability being key components. I acknowledge the current world needs people who have varying abilities of cognition and application of different ways of thinking, research, problem solving, critical thinking skills and creativity. Considering Barkas, LA. Armstrong, PA. & Bishop, G. (2020) bringing students together has allowed for them to experience wider viewpoints, although needing to be carefully managed to allow for fair speech and equal representation, The tangible benefit being a transferable skill within industry of being a committed team member, fully engaged within process. See Malik, AS. & Malik, RH (2021) by utilising MS Teams break out room's students are required to review each other's work, supervised by the tutor and PCET mentee. This approach has been shared with the external examiner, where she has been made aware of changes within delivery approach (resultant of blended learning) and this has allowed for adjustment of content and summative assessment. (K3, K4, V3, V4)

A4: Developing effective learning environments and approaches to student support and guidance (700 words)

This Area of Activity is about how you work with colleagues, internally and/or externally, to 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 and others 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; professional dialogue
- Peer review
- Formal and informal/unsolicited feedback from students and colleagues to improve impact on teaching and learning, both personally and on the practice of others
- Observations of teaching/learning activities
- Analysis and sharing of evidence from electronic forms such as blogs and discussion forums to influence future practice

I work with colleagues to ensure that assessments are set to match criteria to allow students to achieve the learning outcomes of the module, providing support and guidance for new colleagues when they are setting these and compiling module handbooks. Barnard, M. Whitt, E. & McDonald, S. (2020) (A1, A4, V4, K6) I feel it is essential to promote consistency and my time is provided to allow staff to have a fuller understanding of processes maintaining university. As a mentor, I ensure that there is an open and honest mentor and peer relationship established allowing for not only the development and successful on-boarding of the colleague but also the programme having a positive impact on the student group. Whilst allowing for a robust moderation system and effective peer review. (A2, A5, K5, K6, V2)

Earlier indicated, my network of industry contacts has been able to support the students learning, becoming an integral part of the blended learning programme approach see Rafiola, R., Setyosari, P., Radjah, C. & Ramli, M. (2020). I am currently compiling a programme directory of experts so that the resources can be used efficiently and meaningfully. This will also include university wide colleagues who have this, and last term shared their time with Level 6 students, discussing such content as Ethics, Research Ethics, AI and Entrepreneurism. The addition of this subject content into the programme was seen as an essential inclusion providing consideration of ethical dilemmas within hospitality, the way in which as individuals they recognise the potential size of problems due to the intangibility of the products being offered and the impact of COVID-19 and the effect of Brexit on the transient staffing group. (V4, A5, K3)

Working closely with two PCET students as their mentor (this being their second term within IHM with me) in both practical and informative approaches, they are encouraged to deliver pre-set content and develop their own content to support the module themes. It is important to facilitate development of PCET students, to encourage the sharing of learning, and create a mutually supportive environment Brannon, D. (2021). This has been particularly successful where additional time can be spent with the PCET students and IHM students when they have delivered their own content: Using Teams successfully and using PowerPoint and the skills of presentation. Further enhancing student experience, as this is relatable to them. (V1, A2, A1)



I welcome class feedback via the online module evaluation, or by inviting students to discuss in person or email if they feel more comfortable with this, the module quality. Whilst considering many possible sources of feedback and evaluation on both teaching and course quality (including, for example, course documentation, progression rates, curriculum design processes, etc.) See Han. Y, & Xu. Y, (2020) the most common source of input to teaching evaluation is feedback from students and this is very important to me. (Please see appendices) This has allowed for a balanced view to be sought and for changes to be made to the approach and delivery in some instances. (A4, K5, V2) Informal discussions also take place within a group environment, and this although online, allows for students to gain strength from each other and builds their relationship toward a viewpoint. (K5, K6, V3, V4)

I utilise instructional activities requiring collaboration and interaction so student's support one another's learning whilst developing a sense of responsibility, and self-direction. I use strategies that seek to facilitate adult learning, which not only helps change learners' perceptions of online learning, but assists them in a collaborative, authentic, and responsible way. See Rotar, O. (2021). I understand that it is important to maintain high-quality learning, appropriate assessment plans and adequate facilitation must be particularly reinforced promoting the students confidence and competence within the use of IT, and also (especially) at Level 4 an early introduction into basic research methods, how they ask a simple search engine question to gain information to share with their colleagues, feeding back via the use of the chat box and also online discussion so promoting a variety of modes of communication which is essential for their academic development and for employability. (K2, K3, K4, V2, V4)

My activity-based learning allows students to discover issues and develop a creative solution to problems, often absent in more passive learning environments, an advantage to blended learning by ensuring engagement. Such activities can challenge the tutor facing criticisms from students themselves when confronted with poor participation from some of their peers. As discussed in Vargas-Sevalle, L., Karami, M. and Spector, S. (2020), Teamwork is an essential part of the Hospitality Industry and students have an early introduction into coping strategies (with the help of their tutor) to overcome the difficulties of colleagues poor or non-engagement, so developing professional values and experiencing success, despite encountering difficulties. (V4, A5, K3)

A5: Engaging in continuing professional development, research and the evaluation of teaching and learning related professional development (700 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 teaching and learning within your own personal practice, your School/Faculty and/or the institution as a whole. You should demonstrate explicitly connections between your research and/or scholarly activity and your and others' professional practice, as well as how you evaluate the effectiveness of that practice.

<u>Engagement in:</u> ▪ 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 per 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	<u>Evidence might include:</u> ▪ 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
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Write your evidence here

I maintain strong sector links working as a freelance consultant within the hospitality industry allowing for development and updating of knowledge, not only within my specialisms of marketing and hospitality but also within broader business activities. See Vaughan, M. & Mertler, CA. (2020) As part of my continuing professional development, I maintain an interest in learning having a varied professional background I can teach across a variety of programmes and have done so previously (health) and would continue to pursue further knowledge to work across programmes in the future. I am undertaking a Welsh language module and am due to commence the WSET (Wine & Spirit Education Trust) Advanced Educator qualification within the summer months which would allow me to deliver WSET courses within our IHM program and that of Hospitality, Tourism & Events also, allowing the students to achieve the Level 1 WSET award, widely recognised within the industry. (A5, K5, V2)

I have been requested to provide support to the DBA programme as a Director of Studies and am looking forward to, working with colleagues to expand my knowledge and my abilities within the supervisory role of students. This I am sure will also enhance my own role as programme manager for the IHM MBA program. I am always keen to expand my personal knowledge and experience and work within other modules and have delivered and developed modules across both the health portfolio and IHM at levels 4, 5 and 6. Currently compiling the IHM MBA content. (A5, K2, K6)

My early introduction into reflective practice commenced as a student Nurse continuing within my health management career and consequently own research within post graduate studies. Realising that it can enable practitioners to learn from self-experience, their work, and the way they relate to, culture, and society. It provides self-developed strategies which allow for the revealing of challenges, provoking appropriate and probing questions, previously unasked, about oneself and others. see Feucht, FC. Brownlee, JL. & Schraw, G (2017). It is important that as practitioners we reflect on the effect that we have on learners, not only allowing for us to explore experiences within sessions but also, by encouraging students to reflect also, promoting an open dialogue which allows for development of time critical changes in pursuit of the student experience. I ensure that my own practice is updated by my active membership of the Chartered Institute of Marketing, the CIVC (Champagne producers control board) my affiliation to the Institute of Hospitality, and as a member of the Wine & Spirits Education Trust (WSET) with participation at conferences, webinars, and completion of learning resources, benefitting my practice and thus my students. By holding regular module and level meetings this allows me to share good practice with colleagues, appreciate their viewpoint and ensure that there is consistency within the programme. (V4, A5, K6, V2)

I am currently developing a field trip scheme that allows students to visit areas of excellence within the industry allowing them to build knowledge and contacts plus a degree of partnership working in addition to that with Marriott International, considering Larsen, C. Walsh, C. Almond, N. & Myers, C. (2017) (V4, K2, A4, V2) I encourage colleagues to review my work by them attending my taught sessions and the review of my feedback and interactions with students; and have invited this term and last the Dean of the Institute to attend sessions, so that she can not only meet our students but gain a better insight into the student experience and the programme delivery. (V2, K5,)

The pursuit of lifelong learning and development is an essential skill to share with students. This also has allowed me to work successfully within a consultative role within the industry encouraging businesses to learn from their reflexivity and make successful changes see Boeren, E. (2017). This is an ethos that I share with my students, where much time is given over to structured debate, engagement with stakeholders, change management and realise that their, and other's reaction to change may be due to their own conditioning and predisposed ideas, so promoting an unbiased approach. (V3, V4, K6,)

My current research and writing includes a review of the interview and recruitment procedures used, see Feld, L.D., Shah, N.L. (2021), with a clear objective to identify links between interview performance (scoring) and final exit award/point, the identification of any correlation and introduction of refined interview processes could then allow for feeder colleges and schools to be maximised and the reduction of the use of agents, this will give consideration to student recruitment incentives with the long term goal of self-sufficiency within recruitment of numbers either in line or in excess of the current ever increasing student cohorts. This will include the IHM MBA recruitment processes also. (V4, A5, V3, K5).

The Case Studies

As well as completing the Application Form for Senior Fellow, applicants must also submit two case studies.

The case studies should provide reflective accounts of two particular contributions or experiences which:

- have had a significant impact upon the co-ordination, support, supervision, management and/or mentoring of others (whether individuals and/or teams), in relation to learning and teaching
- demonstrate the applicant's sustained effectiveness in relation to learning and teaching and that they meet the criteria for Senior Fellowship.

Applicants should use the two case studies to address different aspects of Descriptor 3, with a focus on their organisation, leadership and/or management of specific aspects of learning and teaching provision. They might include informal activities, whether individual, collaborative or team-based, that have had a significant impact on their academic practice and/or on the practice of others. The emphasis should be on their effectiveness in relation to learning and teaching and should incorporate how they have led, organised or managed specific aspects of learning and teaching provision.

At least one of the case studies should focus on a situation where the applicant worked with others using their skills, knowledge and awareness in leading, managing or organising programmes, subjects and/or disciplinary areas. They should clearly demonstrate an integrated and reflective approach to academic practice that incorporates research, scholarship and/or professional practice.

Applicants are advised to refer to the Guidance Handbook for more advice.

Case Study 1. (1,000 words)

Write your Case Study here

As the programme moved into blended learning there was immediate consideration given as to how an event (at that time annually) the student led conference could happen. This was an integral and assessed part of the students Contemporary Themes in Hospitality module, requiring a written conference paper and presentation. This also coincided with the amalgamation of the three campuses Swansea, London, and Birmingham, requiring a solution to make this happen. The only solution was to deliver the conference online or not at all, if not at all this would limit student experience and would add further complexity into the assessment process, so a fail fail situation. On discussion with the Programme Director, it was decided that a review of the module would take place and the External Examiner would be consulted. I identified that the learning outcomes could be achieved by using Microsoft Teams, especially the Microsoft Teams Event platform. This would ensure that there was no change to the assessment points or indicative content, and as it was not specified that this would be a virtual or actual event the outcomes could be achieved.

The bringing together of students, was enlightening and became apparent that there had been differing levels of teaching delivered with some students lacking in the ability to formulate ideas for research conference papers and presentation. Initially it was assumed that this was due to the use of an online delivery but unfortunately no, there had been limited provision; this meant that teaching of these skills would also be needed for successful completion of the module. At this time, I was mentoring 2 PCET students, both had excellent presentation and IT skills. With the two students a plan was formulated allowing for them to enhance their teaching hours and profile of teaching materials delivering Microsoft Teams, Teams Events and PowerPoint, whilst I would concentrate on the teaching of writing skills and other relevant module content. What had to be considered at this time was the overall experience of the students their engagement with the programme and with each other as they met new colleagues and worked together differently. There was a major change to their on-campus delivery, this was now entirely online, they had lost a placement experience and now had to imagine how they could deliver an online conference.

A mapping process was performed to identify knowledge gaps, essential as without this, students would be set to fail not having the key skills needed. It was established that students from Birmingham & London campuses did not have the required skills. Within their taught sessions, the use of MS Teams was maximised using break out rooms also. The students were encouraged to explore a Contemporary Theme with no shortage of ideas, especially related to COVID-19 and impact on industry which included introduction of AI.

As a new concept I advised the wider Institute Team and encouraged students to also compile a guest list of industry influencers and contacts. Support was sought from central marketing and communications. A GIF was created for advertisement, and interviews with students were carried out with promotion on LinkedIn, Twitter, Facebook, and Website. The event was attended by senior colleagues and the Vice Chancellor Professor Medwin Hughes, who addressed the students and guests at the conference, via a live link.

To reach that stage however many hours of additional work was carried out compiling, rehearsing, and editing slides, all being considered, and decided – with the students. Whilst there were many hours of additional student support, this allowed for knowledge gain about the process of delivery

and sharing of experience, also how students can be supported in developing within the subject and wider skills.

From week 3 of the module, I invited students to attend their lecture (online) as though they would be presenting or attending work. This had an extremely positive effect, students who in previous weeks had been relatively disengaged and reluctant to participate or even attend, now arrived, in suitable attire, they were all using the 4 campus UWTSD background that I had provided for them as a background whilst on teams and were actively engaging.

Collaboration between students was essential for success, as there was need for a democratic selection process, this enhanced their tolerance of each other, their reflexivity, and professional approach. They considered the content of each other's proposed presentations, asking probing questions, was it suitable for the conference? Would it make an impact? And although sensitive, was their colleague able to present at this external conference, or would they prefer or be more suited to the internal event that would be run concurrently but to our Level 4 students? The students considered the implications of presentation, of being excluded, of being forced to present because of peer pressure all the pressures that one could identify within the workplace. But this conference would act as a showcase of their achievements, allowing for invitation of industry influencers, and the wider university community. Industry specialist Sean Valentine FIH Chief executive of the 'Young waiter, Young Chef' awards programme) was their chosen guest speaker.

Whilst the student presentations could be pre-recorded, there were also live elements, the address by the Vice Chancellor, the speech of our conference guest, and potentially most intimidating of all the Q&A session, these were unscripted and therefore challenging. The students rose to the occasion however and answered these competently, professionally and with some appropriate humour also. This confidence had been facilitated by in session practice afforded to them by their colleagues, team building which strengthened cohort behaviour, they had a common goal and were able to achieve this if they worked together, all skills that they would need to work within hospitality.

The blended programme is now UK wide, with no physical campus but centrally taught from Swansea. The evaluation of the event, the original mapping exercise and feedback from students has allowed for information sharing with all programme module leads, to enable inclusion of presentation, good academic writing skills and positive engagement opportunities. One core skill within hospitality is effective communication enabling self-promotion with the ability to share ideas professionally and effectively. This conference facilitated skill acquisition and underpinned module content. Reflection allowed for suitable changes to be made, considering the learners needs, in developing broader industry focussed transferable skills with knowledge. The review of the delivery and the original mapping process has allowed for this module concept to be transferable across modules within the programme, university wide programmes and the opportunity to share this practice UK wide, in the changing approach of blended and on-site delivery within multi and single sites.

Case Study 2. (1,000 words)

Write your Case Study here

I joined the International Hotel Management programme (IHM), to teach marketing essentials, I had previously been the marketing lead for the health portfolio and on joining IHM by the end of my first term became module; due to the exponential growth of the programme, my role has changed from a single tutor module to leading a team of 4-6 tutors according to staff provision. The use of fractional staff allows for variety of experience and knowledge to the benefit of the student; however, this could lead to disparity of content, with a variety of interpretations of the module, indicative content and learning outcomes and the use of the 10-week teaching plan in a variety of ways.

I had re-written the content of the module prior to blended learning. However, when the blended approach was introduced, it became evident that there was a variety of better and more exciting ways to share knowledge to enhance engagement within the subject. It was no longer sufficient to discuss the core principles such as price, product, promotion, and place (4Ps) and hope for the best, there needed to be relatable, purposeful, and tangible links to the hospitality industry for students.

Due to programme development my tutor leadership role varies from 6 to 4 and currently five tutors. This is dependent on the number of hours that can be provided by the individual tutor. This could lead to a chaotic teaching of content, however by ensuring strong module leadership and centrally written content, this is promoting consistency for the students. The content for the Level 4 Cert HE students is identical to that of the BA (Hons) level 4 students, but what is pertinent is that students are not only being introduced to the subject content but also to academia in general at this stage of the programme. For certificate students and BA students who are studying over 3 years (instead of the accelerated 2-year programme which is also taught) their first term consists of a business skills module and Marketing essentials (for those studying the accelerated programme they also study an additional module in Hospitality and Guest services). There is a vast difference between the type of assessed weekly submitted tasks within Business skills and the more formalised assessment points within Marketing essentials. For example, business skills require the student to assembling a portfolio of short tasks, whereas within marketing their first assessment is to write an academic essay of 1500 words, second a 1250-word marketing plan report with an accompanying 250-word equivalent presentation of that plan. Underpinning of essential academic skill is essential within this module as a bed stone of the programme. This is at a point where students can learn content and writing skills within differing formats. Therefore, a consistent approach is essential if all students are to be treated equally with exact content and the same opportunities for learning. As an experienced and chartered marketer, I ensure that the content is relevant, this has become increasingly significant within the pandemic, as marketing messages within hospitality change frequently, with students learning about truthful marketing, sustainability and the advantages of digital marketing.

Being responsible for marketing of the programme also I have established a Facebook page, this allows for integral activities within the module, this demonstrates to students in real time the use of social media, effectiveness, messaging content suitability and relevance. It also allows for sharing of our programme good news, to new students' families and friends with share, like and reach increased.

Provision of centrally designed content allows for students to benefit from clear guidance and provides me as module lead with a clear framework for peer review and support to colleagues. As a staff mentor this is very important. I am a member of each of the students MS Teams and can access their lectures and recordings as well as attend lecture on an ad hoc basis. This has been particularly useful for new to academia lecturers when I have been able to assist with technical problems and support the lecturer.

I hold fortnightly module review meetings, when we discuss content, and trouble shoot any issues with in class activities or draft work and final submission points. This approach has seen over the past two terms an increase term on term within engagement with the module and increase in successful marks and a reduction with resits. To get this into perspective there are approximately 250 students joining the programme each term, (Three intakes per year). And there can be up to 10 classes of marketing students, if each tutor delivered different content this not only would make for a chaotic approach and lack in consistency but would lead to confusion and poor student experience. Instead, there is consistency within the Moodle page, where I have followed the digital framework guidance and ensured that the page is clear and user-friendly colleagues are consulted on changes to such things as the reading list, and I take responsibility for updating that and the Leganto list ensuring that as many digital copies as possible are available within the essential reading section. We must realise that students are not physically on a campus, but they need to have all the benefits that blended learning can achieve for them this means excellent accessibility, within Moodle, Turnitin and MS Teams. I ensure the Teams content is mirrored to that of Moodle so for any students who have initial access difficulties, then they can still view via Teams. Each tutor is instructed to record all their sessions, this allows for students to access content via their steam account, and allows for peer review, staff mentoring and the moderation of assessed presentations.

In summary my approach to centrally written content, with supporting student guidance documents which I have written to support their academic skill acquisition, allows me to lead and manage the module with consistency, promote quality assurance, deliver efficiency with effectiveness, and gain an overall accurate picture of the module, which results in accurate module reviews, with useable data for audit purpose, but most importantly satisfied 'fairly' treated learners. IHM blended learning was not a stop gap for a pandemic situation but will continue as the programme continues to grow across the UK and so the approach which I have introduced within this module, is now being adapted as a concept across all programme modules, and the approach shared with the wider university colleague base. Given the unpredictability of on campus delivery currently and the change for many to blended learning (as a continuum) this too could be implemented within other Higher education establishments across the UK.

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Appendices:

Colleague Testimonials

I wholeheartedly support to application of Dr Jayne Griffith-Parry to become a Senior Fellow of the HEA. Jayne is the Programme Manager for all academic modules that BA International Hotel Management students' study on their various degree programmes. As such she has comprehensively researched all modules in the degree programme.

The BA International Hotel Management programmes were revalidated in 2020 but Jayne took the lead in recommending changes and preparing documentation for two modules where minor modifications were approved in 2021. Jayne is very much at the forefront of the International Hotel Management (IHM) team planning and designing the modules in the various IHM programmes.

A real strength of Jayne is her support for colleagues (particularly new colleagues) and students. Jayne has taken all new colleagues teaching the academic modules under her wing. As IHM has grown this has meant helping staff teaching on all levels of the undergraduate programme. She arranges induction sessions for them and sessions at regular intervals to support them in their teaching. She raises any concerns that they might have with myself (IHM Director) and in our Lead Team meetings.

Jayne is equally supportive of her students. She regularly meets with groups and individuals and works tirelessly to support them in every way to help them reach their academic potential and support any issues that affect their ability to study effectively. The quality of Jayne's feedback to students is outstanding and IHM's external examiner commented on the excellence of the feedback and accuracy of the assessments during the last examiners report.

As all academic modules delivered that IHM teach is online the IHM team has worked hard to develop a coherent strategy to make the most of the technology to ensure that our students' learning experience is the best we can provide. Jayne was very much a lead figure in the team working on that strategy. Jayne uses TEAMS to deliver her lead lectures and seminars and makes effective use of 'break out rooms'. She has also made excellent use of experts in the industry as guest lecturers and has led on creating virtual visits to various hospitality locations in the UK and abroad. Jayne certainly has the student experience at the heart of all her teaching and supports other tutors to follow her lead. Jayne also uses 'Hotelier' software in her teaching. Hotelier allows tutors to create a virtual hotel which we can then programme to replicate the work of hotel departments.

Jayne is very conscious of the need to listen to the student voice in order to review and make possible improvements to her teaching. Last semester she, and her colleagues who taught Marketing Essentials, achieved 95% overall student satisfaction in the Module Review. She is constantly examining how the content and delivery of all modules taught online might be improved, and as previously indicated, modifications have already been made to improve several modules. As part of the lead team for IHM Jayne is extremely aware of the implications of quality assurance and quality enhancement for academic and professional practice.

One of the most impressive elements of her professional conduct is Jayne's ability to research to ensure that her knowledge is recent and relevant, and this is reflected in her teaching. Hospitality is currently undergoing a period of significant change and it is clear that after the industry returns to some sort of normality in the post-covid period that changes will be made to increase the use of

technologies in business settings. Jayne is very up to date with changes that are currently being made within hospitality and she ensures that her knowledge is passed on to our students thereby ensuring that our graduates are prepared to take an important role in the hospitality industry.

Many of our students come from very diverse learning communities and we have a wide range of student experience within hospitality. Jayne is very aware of the issues involved in teaching students from such a wide range of backgrounds. She treats every student as an individual and tries to ensure that she helps eliminate their weaknesses whilst playing on their strengths to help them achieve their potential. Even with the very large numbers that we have in International Hotel Management Jayne always has time for individual students and arranges to meet them to discuss any issues, academic or personal, that might be affecting their work or their ability to study. Jayne is also very aware of the support that can be offered by the University and frequently refers students to Students Services so that they might receive specialist support.

In International Hotel management we are very much concerned with the 'exit velocity' of the student and aim to ensure that any student graduating does so having achieved their potential. In their final year of study, they participate in a student conference that Jayne leads on. Academics, students, industry professionals and senior colleagues are invited to attend the conference which is aimed at showcasing our students and providing them with a launchpad to a career in the profession. It also provides IHM with a marketing tool to demonstrate the quality of our final year students.

As well as noting Jayne's responsibilities as Programme Manager that she undertakes for IHM Jayne also has responsibility as Marketing Officer and undergraduate admissions and has taken the lead in the recruitment of students to the MBA IHM programme which will start in September 2021. Jayne will be the lead IHM tutor on that programme. Jayne carries out all these responsibilities to the highest of standards and is both innovative and effective in carrying out those duties.

To conclude, Jayne Griffith-Parry is a first-class tutor, Programme Manager and colleague who thoroughly deserves to be made a Senior Fellow of the HEA and more than fulfils the criteria that is outlined in the notes for guidance. She has my wholehearted support in her application.

John Howells
BA, MA, PGCE, FRSA, FSA
Director of International Hotel Management

Jayne is clearly dedicated to achieving the very best standards for the University and its students, as well as her teaching colleagues. Her mentorship during my time as part of the International Hotel Management team has been invaluable, effectively getting me up to speed swiftly and empowering me to deliver high quality content week on week. Jayne has led the way in improving engagement with all students, not just her own cohorts, and has been a constant and reliable source of support for those of us still finding our feet. Jayne demonstrates strong leadership, standing with teaching staff when problems arise and engaging in constant communication to mitigate any issues early on. It is clear the impact Jayne has had on this course and how key she has been in driving its success. Jayne is an undeniable asset to the University, one which should be utilised by the institution in any and every way possible.

Neil Dyer
Darlithydd | Lecturer

I first met Dr. Jayne Griffith-Parry during my interview for the lecturer position on International Hotel Management with UWTSD. Due to this initial connection, Jayne quickly became my mentor as we built up a relationship where not only was she guiding me through the University programme, but we worked well by utilising her academic prowess and my professional background in hotels to bring out the best of our students. Over my first term with the University, I credit Jayne with my successful onboarding as she was so often at the end of the phone or via teams whereby, she always offered her support and guidance. As a new lecturer and an HR professional, I believe the first 30 to 90 days of employment are vital for success and Jayne is a credit to IHM as I have seen she has not only supported myself, but many other lecturers as this programme continues to grow.

I have now worked closely with Jayne on two of our level 6 modules and immediately saw the connection and rapport she has with students. She has supported my development as a lecturer with the aim always being to bring out the best of our classes, particularly in this challenging time of COVID19. With her knowledge and skillset, she guided me with ideas for sessions, supported me with Moodle and Turnitin along with marking and academic conduct as her goal is clearly to make this course the best it can be.

Finally, I most recently worked with Jayne on our Contemporary Themes module whereby we worked endlessly pulling together an online conference attended by the Vice Chancellor, lecturers, students, and outside guests from the industry. I believe the relationship we have built over such a short time was truly reflected in this events success, with special credit to her support towards the students that presented. Jayne's endearing and warm nature, along with strong academic and professional knowledge is something that I believe sets her above others and is an asset to not only myself as her colleague but especially out students.

Emily Williams BSc(Hons), PgDIP, ACIPD, MIH

IHM Lecturer

Jayne has acted as mentor for me since joining UWTSD and has provided both clear guidelines and supportive advice. Her strong focus on academic rigour and the need for clearly defined and followed practices meant that she quickly became the 'go to person'. As a colleague Jayne has been instrumental in ensuring a smooth start for new lecturers, but she also demonstrates the same ability, care, focus and professionalism with the students who are fortunate enough to meet her.

Jenn Keen BSc MSc
Lecturer IHM

PCET Student Testimonials:

I am a PCET Student Teacher, and I have had the pleasure of experiencing Jayne's lecturing due to getting involved in her lectures and module material as part of my placement. Jayne is an excellent lecturer, from observation it is clear she is very passionate about teaching individuals of all backgrounds, and I have learnt a tremendous amount from her. She is very patient and clearly spoken, and she is excellent at keeping her class engaged in the lecture material. As a PCET student who has had a personal, difficult few months, I really am grateful for the help and support I have received from Jayne. She always seems to go out of her way to help people and ensure that everyone's needs are met. I am hoping in my teaching practice that I obtain a lot of skills and abilities like Jayne.

Tamara Paige Lewis BA (HONS) MSc

Dr Jayne Griffith-Parry is a well-respected lecturer with a wealth of knowledge and experience. This is translated to the learners through an effective level of engagement and interaction. One thing that stands out is the enthusiasm for her work. She also has an outstanding teacher – student connection, where she goes over and above to help the learners. I have found her to be supportive and approachable providing a safe space within her classes to grow and develop. Her inspiring nature allows students to continually progress and achieve to a high standard.

Jess Hill BCs MSc PCET student

Level 6 Student Testimonials:

Dr. Jayne Griffith Parry was one of the best Lecturers I have had during my studies at the University of Wales Trinity Saint David. Unfortunately, I only had the pleasure of having Jayne as a Lecturer towards the end of my last year. She is a very capable and kind teacher. I was able to learn a lot in the last months of my study thanks to her, and I would have liked to have her from the beginning, so that I could learn a lot more from her. I can personally say that she is very confidential with students and has always been on call, especially during this pandemic period.

Antonella Quarantiello BA(HONS) Graduate

Dear Jayne,

I cannot believe the last University year is over.

I really want to appreciate and thank you for being such a great Lecturer. Thank you for your hard work in supporting us during the online classes! Thank you for the way you were interacting with us, students, and making learning so interesting, especially by selecting attractive cases during sessions.

I would like to list below your most important abilities as a Lecturer:

- Very enthusiastic teacher with good presentation skills.
- Constantly giving examples and always answering questions and getting discussions going
- Very stimulating teaching style. Case studies classes very interesting
- Classes were nicely structured and presented.
- Exceptional support in preparing for an external conference.

Kichka Koleva BA(HONS) Graduate

Classes with Jayne Griffith Parry have been so worthwhile and helpful during my studies, she has an amazing way of breaking things down so that they are understandable. I must admit that she was there when I needed it the most to provide me feedback for my research proposal to make a great piece of work and always keeping light and fun.

Jayne is a great tutor, and I would recommend her as she is very patient and comfortable to practice conversations, which is also a huge plus. I have learned so much in my classes with Jayne as she provides both, a great mix of listening, speaking and practical learning activities with a very safe and supportive learning environment. Sometimes as a student you feel pushed to learn and try out new competencies, feel safe and supported in doing so and gain valuable feedback that helps you to improve so Jayne was always there for all of us in order to succeed.

Jayne has an incredible gift for teaching, her classes seem like play but there is a serious learning going on, her methods are great, very clear and concise. Thank you, Jayne, for all the knowledge I achieved from you, it was a wonderful journey!

Liviu Maarius Cocosila BA(HONS) graduate

I have had the most absolute pleasure to work with Jayne Griffith Perry as my lecturer in the last part of our studies. Why am I putting an accent on “absolute pleasure”? It is due to the fact that she made a difference, when we started to work with Jayne, she brought so much more to our classes and she engaged so well with us, making us engaged too.

She brought a whole new breeze of fresh air and enthusiasm, she made us feel part of something, she gave us hope and encouragement, she gave us all of her support, no matter how much she extended her working-hours. Shamefully for us, she had though to teach us the use of certain platforms that we should have learned from our first year. On my side of the story, she has saved the day as I was very disappointed on my choice of school up to a certain point until the powerful women came along and changed my perspective. I wish the school would know how to appreciate this type of lecturer and her guidance and for the future I hope they would recruit more leaders like her.
Thank you for your care and support!

Alexandra Sandu BA(HONS) Graduate

I Have been learning a lot from this module with my tutor Dr Jayne Griffith Parry, and it has been a great experience. She is a thoughtful teacher who puts a lot of thought into how she presents the module. Jaynes’s lesson was very engaging, helpful and she was very patient with me and encouraging me to do my assignments. She asks questions and gives case studies to get the students to respond, which is fun and promotes faster learning. This term module is an exciting and challenging one. The module is well organised, and it is beneficial for supporting my education and throughout my career.

Sabastian Joseph (Level 6 pre graduation student) 1704580

Thank you once again for your dedication and delivery to our classes and your guests, who were fantastic. The module allowed me to acquire some knowledge and experience in the hospitality industry. As for my experience and teaching, I have to thank the university institution itself that did everything so that we were not left behind due to the circumstances of this pandemic. As a result, it was possible to interact with my colleagues, professors and guests without any problems. Special thanks also to the IT staff (innovation and technology).

Mubaraca Mombassa (Level 6 pre- graduation student)1905613

During my last term in college, I have been enriched my knowledge by new useful information, skills, and experience. I have practiced critical understanding of different subject areas, related concepts and had the opportunity to demonstrate acquainted knowledge through participation in solving tasks, answering questions, expressing my opinions during classes, writing assignments, and delivering presentations.

I liked a lot to learn about the highly responsible and important role of a management consultant. Furthermore, we had the opportunity to write a Consultancy Report where we tried to identify ourselves with the role of a management consultant where we were put in conditions to make a potentially positive contribution to a business for implementing changes that will contribute to its growth and sustain competitive advantage. Also, I found very useful to learn how to manage a successful event as an effective business product. I was happy to write about the event that I would like to organise using all phases of the event cycle.

All of us have been provided with necessary subject related material in the form of lectures' recordings, handbooks, presentations, articles for better understanding of the subjects of this term. I always could find all necessary material of subjects' content on the team's page, as well as could get a one-to-one session with my tutor for explaining unknown subject related moments.

We had interesting lectures with practical application on assignments related tasks. We always have been taught, supported, guided, encouraged, and evaluated by our tutor. We also had lectures where Jayne invited guests from the industry who had shared their life experiences, where at the end we used the opportunity to ask them questions and receive answers.

I was satisfied by the methods of teaching of our tutor Jayne Griffith-Parry, her useful presentations, and videos. I admired her problem-solving skills, her humanistic attitude toward students, management skills and rich hospitality experience, as well as the effective, well-organised team's work of all staff who had contributed to our study during this term. I am thankful to Emily Williams who has contributed to writing my Contemporary Assignment by answering a questionnaire that was very helpful. I am thankful to Jess, who has contributed to my IT skills development for organising my presentation. I am thankful to the technical support team who can solve any problem.

I would like to mention that I am highly satisfied with the teaching on the modules during this term. I have a positive student's experience and highly recommend using this teaching staff for students in the years to come as effective and successful.

**Livia Zmuncila (Level 6 graduation student)
1905565**

Level 4 Student Testimonials:

Dr Jayne Griffith Parry is a highly educated lecturer. She is very knowledgeable and have in depth knowledge of the subject matter that she teaches. She is very professional but at the same time, she is friendly and approachable and hence it makes students easier to ask any queries they have. She is very punctual and she responds quickly when asked about any help. I very much enjoy being her student and learning from her.

Mahendra Adhikari Cert.HE student

"It has been a great pleasure having you as my lecturer. Here below I found some of the best from you which I like to quote:

I always have found you a totally responsible, informed, kind, knowledge, supportive and detail orientated in teaching.

You are a superb speaker, so the class felt at ease in speaking up. You reminded and guided us to send our assignments for overview so that you will provide feedbacks. You answered our questions promptly and made sure that the answers were as accurate as possible. I found someone can speak along with you effortlessly and ask for useful feedback. You were usually very attentive and engaging towards students who constantly went above and beyond to make sure that students are well-equipped with the materials being taught in class. All in all, Jayne Griffith Parry, you are a great lecturer, who shows passion for your job and cares for your students."

AKM B R KHAN CertHE Student

I have known Jayne for one term, during the period of my education Jayne has developed a unique bond with myself and my fellow students. Jayne's personality makes the connection with her easier even when learning remotely. Every lesson was clearly explained, and examples were given to support the work. The presentation of the lessons was delivered with a lot of enthusiasm which made the lessons more interesting. Jayne would check the understanding of the students learning individual, to ensure they have understood and would personally guide when needed. Encouraged everyone to speak up and answer questions even if students do not correctly answer, Jayne would beautifully direct them onto the right path. All these qualities set her apart and makes her perfect for any role given.

Khaleda Ahmed-Tareq (2017486)

Jayne is an understanding lecturer, who is always willing to repeat and explain herself when I'm unsure of anything, and always answers questions at the end of each lecture. She has a thorough teaching approach and covers all content in much detail. Jayne adjusts to each student dependant on individual's learning approaches. She teaches with the upmost enthusiasm. She is also very prompt when responding to any emails. It is a pleasure to be taught by her.

Jayda Sottar (2012502)

Your dedication and effort really show, and I appreciate your passion for distance education and research. Thank you for your example of being an authentic teacher, of work and dedication without limits. I wish you the best blessings that see the harvest of so many good seeds sown in each student.

Euridice Dos Anjes Pereira Cogo (2019835)

Student Level 6 Term Review:

Introduction

Reflecting on the modules completed for the final semester of the Hotel Management Degree has enabled the review of the three modules completed. This review outlines Dr Jayne Griffith-Parry's guidance, teaching styles, availability of materials, and the lecture's overall performance in getting the final year students across the finish line.

Contemporary Themes

It is constantly said that a good shepherd guides his flock to safety, steering in the right direction to avoid potential harm that could be detrimental. Additionally, it is also often said that experience teaches wisdom; we learn through the experience of others. Before starting the course there was no idea of what to expect. However, as a good shepherd, Dr Jayne Griffith-Parry appeared on our screens with welcoming and reassuring words with her level of expertise accomplished.

This module has been delivered in a format designed to get us as students to think 'topical', looking at everyday things happening all around us. The downside to the module was the short time frame in which to complete the assignments, which would have allowed more in-depth research into the themes chosen. However, the upside was the short window which enabled the students to think quickly, which will be a valuable tool as future leaders.

Dr Griffith-Parry displayed exceptional leadership qualities to equip the class with the requisite tools, delivering and adjusting lecture slides to match the time frame required for completion. The content was explicit, albeit pressured at times to increase the tempo of the delivery with the final weeks approaching. However, experience played a significant role in Dr Griffith-Parry scheduling class discussions, where topics were shared, and feedback delivered. Although external feedback received noted that some of the presentations started to look uniform with the curtain animation used, this method was a great idea.

Overall, the students understood the module through the guidance and high level of interest shown by Dr Griffith-Parry. With the time allotted to deliver lectures, coach and mentor student to the final submission stage, Dr Griffith-Parry went above and beyond. The collaboration with Emily Williams resulted in an excellent job by the two lecturers to get students to the finish line.

International Meetings Management

It was fascinating to learn the different planning stages that go into producing and delivering events of all scales and typologies. There is so much to this module that has opened a greater understanding of the events around us. Planning is a daily part of our lives. The module has allowed students to plan to an exceptional level. However, grasping the module would not be possible without the expertise and guidance of Dr Griffith-Parry.

The lecturer played a pivotal role to deliver the most crucial aspects in a short window to allow students to grasp the knowledge required to plan and execute events. Life is a journey, and some individuals help us along the journey from kindergarten to adulthood. Jayne has been an inspiration, igniting our lives with knowledge allowing us as students to go into the industry to make a positive impact. With the skills learnt, the hospitality industry can look forward to receiving some of the best-trained students. Being taught by the best made us incredibly proud to have had a compassionate lecturer to bring our part of the programme to an end. The compassion can be heard in Dr Griffith-Parry's voice each week as she delivers the lectures eloquently. Well done on grooming us to become knowledgeable and competent in events management.

Organisational Consultancy

Previously, so much has been said about fearing consultants. The question is should we coach, or should we consult being fearful of dislikes by employees? This module has answered the question in a way only an expert consultant could deliver. This is where the University of Wales Trinity Saint David has provided Director John Howells' experience to have Dr Jayne Griffith-Parry managing the programme. Dr Griffith-Parry has used industry knowledge to enhance students' capability to understand the roles of a consultant and deliver a consultant report to industry standard.

However, consideration should be made as to the module's heavy content, with the research report (previous module) extended into the final semester. The research report has impacted the time taken to complete the consultancy report. Had it not been for the experience of Dr Griffith-Parry, this could have been a potential disaster to complete to an exceptional standard.

The three modules chosen were appropriate to the area of study. These modules will allow students to work within different areas of hospitality and beyond. Potentially, students can also consider becoming future lecturers. These choices have been made possible through a lecturer that is nothing short of outstanding. Dr Griffith-Parry has displayed situational leadership theory developed by Paul Hersey and Ken Blanchard in 1969 in adopting leadership and teaching styles to match the needs of the students. This theory teaches that no 'one size fits all' in teaching or leading a team: upholding standard deviation of intelligence quotient (IQ)

and willingness amongst students. The lecturer displayed these skills in adapting to each situation concerning individual students, allowing the complete understanding of the module uniquely. This has enabled us to realise that we can be amongst the upper echelons with those in academe.

Conclusion

Today, I pay homage in my review to Dr Jayne Griffith-Parry on behalf of my fellow cohort in equipping us with the required knowledge to carry the baton on the last leg of the relay. This lecturer's unique voice will be forever in our heads, knowing that we were made to lead by some of the best throughout the programme, particularly this final semester taught by Dr Jayne Griffith-Parry.

Rohan St Lawrence Dubrey Level 6 Student

SECTION THREE: Referees

Your application must be accompanied by **two references** 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 Senior 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 Caroline Jawad
Job Title	Programme Manager
Faculty/Centre/School/Department	Institute of Management & Health
Email address	c.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 with Dr Jayne Griffith-Parry for almost 3 years. I am a regular 'visiting lecturer' t the IHM programme and fully conversant with the high-level work Jayne is doing.	
	

Second Referee:	
Name	Tania Davies SHFEA
Job Title	Programme Director
Faculty/Centre/School/Department	Institute of Management & Health
Email address	tania.davies@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 with Dr Jayne Griffith-Parry firstly as her first programme director when new to her role in UWTSd, and previously regarding professional industry liaison for five years prior.	
	

References:

HEA Fellowship Reference Form

Name of Referee: Dr Caroline Jawad
Faculty/Centre/Department/School: Swansea Business School Institute of Management and Health University of Wales Trinity Saint David
Position: DBA Programme Manager
Role: Senior lecturer Responsible for: The Doctoral Programme at UWTSD. Key duties of the role, mainly focusing on the quality and enhancement processes: (i) providing academic leadership and direction to the teaching team for the programme, (ii) providing programme leadership for all student facing matters to enhance the student experience. (iii) co-ordinating the activities of the team and ensuring compliance with the regulations. (iv) collaboration between all parties including the teaching team, the Academic Directors (ADs), the Assistant Deans and Institute Office staff.
Length of Service at UWTSD: 8 years
Recognised by the HEA? YES
Category of Recognition: Senior Fellow

Please note that when completing this reference form, you should be familiar with the UK Professional Standards Framework (UKPSF). (Please see the Guidance Note)

Reference for Dr Jayne Griffith- Parry

Please insert your reference here: 23/06/2021 TO WHOM IT MAY CONCERN <u>Dr Jayne Griffith-Parry HEA Application for Senior Fellow</u> Jayne is a valuable asset to the University. She has a wealth of professional, business, development, training, and real-world experience. Her varied professional experience allows her a grounded approach to teaching, administration, management, and research. Her relationship with colleagues and students is positive and enabling. She has a selfless devotion to improving quality and enhancing the student experience. Her maturity in professional and work-based experience allows her to take an assertive role in relationship building and maintenance with outside agencies, which

include employer, professional accreditation, and governmental agencies. Colleagues and students have verified her supportive role, sharing of good practice and enforcement of the highest standards of delivery. She is innovative but also protective of tradition and respect for sensitive management of needs. She is proactive, a problem solver and a flexible manager delivering targets set, in unsettling/changing environments.

Professional experience

Jayne qualified as a Registered Nurse in 1985. Once completion of Orthopaedic specialist training was achieved, Jayne worked in a variety of London teaching hospitals prior to taking a commission within the Queen Alexandra's Royal Army Nursing Service. Jayne served as a Captain for two years seeing active duty in the 1st Gulf War. In the conflict, her specialism was trauma, orthopaedics and burns. At the same time, she completed a BSc (Hons) at Dundee University - orthopaedic and rehabilitation technology medical engineering. This was part time and distance learning which provided an excellent basis for study discipline and time management as well as theoretical knowledge. Her management of this process has been shared with students to positive effect. Up until 2000 Jayne provided professional development within a variety of senior clinical management roles. Leaving the NHS in 2000 she had worked as Directorate Manager for Trauma and Emergency Medicine at UHW, Cardiff. Simultaneously she completed an MSc at Manchester University in Trauma Management and Doctoral studies – 'Force equals Result an investigation and clinical examination into the force results of traumatic knee injuries: Professional skiers and Professional Rugby Players'. A Cert.HE and a variety of management qualifications to Level 7 were also completed.

In pedagogic and professional cascading, Jayne was responsible for writing the Welsh National Board Trauma Nursing Course and working as an External Examiner for the English National Board (particularly for Trauma development run at the John Radcliffe Hospital). Jayne also won an industry SIGMA award for joint writing of The All-Wales Fractured Neck of Femur Care Pathway 1997 and the Irish 'Kelly award' for the presentation of Management Strategies within Nursing and Nurse education 1998. This evidences her ability to manage at a national level and the respect of governmental agencies for her professional knowledge and experience. Jayne has been involved within the development of training programmes with NHS and WAG since 1989 and also delivered RAMC and QARANS training during her commissioned time. On leaving the NHS Jayne worked as a Senior Service Manager (multi-site) for the Leonard Cheshire foundation. Here she had responsibilities for multi property management including, financial, staffing and training, and the commissioning of services and contract negotiation.

Working with WAG for a 2-year fixed term she was a Senior Inspector of Care Services working with regulators and commissioners. Her duties included policy writing and formulation of staff PRD. During this time, her passion for hospitality was stimulated and she was asked to provide consultancy services focused on revenue management, service delivery and business promotion.

Specialist business professional development.

Jayne has worked independently as a business consultant for nearly 20 years whilst gaining post graduate CIM qualifications. She also has owned and operated restaurants and is still actively involved within marketing, business development and working as a brand ambassador within a variety of champagne producing businesses (France) and hospitality business consultancy (UK & France). She also holds qualifications as a TEFL/TESOL teacher and Wine Educator (WSET) which allows her to bring direct and formative experience for examples subject specific programmes such as IHM. This phase in her career further strengthened her international management strengths and interaction with different quality audit standards and delivery.

Programme management and HE development.

Since joining UWTSD Jayne has worked with Health and IHM teams. She is Programme manager for BA(Hons) IHM online modules at 3 at Level 4, 6 at Level 5 and 3 at Level 6. She is also programme manager for the MBA IHM programme (to commence 2021/22). Jayne is Level 6 lead tutor. Her module coverage is varied and diverse, with excellent student feedback. These include Marketing Essentials, Organisational Consultancy, International Management and Contemporary Themes within Hospitality. When leading team delivery in the programme and modules she displays a mature management style and creates a supportive environment for colleagues and students. As part of her duties, she is the Marketing Officer and Admission Tutor for the programme. She also supervises L6 students within their placement research report module, allowing her to blend her personal experience and academic research background.

Jayne has been enthused by her work in HE. The University and its programmes have benefited from her input, reforms, and management style. I have been delighted to have participated in the Contemporary Themes module and whilst not a sector specialist, consider myself to be knowledgeable teaching a range of business ethics modules.

I have been able to attend both of the Student Conferences established by Jayne and privileged to observe some outstanding presentations along with several important guests from academia and industry.

I wish Jayne well with her SFHEA application and wholeheartedly support this.



**Dr Caroline Jawad, PhD, MBA, BA (Hons), PGCE, Senior Fellow of the HEA
DBA Programme Manager**

Athrofa Rheolaeth ac Iechyd / Institute of Management and Health

Ysgol Fusnes Abertawe / Swansea Business School

Prifysgol Cymru Y Drindod Dewi Sant / University of Wales Trinity Saint David

Campws Tŷ Bryn Glas / Tŷ Bryn Glas Campus

Stryd Fawr / High Street

Abertawe / Swansea

SA1 1NE

HEA Fellowship Reference Form

Name of Referee: Tania Davies
Faculty/Centre/Department/School: Health Portfolio Institute of Management and Health University of Wales Trinity Saint David
Position: Programme Director
Role: Senior Lecturer Responsible for: Cert.HE Care. Cert HE/HND/BSc Health & Social Care Dip. HE/BSc Health & Care of Children & Young People Cert.HE/DipHE Nursing Studies & Health Cert HE Nursing Studies & Healthcare Professionals.
Length of Service at UWTSD: 10 years
Recognised by the HEA? YES
Category of Recognition: Senior Fellow

Please note that when completing this reference form, you should be familiar with the UK Professional Standards Framework (UKPSF). (Please see the Guidance Note)

Reference for **Dr Jayne Griffith- Parry**

Please insert your reference here: 24/06/2021 TO WHOM IT MAY CONCERN <u>Dr Jayne Griffith-Parry HEA Application for Senior Fellow</u> I first worked with Dr Griffith-Parry for many years as a high-level Industry Liaison; in her role as Operations Manager for a nursing agency she not only supported my health students into the workplace in order to expand their skillset and advance the profession, but she held training sessions for all levels of health and care students and acted as academic reader for nursing pathway courses. Dr Griffith-Parry's experience and employment record is exemplary, but she was always set apart by her commitment, drive and passion for teaching and training in particular. When a role for nurse lecturer and mentor opened within the portfolio I head-hunted Dr Griffith-Parry as the sessions and guest lectures she had given over the years were of a standard and impact I wanted for the role. As a staff member, Dr Griffith-Parry soon rose to a more senior position as Marketing Lead. Using her knowledge of HE and the student base, as well as her background in business and leadership, she implemented several innovations and industry links we still use to this day.

As a HE professional, Dr Griffith-Parry's main strengths are the maintenance of a high degree of academic rigour and skill while displaying a student-centred and empathic approach. Her industry links and understanding of the health and care sectors, as well as her organisation and commitment to her role and her students and peers, has benefitted not only my own health students, but PGCE students, business students, and now her IHM students. Her level of professionalism is unparalleled, and she has been a clear asset benefit to the Institute and wider university.

It is with genuine pleasure that I recommend Jayne as a Senior Fellow.

She is a leader with managerial skills who not only benefits the skillsets of students, but the industries they go on to work within. She has benefited the health, care, leisure and management sectors with her own practice, her influence upon the programmes and networks she has led or coordinated, and the ways in which she inspires devotion and a love for learning in her students.



Tania Davies

SFHEA, MSc, PGCE, KSPD, PDC, DipW, ESRC, IoW, SPA, SRHE, HDCA

Rheolwr Portffolio Iechyd / Health Portfolio Manager

Uwch Ddarlithydd / Senior Lecturer

Athrofa Rheolaeth ac Iechyd / Institute of Business and Management

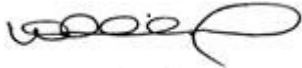
Abertawe a Caerfyrddin / Swansea and Carmarthen

Prifysgol Cymru Y Drindod Dewi Sant / University of Wales Trinity Saint David

SECTION FOUR: Endorsement from the Institution

You are required to provide an institutional endorsement which should come from a professional who has senior responsibility for professional development, learning and teaching within the institution, for example:

- Head of Personnel
- Head of Learning and Teaching
- Head of Academic Registry
- Dean of Faculty
- Vice Chancellor
- Senior Provost

Institutional Signatory	
Name of Applicant	Dr Jayne Griffith-Parry
Name of Signatory	Prof Wendy Dearing
Job Title	Dean of Institute of Management & Health (IMH)
Faculty/Centre/School/Department	Institute of Management & Health (IMH)
Email address	w.dearing@uwtsd.ac.uk
Dear Sir/Madam Please sign below to confirm that you endorse the application for Senior Fellow status recognition from the person named above:  Signature: _____ Date: _____ 25/06/2021 _____	