

UNIVERSITY OF WALES TRINITY SAINT DAVID CONTINUING PROFESSIONAL DEVELOPMENT SCHEME

APPLICATION FOR FELLOW

SECTION ONE:

NAME	Sarah Loxdale
INSTITUTE/CENTRE/UNIT	Management and Health
POSITION (E.g. Lecturer/Senior Lecturer/Principal Lecturer/Director of Discipline/Other (please specify))	Senior Lecturer and
ROLE (E.g. Lecturer/Programme Director/Admissions Tutor/Module Leader/Other (please specify))	Lecturer Programme Manager (Graduate Certificate in the Consolidation of Social Work Practice – GCSWP) Admissions Tutor Module Lead (Recognition and Accreditation of Prior Learning – RAL)
Referees Please could you tick the box if you have sent in your referee's statement? (Please be aware if we do not receive your referee's statement at the time of the submission or a maximum of 2 days after the panel submission date then your application will be passed to the next Panel meeting). If your supporting statements are not included with your application, you must ensure your referees send their supporting statements to the Academic Office by the deadline. The Academic Office will not chase referees. Note – Agreed with Victoria Pearcy that reference will be submitted by the 9 th August 2024 (delay due to Annual leave)	Yes ☐ No ☒
Date of Training	16 th November 2022
Mentor	Glenda Tinney

APPLICATION FOR FELLOW

In your application for recognition as a Fellow of the Higher Education Academy (HEA), you are required to demonstrate fully how your continuing professional development allows you to meet the requirements for **Descriptor 2**, Fellow status, as outlined in the *Guidance Handbook*, relating to the



Dimensions of the UK Professional Standards Framework (UKPSF), that is, **Areas of Activity, Core Knowledge** and **Professional Values**.

You should aim to include examples of your use of/commitment to relevant elements of the Professional Values and Core Knowledge throughout your account. Make clear how you **apply** appropriate Core Knowledge and how you **demonstrate** your commitment to appropriate Professional Values set out in the Framework.

General Principles to consider in preparing you application

- You will need to incorporate relevant **subject and pedagogic research and/or scholarship** in your approaches. How you evidence this will be dependent on the context in which you are working and the nature of the subject, discipline or profession in which you teach.
- Ensure you **provide reasons for the choice of activities you describe** and demonstrate that you reflect on your teaching practice and the students' learning experience.
- Ensure that you explicitly incorporate how you have successfully engaged, where appropriate, in **continuing professional development** activity related to teaching, learning and assessment responsibilities.
- The Assessment Panel recognises that there will be considerable variation in applications, reflecting differences in individuals' experience, their job roles and contexts. **The quality of your reflection is far more important than quantity.**
- This application is a **personal account** so you should focus throughout on your own professional practice and decision-making.
- **By applying to become a Fellow you will have the opportunity to:**
 - Think deeply about and thereby enhance the quality and effectiveness of your work in the area of teaching and supporting learning in HE.
 - Gain national recognition for your role as a teacher and/or supporter of learning within the HE context



SECTION TWO:

CONTEXT STATEMENT

Context Statement

Briefly introduce yourself and outline your role(s) and responsibilities in teaching and/or supporting learning in higher education (**300 Words**)

Write your evidence here

I am a Senior Lecturer and Programme Manager within the Institute of Management and Health and deliver on the University's Professional Practice Framework (PPF).

During my 14 year career with the University I have committed to enhancing my knowledge and skills and have during this period completed my MA in Professional Practice.

The PPF is focussed on providing work-based learning opportunities to individuals and organisations from level 4 to 7. The suite of programmes enables individuals to recognise and accredit existing work-based practice together with providing opportunities to enhance knowledge and skills. All learners are part-time, distance and are currently working whilst studying.

As academic lead for the Recognition of Prior (RAL) module I am responsible for the planning, teaching and assessment at all levels. I also provide tutor support to learners and as a member of the UWTSD RPEL and Accreditation Board I lead on providing support and guidance to colleagues who wish to introduce RPEL into their curriculum areas. In addition to this, I support the board by scrutinising applications and review applications from partner organisations.

As Programme Manager I am responsible for leading on the operational direction of the Porth Agored collaborative programme – The Graduate Certificate in the Consolidation of Social Work Practice (GCSWP). This requires me to plan, design and develop programme content and assessment, ensuring that all aspects are benchmarked against QAA and Social Care Wales's Continuous Professional Educational Learning (CPEL) Framework and address the regulatory requirements for a learner's re-registration as a Social Worker.

The programme is delivered collaboratively with 12 Unitary Authority areas and I provide academic leadership and mentorship to management board, assessors and regional training coordinators.

I also assume responsibility for the recruitment and on-going relationship management with the programme's External Examiner.

Total word count = 291



SECTION THREE: Your reflective account of your Continuing Professional Development

The boxes below should be used to present your critically reflective (**not descriptive**) account of how your Continuing Professional Development (CPD) has enabled you to meet the UK Professional Standards Framework **Areas of Activity**.

For each of the Areas of Activity you should demonstrate **why** you chose to undertake the approach, activity or technique and show how they relate to developing learner understanding. Whilst directly addressing the **Areas of Activity**, you should **demonstrate** how you meet all aspects of the **Core Knowledge** and all aspects of the **Professional Values** and map these as appropriate.

Your application should show successful engagement in appropriate teaching practices related to the Areas of Activity, successful incorporation of subject and pedagogic research as part of an integrated approach to academic practice, and successful engagement in professional development in relation to teaching, learning, assessment, scholarship and, as appropriate, related academic or professional practices. **The form will expand as you enter your information.**

Your application for Fellowship consists of a 3,000 word reflective account shared across all five Areas of Activity plus citations (overall maximum of 3,500 word)

Citations should be included in an overall list at the end of section 3 of the document.

A1: Designing and planning learning activities and/or programmes of study (600 words)

Identify how you contribute to the design and planning of effective, valuable learning experiences

Engagement in a variety of learning activities, at a variety of levels e.g.

- Micro: individual/one-to-one or small groups
- Mesa: module sessions, course or programme level
- Macro: policy, HEI, professional body level

Evidence might include:

- Development and enhancement of session plans
- Identifying and planning different kinds of interaction with learners in various contexts
- Design or redesign curricula, modules or programmes
- Involvement in validation panels
- Use of individual's learning materials by others (e.g. within/beyond own institution)
- Contribution to the creation of learning resource packs and computer-based or open learning materials or the development of virtual learning environments

Write your evidence here

Description

As the Programme Manager for the Graduate Certificate in the Consolidation of Social Work Practice (GCSWP), my role involves designing and planning programmes of study in collaboration with the Porth Agored partnership, which comprises 12 Unitary Authority Social Services Departments. These programmes, approved by Social Care Wales (SCW), are necessary for re-registration of newly qualified Social Workers, who are work-based, distance learners in their first year of practice(V3,V4, K1,K6). After a review of SCW's Continuous Professional Education and Learning (CPEL) framework in 2019 (V4), I provided academic leadership to the Porth Agored partnership in developing a revised module. This module needed to reflect the changes in SCW policy while adhering to the National Occupational Standards (NOS) in Social Work (2011) and the UK Quality Code for Higher Education (HE)(QAA)(2013)(K6,V3,V4). My contributions spanned the initial module design and validation, developing assessment criteria, planning induction and workshop sessions, and creating various learning materials and a Moodle programme page (K4).



To effectively guide the partnership, I updated my knowledge on Social Work Policy and Practice (Knott & Scragg,2010)(V4, A5), ensuring I provided current advice on UWTSD policy and processes relating to module development(K6).

Feelings

Despite my extensive experience in designing and planning learning activities to meet HE QAA requirements (K6,V4), I initially felt unqualified to lead a programme focused on Social Work, given my non-Social Worker background. However, appraisal discussions helped me to identify myself as the academic expert (A5) which alleviated these concerns. A crucial aspect of my Continuous Professional Development (CPD) (A5) has been keeping abreast of policy updates related to Social Workers' professional development , which has increased my confidence in collaborating with Porth Agored partners.

Participation in a national SCW consultation group for delivery partners during the revision of the CPEL programme allowed me to understand SCW's rationale for change and learn from partners delivering precursor programmes to my area (V2,V4,A5,K1,K2).

Evaluation

To provide accurate and relevant guidance on designing and planning programmes, I have continually developed my knowledge by attending SCW network meetings, participating in policy and practice consultations, attending Porth Agored Management meetings, and engaging in professional discussions with Porth Agored Training Coordinators(A5, V4,K1).

Reading students' submissions has also deepened my understanding of the challenges individuals face (K1,K2,K3,K5,K6,V1,V2,V3,V4,A5). This commitment to professional development has ensured that I design and plan programmes that are appropriate for the subject area, respond to the specific requirements of social work in Wales, and meet regulatory body standards (K1,K2,K3,K5,K6,V1,V2,V3,V4,A5).

From an academic perspective, I have broadened my knowledge and skills in designing programmes and learning activities by observing colleagues, attending in-house CPD events, seeking advice from UWTSD Quality Assurance colleagues, and benefiting from mentorship by my line manager(A5, K1,K2, K3,K6, V3).

Analysis

The programme, now in its fourth year since validation, has undergone continuous improvement based on feedback from students through end-of-module evaluations and plus/delta returns after contact sessions (K5). This feedback led to the development of a workbook aligned with each workshop session (K1,K2,K3,V1,V2,V3).

Monitoring student achievement has also revealed challenges in passing one component of the assessed portfolio. After analysing submissions and consulting with students, the External Examiner, and Training Coordinators, I modified the guidance notes, successfully addressing the issue(K1,K2,K3, K5,K6,V1,V2,V3,V4,A5).

Reflecting on my experience, I recognise my capability to lead this area of work, planning and designing programmes that are subject-appropriate, provide effective teaching, learning, and assessment methods, and cater to the professional needs of the student cohort.

Conclusion and Action Plan

Looking ahead, I plan to continue liaising with SCW and regional Training Coordinators to ensure the programme meets sector needs (Social Care Wales,2024).

I will also continue to seek feedback from stakeholders, including students and the External Examiner, to inform ongoing improvements (K1,K2,K3,K4,K5,K6,V1,V2,V3,V4,A5).



A2: Teaching and/or supporting learning (600 words)

Identify how you engage with learners, whether in groups or individually. These encounters may be in a wide range of environments such as classrooms, seminar rooms, lecture theatres, labs, learning support centres, offices, etc.

Engagement in appropriate teaching and learning strategies including:

- Use of a range of teaching approaches and modes of delivery
- Use of relevant assessment approaches with a variety of groups
- Selection based on educational evidence and values

Evidence might include:

- Lecturing, tutorial or seminar work
- Studio, clinical, laboratory or work-based teaching
- Distance learning
- Peer assessment of teaching and or teaching observations
- Student feedback/evaluations
- Reflective diary/blog
- Learning outcomes-related indicators (e.g. relevant session plans/module materials)
- Material from online training
- Learning activities supported through the VLE (Moodle)

Write your evidence here

Description

To reflect on my CPD in teaching and supporting learning, I will focus on my role as lead for the RAL module. This module allows students to claim experiential learning that can contribute to up to two-thirds of a qualification. The students are all work-based, coming from diverse backgrounds (K1,V1,V2). I have led this module for seven years, having inherited it from a retiring colleague. This period has offered significant learning and development opportunities that have challenged my teaching approach and delivery, establishing me as an expert in identifying experiential learning (Wilson,2018). This expertise has allowed me to assist other institutes in supporting claims for experiential learning, e.g. Yr Athrofa (A5,K1,K2,K3,K6,V1,V2,V4).

Feelings

Before becoming the module lead, I had substantial experience as a tutor and assessor but minimal experience leading teaching sessions. I felt confident in my ability to develop people in a business setting but felt unconfident in an academic setting, experiencing a sense of 'imposter syndrome.' (Gadsby,2022) Positive feedback from students on my one-on-one tutorials helped build my confidence in coaching and mentoring students(K2,K3,K5,A5,V2,V3). However, students expressed frustration in end-of-module evaluations regarding the style and content of teaching sessions, and progression reports indicated that students were not progressing at an acceptable rate. This was concerning and impacted the overall learning experience(A5,K1,K2,K3,K5,K6,V1,V2,V3).

During this time, I undertook an MA in Professional Practice, focusing on my experiential learning in teaching and learning (A5). This enabled me to identify the breadth of learning gained from observing colleagues, receiving feedback via peer reviews and appraisals, and conducting scholarly research into students' experiences with the RAL module(K1,K2,K3,K5,K6,V1,V2,V3,V4,A5).

This learning and research informed my development as a lecturer and influenced my ability and confidence to lead the RAL module and enhance teaching sessions(K1,K2,V3,A5).

Evaluation

Throughout my tenure as module lead, I have actively engaged and consulted with students on module developments, viewing them as experts in their fields(K1,K2,K3,K5,V1,V2,V4,A5). I see myself as the academic expert who can guide their development as reflective practitioners and assist in enhancing their academic skills.

By introducing more online activities (K4), the synchronous teaching sessions have become more engaging and tailored to suit various levels and sectors (Wang et al. 2010)(V1,V2,K1,K2,K3).

Additionally, I developed asynchronous materials, including guidance notes, templates, and videos, ensuring a range of accessible resources (K1,K2,K3,K4,V2).



These changes have enabled students to gain necessary theoretical knowledge of critical analysis and reflective writing skills, applying this learning in discussions and activities(K2,K3,V2). Adopting a collaborative, inquiry-based pedagogy has allowed students to understand key concepts immediately, further enhanced by formative assessments to gauge their understanding and ensure progress (Campbell, 2007)(K2,K3,V2).

Analysis

Enhancing online teaching sessions and continuing to provide tailored one-on-one tutorials has led to a more positive learning experience for students(K1,K2,K3,K4,V2,V3). End-of-module evaluations and feedback from the Staff Student Committee confirm that students value the teaching and support they receive (K2,K5,A5). An analysis of RPEL Board outcomes shows a 100% success rate with PPF applications.

Reflecting on this situation, I believe that undertaking the RAL module as part of my MA provided an excellent foundation for enhancing my teaching and learning support skills (A5). I continue to learn from peers and seek innovation in experiential learning and reflective practice (A5). As a member of the UWTSD RPEL Board, I consistently seek feedback from External Examiners and Board members to ensure a progressive approach to teaching and learning, offering high-quality support to students and colleagues(A5,K2,K3,K5K6,V2,V3,V4).

Conclusion and Action Plan

Looking ahead, I intend to expand on identifying good practice in RAL and investigate its use outside the UK(A5,V4). Accessing an international network will add value to my teaching and support of learning in this area, further enhancing the learning experience for students and staff.

Word count (including citations and reference to Core Knowledge and Professional Values) = 616



A3: Assessing and giving feedback to learners (600 words)

Show how your assessment strategies and activities are appropriate to learning experiences; your approaches to marking and moderation and how these approaches ensure that assessment is reliable and robust; and your approaches to feedback and the extent to which students are involved in the feedback process. The assessment may be formative or summative, formal or informal.

Engagement with appropriate assessment strategies including:

- Use of assessments relevant to learning outcomes
- Appropriate assessments for the student profile
- Engagement in formal quality assurance processes relating to assessment
- Selection and use of appropriate feedback mechanisms

Evidence might include:

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

Write your evidence here

Description

I support students across various modules within the PPF, with a particular focus on assessing and providing feedback for the RAL module. This module includes formative and summative assessment comprising an experiential learning portfolio and a reflective essay. I implemented both informal and formal formative assessments to help students develop the necessary academic skills and to become reflective practitioners (Thompson,2023)(V3). These methods have been shaped by reviewing student feedback and monitoring progress, leading to several improvements since I became the module lead. Given that students may take up to 12 months to complete this module, it is crucial to provide regular, specific feedback that identifies development opportunities and includes examples to scaffold level-appropriate reflective writing. Formative assessments at key points ensure students understand and achieve module outcomes. Additionally, students must develop a set of learning outcomes to support their claim for experiential learning. I discuss and review these proposals at various stages to ensure they are level-specific (SEEC,2021) and provide sufficient feedback opportunities. Constructive feedback during this design process ensures students meet assessment requirements and feel empowered in identifying their experiential learning. (A5, K1,K2,K3,K5,V1,V2)

Feelings

Reflecting on my MA studies, I recognise the importance of timely feedback, which helped me identify specific areas for academic skill development to meet assessment criteria successfully(A5,V3). My preference for kinaesthetic and reflective learning styles has influenced my approach to online tutoring, acknowledging the importance of engaging and applying learning. When providing feedback to students, I have been mindful of individual learning style preferences, employing various strategies such as using visual notes in tutorial sessions, providing written feedback before one-on-one sessions, utilising exemplars, and structuring tutorials around formative assessment activities to facilitate discussion and a review of learning.(K1,K2,K3,K4,V1,V2,V3)

Evaluation

Introducing formative assessments has helped students develop reflective writing skills and identify experiential learning, ensuring they understand the module requirements and develop the appropriate academic skills to present their claims for credit. By inviting students to submit drafts at pre-agreed times and scheduling one-on-one tutorials around these key points, I can provide developmental feedback on all drafts. Receiving feedback before a tutorial allows students to reflect on it, enriching the discussion during the meeting (Ashwin,2020)(V1,V2,K2,K3). End-of-module evaluations and Staff Student Committee feedback indicate that students value this feedback, which helps them stay motivated and successfully complete the module. Additionally, feedback from the UWTS RPEL Board has been positive regarding my assessment of RPEL claims and the support I provide to students and staff.(A5,K1,K2,K3,K5,K6,V1,V2,V4)



Analysis

In reflecting on my role in providing feedback and assessing submissions, I believe my assessments are fair, objective, and aligned with module-specific criteria. When discussing and reviewing learning outcomes for experiential learning claims, I ensure proposals align with SEEC (2021) and NOS level descriptors (V3,V4), maintaining the credibility and equivalence of experiential learning. My developmental feedback throughout the RAL module has contributed to the success of all applications to the RPEL Board. Only a small number of students have withdrawn from the RAL module, usually due to misunderstandings about the module requirements. Formative assessment and developmental feedback has addressed this.

Over the past 13 years, I have developed my assessing skills, benefiting from mentoring by experienced colleagues, second marking, and moderation processes.(A5) Adopting best practices in assessment, standardisation, and verification, and feedback from the UWTSD RPEL Board and External Examiners has continually influenced how I provide feedback and assess submissions. (V1,V2,K1,K2,K3,K5,K6)

Conclusion and Action Plan

To further develop my skills in assessment and feedback, I will continue to identify and share best practice, seek out further learning and development opportunities, and welcome feedback from my line manager, RPEL Board members, the Peer Observation Programme, and students(A5, K1,K2,K3,K5,K6,V1,V2,V3).

Word count (including citations and reference to Core Knowledge and Professional Values) = 606



A4: Developing effective learning environments and approaches to student support and guidance

(600 words)

This Area of Activity is about how you make effective use of both the formal and informal learning environment to facilitate learning. Show how your contribution to the design and development of learning environments has impacted positively on student learning and the practices you undertake to support learners including for example, tutor systems, advising, guidance and involvement in widening participation and inclusive initiatives and activities.

Engagement with:

- Different media and technologies, both physical and virtual
- Different kinds of learners e.g. international, culturally diverse, special educational needs, disabled learners, home-based, full-time, part-time, etc.
- Different modes of learning e.g. distance-based, blended, work/practice-based, etc.
- Personal and academic tutoring
- One-to-one advice
- Counselling

Evidence might include:

- Reflective logs/diaries
- Peer review
- Formal and informal/unsolicited feedback from students and colleagues
- Observations of teaching/learning activities
- Evidence from electronic forms such as blogs and discussion forums

Write your evidence here

Description

In this reflection, I will examine how I develop effective learning environments and approaches to student support and guidance. As all students are part-time, distance learners, creating and nurturing a virtual learning community that is accessible to all is essential. Before the COVID-19 pandemic, our provision was expanding globally, necessitating a shift to virtual delivery. Operating in a virtual world has required advancements in how I connect with students, ensuring the learning environment is inclusive, flexible, and adaptable to the multi-disciplinary cohorts I support worldwide. Accommodating such a diverse set of requirements has been challenging but beneficial, as evidenced by positive feedback from current and prospective students.

All modules and programs I lead have dedicated Moodle pages with resources to support synchronous and asynchronous learning. These resources cater to various learning styles and include exemplars, activities, suggested readings, templates, PowerPoint slide decks and tools such as MIRO and Mentimeter(K1,K2,K3,K4,K5,V1,V2,V4).

Feelings

As a lecturer and tutor, I have always ensured that I take a student-focused approach, striving to provide a positive learning experience. Researching the experiences of RAL learners during my MA revealed that students often felt disconnected and demotivated, even with regular feedback and one-on-one tutorials, they still felt isolated from their peers (Higgins,2013)(A5,V3). Reflecting on this, I realised that peer connections, which typically occurred informally outside class sessions, were missing in the online delivery format. Discussions with colleagues revealed this was a widespread issue, with some noting the success of student-initiated 'WhatsApp' groups for peer connection(V1,V2,K3,K4).

Evaluation

To address these concerns, I reflected on my time as a student and considered what enhancements would have improved my learning journey(A5). Establishing regular cohort discussions became my first priority, leading to the creation of monthly online "drop-in" sessions for the RAL module. These informal, hourly sessions, initiated and facilitated by myself, provided a platform for students to connect with their peers. The virtual format allowed inclusivity for all cohorts, regardless of location, specialist area, or level of study (Stevenson,2020) (K2,K3,K4,V1,V2,V3).

Additionally, formalising a schedule of tutorials ensured commitment from the start of the module.

Tutorials were scheduled to accommodate individual requirements, ensuring students committed to these meetings and understood the need to submit drafts in advance for feedback preparation.



Students in the GCSWP also felt disconnected from the broader University community. Mature learners often perceived UWTSD services as 'tailored for 18-year-olds'. To dispel this myth, I organised a series of "Learner Cafés," providing opportunities for students to meet colleagues from other departments, such as Student Services, Finance, Library, and the Students' Union(K2,K3,K4,V1,V2).

Analysis

As a Programme Manager, lecturer, and tutor, I ensure a positive learning experience for students from admissions through to graduation. In admissions discussions, I listen to individual requirements and evaluate their professional experience to propose appropriate individualised pathways. My teaching sessions promote an inclusive, encouraging learning community supported by Moodle and the expertise of colleagues across the University, such as the Library team.

I am a fluent Welsh speaker and offer support bilingually when required. In one-on-one sessions, I provide both subject-specific and pastoral support. My experience helps me empathise with students balancing work and studies, enabling me to offer relevant insights and support.

Introducing module drop-in sessions and Learner Cafés has enhanced the learning and support environment for my students, as noted in student and External Examiner feedback(K1,K2,K3,K4,K5,V1.V2,V3).

Conclusion and Action Plan

Looking ahead, I will continue to seek out and listen to student feedback. Recently, I initiated a focus group with students, which proved very useful. I intend to share this approach with colleagues and establish it as an annual activity to continually improve the learning environment and support we provide(A5,K5,V1,V2,V3).

Word count (including citations and reference to Core Knowledge and Professional Values) = 606



A5: Engaging in continuing professional development, research and the evaluation of teaching and learning related professional development (600 words)

Show how your continuing professional development in your discipline and pedagogy, incorporation of research and scholarly activity, and evaluation of your professional practices supports and enhances learning. You should demonstrate explicitly connections between your research and/or scholarly activity and your professional practice, as well as how you evaluate the effectiveness of that practice.

Engagement in:

- Self-reflective practice
- Proactive planning
- Participation in a range of activities to extend professional learning
- Successful involvement in/completion of relevant teaching-related qualification(s)
- Presenting or participating in conferences on teaching and learning (often discipline specific)
- Attending workshops or training events
- Engaging in peer observation or peer review of teaching
- Regular departmental meetings where the discussion is about learning and teaching issues
- 'corridor' discussions about teaching
- Bidding for, and involvement in, projects or research on teaching and learning
- Implementing new approaches
- Subject and other network activities
- Reading
- Visits to other institutions/organisations

Evidence might include:

- Portfolios related to academic/professional development
- Reflective logs
- CPD records
- Exemplars of proactive changes in teaching/supporting learning based on own learning and research/scholarly activity
- Evidence of changes in practice following engagement with initial and/or continuing professional development, including events, conferences, training, learning, seminars, workshops, etc.
- Conference papers/presentations/etc.
- Bid and project documentation

Write your evidence here

Description and feelings

Over the past 13 years in academia, I have continually developed my skills as a lecturer and Programme Manager, focusing on social work, experiential learning, and reflective practice. I have built on my previous experience in people development from the business and industry sectors and engaged in numerous enhancement activities to establish myself in a Higher Education setting. This journey has included attending various in-house training sessions on topics such as module design, plagiarism management, assessment best practices, exam board preparation, and the emerging use of Artificial Intelligence. I have engaged in peer-observation and sought guidance from experienced colleagues and acted on their feedback to enhance my practice further.(K1,K2,K3,K4,K5,K6)

Evaluation and Analysis

Upon my appointment as Programme Manager, I recognised the need for further development, which I addressed by participating in in-house training sessions. These sessions equipped me with the necessary skills to manage a program effectively, supplemented by expert advice from the Institute's Quality Assurance Team. The resources provided by this team, especially those supporting Major Programme reviews, have been invaluable. For instance, during the recent re-validation of the GCSWP Programme, the guidance from the Quality Manager was instrumental in navigating the process successfully.(K1,K5,K6,V3,V4)

In addition to in-house courses, I have undertaken several external courses to broaden my skill set, including Facilitating Action Learning Sets, Coaching and Mentoring, Insights Evaluator Facilitator training, and Advance HE Aurora Mentor training. These courses have enhanced my ability to deliver modules within the PPF and add value to standalone programmes. The Coaching and Mentoring training, along with Insights Evaluator Facilitator training, has significantly influenced how I support students (Jones,2022). It has enabled me to understand their communication and behavioural preferences, allowing me to respond in a supportive manner that develops resilience and self-management.(K1,K2,K3,V1,V2,V3)



In my administrative duties, I have benefited from training and guidance from colleagues in Registry, Admissions, and the International Registry. This learning has enabled me to support our diverse and global student community in admissions and accurate use of My TSD.(K,V1,V2,V4)
Attending conferences and employer-focused events is also crucial for developing my pedagogical and occupational knowledge in my academic role. These events ensure that the courses I manage are current and that the support I provide to students acknowledges current organisational challenges.(K1,K2,K3,V1,V2,V3,V4)
Annually, I attend the NEXUS Conference, and in 2023, I co-hosted an online workshop to share best practice on the impact of work-based and experiential learning. These events have facilitated collaborative opportunities, such as our work with Yr Athrofa and the Partnership Unit.(K1,K2,K3,K4,K6,V1,V2,V3,V4)
During my time at the University, I have completed an MA in Professional Practice, which has allowed me to reflect on my teaching and learning development (John,2015) and research the benefits of experiential learning(V3). This research has helped identify what students value most in the RAL module and how it aids their development. The findings have been instrumental in enhancing my support for students' career development and have positively impacted PPF recruitment campaigns, with many students securing promotions post-module.(K1,K2,K3,K5,K6,V1,V2,V3,V4)

Conclusion and Action Plan

Looking ahead, I aim to expand my research into the impact of work-based research, which will inform departmental recruitment campaigns and align with institute goals for the new academic year. Additionally, I intend to further develop my mentoring and coaching skills and revisit opportunities to support the Advance HE Aurora Mentor scheme, which I was involved in pre-COVID. This academic year, I have supported the institute's Welsh Language committee, learning more about promoting Welsh medium courses. I plan to continue developing this aspect of my learning, sharing best practices and ideas with colleagues in the upcoming academic year.(K1,K2,K3,K6,V1,V2,V3,V4)

Word count (including citations and reference to Core Knowledge and Professional Values) = 599



Citations (500 words)

Ashwin, P.A. (2020) *Reflective Teaching in Higher Education*. Bloomsbury. Available at - [VleReader](#) (Accessed 29th July 2024)

Campbell, A. and Norton, L. (2007) *Learning, Teaching and Assessing in Higher Education: Developing Reflective Practice*. Exeter: Learning Matters. [Learning, teaching and assessing in higher education : developing reflective practice : Free Download, Borrow, and Streaming : Internet Archive](#)

Gadsby, S. (2022) 'Imposter Syndrome and Seld-Deception', *Australasian Journal of Philosophy*, 100 (2). pp. 247-261.
<https://doi.org/10.1080/00048402.2021.1874445>

Higgins, K and Harreveld, R.E. (2013) 'The Casual Academic in University Distance Education: From Isolation to Integration – A Prescription for Change'. pp. 202-211. Available at – [The Casual Academic in University Distance Education: From Isolation to Integration – A Prescription for Change Book Chapter | IGI Global \(uwtsd.ac.uk\)](#)

Jones, R. A. (2022). *Thinking in opposites: The psychologies of Carl Gustav Jung and George Kelly*. *Theory & Psychology*, 32(4), 634–650. <https://doi.org/10.1177/09593543221090489> (Accessed 20th July 2024)

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Total word count for this section of citations = 380 words



Summary of word count –

A1 – 617 (including citations and reference to Care Knowledge and Professional Values)
A2 – 616 (including citations and reference to Care Knowledge and Professional Values)
A3 – 606 (including citations and reference to Care Knowledge and Professional Values)
A4 – 606 (including citations and reference to Care Knowledge and Professional Values)
A5 – 599 (including citations and reference to Care Knowledge and Professional Values)
Reference list – 380
TOTAL = 3,424 words

SECTION THREE: Referees

Your application must be accompanied by **two supporting statements** from persons who are in a position to comment on your teaching and learning practices and achievements.

The function of your Referees is to provide an informed peer review of your eligibility for Fellow, using their knowledge of your work and the context in which you teach and/or support learning. Referees are expected to **authenticate your application** by commenting directly on the content of your application and to make additional, relevant comments, as they wish.

Referees should be experienced staff and be able to comment knowledgeably, and from first-hand experience, on your current role and any other relevant activities recently undertaken. **At least one of your Referees should either be a Fellow, Senior Fellow or Principal Fellow of the Higher Education Academy (HEA)**, or an appropriate experienced member of staff working for a UK Higher Education Institution (HEI). All Referees need to be familiar with the UKPSF.

Referees should be provided with a copy of the Guidance Notes for Referees – please speak to your mentor regarding this document.

First Referee:

Name	Dr Louise Emanuel
Job Title	Academic Director and Chair of RPEL Board
Fellowship Status	To be advised
Institute/Centre/Unit	Institute of Management and Health
Email address	L.Emanuel@uwtsd.ac.uk

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

Louise is the Academic Director for the Professional Practice Framework and has been my line manager from September 2021 to date. Louise is also Chair of the UWTSD Recognition of Prior Experimental Learning (RPEL) and Accreditation Board.

Second Referee:

Name	Prof. Annette Fillery-Travis
Job Title	Research Supervisor, (previous Head of Wales Academy for Professional Practice)
Fellowship Status	To be advised
Institute/Centre/Unit	Research Office
Email address	A.Fillery-Travis@uwtsd.ac.uk

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



Annie was the Head of the Wales Academy for Professional Practice (WAPPAR) and my line manager for the period January 2017– August 2021



SECTION FOUR: Declaration

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

Signature	<i>S.P.Loxdale</i>
Date	31.7.2024

GDPR on data sharing with ADVANCE HE

Following the implementation of GDPR you should be aware that following successful recognition at UWTSD, personal data including your name and email address will be supplied to Advance HE. This is in order to trigger your fellowship registration and certificate being recorded on their MyAdvanceHE database.

<https://www.heacademy.ac.uk/my-academy-manage-your-higher-education-academy-experience>

Advance HE will make use of this data in the course of providing their Accreditation Services to UWTSD, and potentially in any reviews they might carry out of our accredited provision.

By submitting your coursework and appendices you are confirming you agree to this data sharing.