

UNIVERSITY OF WALES TRINITY SAINT DAVID CONTINUING PROFESSIONAL DEVELOPMENT SCHEME

APPLICATION FOR FELLOW

SECTION ONE:

NAME	Taye Timothy Osadiya
INSTITUTE/CENTRE/UNIT	IILC
POSITION (E.g. Lecturer/Senior Lecturer/Principal Lecturer/Director of Discipline/Other (please specify))	Lecturer in Managerial Economics & International Financial Management
ROLE (E.g. Lecturer/Programme Director/Admissions Tutor/Module Leader/Other (please specify))	Lecturer / Module Leader
Referees Please could you tick the box if you have sent in your referee's statement? (Please be aware if we do not receive your referee's statement at the time of the submission or a maximum of 2 days after the panel submission date then your application will be passed to the next Panel meeting). If your supporting statements are not included with your application, you must ensure your referees send their supporting statements to the Academic Office by the deadline. The Academic Office will not chase referees.	Yes ☒ No ☐
Date of Training	February 2023
Mentor	Husam Alharahsheh

APPLICATION FOR FELLOW

In your application for recognition as a Fellow of the Higher Education Academy (HEA), you are required to demonstrate fully how your continuing professional development allows you to meet the requirements for **Descriptor 2**, Fellow status, as outlined in the *Guidance Handbook*, relating to the Dimensions of the UK Professional Standards Framework (UKPSF), that is, **Areas of Activity**, **Core Knowledge** and **Professional Values**.

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

General Principles to consider in preparing your application

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

SECTION TWO: CONTEXT STATEMENT

Context Statement

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

Write your evidence here

In the last 20 years, I have been actively involved in teaching and learning activities in further and higher education sectors. During the noted period, I have held middle management positions. My journey in higher education started in September 2009 at the Anglia Ruskin University (SEEVIC Campus) where I held the position of a Course Leader / Lecturer in Business Economics (Level 5) & International Financial Management (Level 6). In this position, I actively engaged in planning, delivery, coordinating and validating higher education programmes and acted as the conduit between the university and a partner further education college (V1). I managed the running of the two institutions' collaborative programmes and the monitoring of their course delivery and assessment standards (K6).

Moving on from the Anglia Ruskin University, I joined the University of Wales Trinity Saint David (London Campus) in June 2021 as Module Leader / Lecturer (K1). Apart from being a Module Leader, I am intermittently involved in the delivery and assessment of Leadership & Management Theory and Practice (Level 6), Academic skills (Level 4) & International Business Communication (Level 5). I also contribute to planning and design of learning, teaching and assessment (K2) in different modes (online, blended, hybrid and face-to-face) to promote effective student engagement, progression and achievement. Within the business department, I am involved in the supervision of students' dissertations at undergraduate and postgraduate levels, as well as in student academic advice and tutoring activities (V1 & V2). I support colleagues in their teaching and learning activities by designing module delivery resources, and providing teaching and learning support through the sharing of teaching and learning ideas and lesson observations.

In addition, I am involved in pedagogical, professional and specialist research and scholarly activities that inform learning, teaching and assessment practice (K1) I am one of the organising members of the UWTSD's Knowledge Exchange Symposium group (V3).

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

Since joining the UWTSD, I have been leading the following the Management Economics (Level 5), and International Financial Management (Level 6) modules. As a Module Leader, I am responsible for the development of the modules' delivery and assessment resources for students and lecturers. I am also actively involved in marking, moderation of students' work, and acting as a presentation partner when requested by other module lecturers. I am engaged in the supervision and marking of undergraduate and postgraduate dissertations. As Module Leader, I review and modify delivery resources and assessment materials based on students and lecturers' feedbacks (K5). I ensure that my modules' resources are designed in line with the university's policy on



teaching and learning (K6). For instance, during the COVID-19 Pandemic, it became imperative for the university to adopt online, blended learning and Hybrid delivery modes. In responding to this, I modified my module materials and assessment resources in line with this policy in manner that created effective teaching and learning platform that presented opportunities for lecturers to provide support to students in their learning (V4) (For evidence, see the screen shot of uploaded Moodle resources in Appendix 1). During the noted period, my teaching and learning resources were re-designed and uploaded on Moodle for students and lecturers. In ensuring that the delivery of modules were effective, I attended various trainings on the use of e-learning technologies such as the Microsoft Teams (MS Teams), Google Classroom, and Zoom (V3). The knowledge gained from the trainings enabled me to design my module resources in the manner that promotes effective students' engagements.

As a module leader, I collaborate with other lecturers in the review / modifications of modules. This involves making changes to modules' learning outcomes, the assessment methodology and their indicative contents (For evidence, see the Management Economics and Accounting & Finance modules modification documents – Appendix 2). The reviews & modifications of modules were implemented based on students' feedback on module delivery and assessment activities (V3).

Prior to joining the university of Wales Trinity Saint David (London Campus), I had worked at Anglia Ruskin University as Course Leader / Lecturer in Business Economics & International Business. In this role, I was involved in the planning, delivery, coordinating and validating higher education programmes in further and higher education institutions (V4). In addition, I maintained and developed relationships between the university and its partner college's staff and students and strengthened the quality of their provisions through rigorous monitoring activities. While at the institution, I participated in higher education validation events. Apart from these enumerated functions, I played an active role in student journey, from supporting student applications through to promotion of course pathways, enhancement of programmes and development of new ones such as the Pearson's HNC and HND Business courses, which I added to the partner college's degree provision (V2 & V4). In my role, I actively promoted access to higher education for widening participation, continuous professional development and lifelong learning (V2). These activities provided opportunities to network with colleagues, developed knowledge, understanding and skills in a variety of areas, raised the profile of the partner college and contributed immensely to their delivery of key strategic and operational objectives. As a Link Tutor, I contributed to the university and its partner college's quality monitoring and collaborative review events and the university's Academic Quality Assurance processes (K6)

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

As a Module Leader, I am responsible for the design of my modules' teaching and learning resources. When designing my module resources, I ensure that I prioritise how students on the programmes learn. I also pay attention to their level of English writing and speaking skills, as majority of the groups are foreign students from non-English speaking countries (K3). On this, I collaboratively work with the university library staff and academic skills tutors, through referral, to develop students' academic writing skills. This approach appears to be consistent with Vygotsky's (1978) theory on collaborative work. The approach undoubtedly fosters the sharing of knowledge and experiences, which enhance the achievement of my modules' learning outcomes.

On reflection, prior to the delivery of my modules, I ensure that I develop Schemes of Learning (SoLs) that provide details of topics to be covered, delivery strategies, planned sessions' activities, how learning will be assessed, recommended and suggested further reading list for students and team members (For evidence, please see Module SoLs in Appendix 3). The SoLs are designed to account for weekly module sessions and the resources that are needed to deliver them. The session plans note sessions' aims and objectives, e-opportunities, differentiated learning outcomes, assessment strategies, and academic writing skills. In addition, the plans are uploaded on the university Moodle platform to enable students and lecturers gain access to the resources 24/7 (K4). My session plans are designed to encourage the development and progression of all students through recognising, valuing and responding to individual motivation, experience and aspiration (V4). Session deliveries are structured in ways that encourage students to recognise and reflect on ways in which learning can empower them as individuals and make a difference in their communities (K3). I often incorporate real life examples and case studies into sessions purposely to enable students appreciate the practical application of theories in real life situations. For instance, in my sessions, students are frequently given tasks and encouraged to work in groups (V4). This strategy is intended to encourage sharing of experiences as such has the tendency of promoting cross fertilisation of ideas (For evidence, see PowerPoint and Case Study resources in Appendix 4).

My sessions are planned in ways that create motivating environments that encourage students to reflect on, evaluate and make decisions about their learning (V4). This is enhanced by designing



activities such as individual presentation, class discussion and research on given topics. This strategy is incorporated into sessions to enable students meet the curriculum requirements as well as needs of all students (K3 & K4) (For evidence, see students PPT presentations in Appendix 5).

I frequently work with my students to address their individual learning needs to overcome identified barriers to learning by creating a platform that provides opportunities for students to understand how the topic of each session relates to the wider social, economic and environmental context. I frequently implement appropriate and innovative ways to enthuse and motivate my students about the focus of each session by using various examples to illustrate the issues relating to personal and social development. I respond to questions appropriately and to the satisfaction of my students.

So also, in my lecturing role, I frequently have one-to-one reviews with individual students and in groups for feedback on draft assignments during tutorial sessions (K5). The same role is carried out with students during their dissertation supervision sessions where I review their dissertation draft chapters.

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

Assessment of learning is an integral part of my teaching and learning activities as it enables me to create a process of gathering information about students' knowledge, skills and understanding of delivered topics that inform my teaching. Studies have shown that assessment allows lecturers to explore any improvements in learning outcomes that need to be addressed (Coleman et al, 1995). In the absence of assessment, it may be impossible to gauge students' knowledge of topics, which could be feedback to a team's teaching practice and inform lecturers on how to move their students forward (K5) (Coleman et al, 1995). On this note, Coleman et al, (1995) asserts that, without detailed checks for understanding, instructional practice may remain blind. Therefore, in designing the assessment resources and strategies for the modules that I lead and teach, I follow the Coleman's et al (1995) suggestions to ensure that the assessments of my modules are ongoing part of the course. I use formative and summative assessment processes, which takes the form of coursework and end of module written examination to enable me assess students on all the topics they have learned during the course of delivering each module and to ensure that the assessment materials serve the purpose for which they have been created, using the following criteria:

- *The assignment is designed to align with the modules learning outcomes
- *That the assessment instructions, tasks, and questions wordings are clear, concise and free from ambiguity
- * The assessments are timely and created an opportunity for collecting meaningful feedback that reflect the purpose of the assessments and the methods.
- * That the mark schemes for module examinations are fair, transparent, weighted appropriately and clearly communicated to students and lecturers delivering the modules.
- * In designing the assessment materials, I take into consideration the needs of students with challenging circumstances and suggest alternatives to ensure that all students are given equal chances.
- * That the assessment tasks / questions incorporate a range of question types to assess the breadth and depth of students' knowledge.
- * In designing the assessment materials, I ensure that the tasks/questions are consistent with the level at which students are studying.



* I ensure that the timeframe given to students to complete assignments and examinations is enough to complete the tasks/examination (K1, K2, V1, V2, & V3).

To achieve the assessment aim, each of the two modules that I lead is assessed in two ways:

Assessment 1 – Coursework

Before students submit the final draft of their course, they are encouraged to send the draft assignments to their respective lecturers for a brief feedback. Which students could use to address any areas of concern (K2).

Assessment 2 is an unseen 3 hours non-open book written examination, which students sit for in classroom at the end of module delivery (summative assessment). The total for this paper is 100 marks.

*To achieve a good mark in the examination, students must have good knowledge and understanding of all the topics they have covered in class as well as answered all the questions (K2).

Prior to taking the modules examinations, it is mandatory for students to take a mock examination one week before the exam date. The mock paper is a replica of the actual exam questions. This means that the mock and examination paper questions are based on the same topics. This is to enhance the students' preparation and make them aware of the level of difficulty of the actual exam papers and to establish whether there are ambiguities in the questions and if there is a need to amend the actual examination questions (K5)



A4: Developing effective learning environments and approaches to student support and guidance (600 words)

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

Engagement with:

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

Evidence might include:

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

Write your evidence here

Recent studies found that the 2020 unprecedented event of COVID-19 is influencing the manner in which higher education courses are planned, delivered and assessed in the United Kingdom (UK) higher education sector (Kaufman, 2022). The incorporation of e-learning technologies into course delivery is gaining popularity in the sector because of its perceived benefits in promoting teaching and learning activities (Collins and Halverson, 2009). This assertion is consistent with Yelland (2001) who argues that the use of traditional teaching methods are not enough to equip students the necessary skills that are required to function effectively in our contemporary world. Consistent with this view, Bingimlas (2009) and Scales (2008) opined that the incorporation of e-learning technology into course delivery and assessment would promote independent learning and students' drive to the pursuit of knowledge and create opportunities for lecturers for an inclusive environment. (Idling, Crosby & Speital, 2002; Shamatha, Peressini, & Meymaris, 2004; Romeo, 2006, 2009; Scales, 2008).

Practice

As a Module Leader, the responsibility of developing lecture materials and assessment resources falls within my role. I develop my modules' lecture handouts, PowerPoint slides and relevant class activities and upload them to the university's Moodle platform for students and staff access. On reflection, I have found this method of course delivery effective as it enables students and lecturers to gain access to the resources 24/7 anywhere in the world as long as they have internet access. For instance, during the COVID-19 Pandemic when the university authority suspended face-to-face delivery and introduced-hybrid and blended learning, a large number of my students were receiving lectures in their respective countries (Bulgaria, Rumania and Hungary). The delivery and assessment of these modules would have been challenging during the COVID-19 pandemic without the use of e-learning technologies (V2, K2, K3, & K4)

As far as the assessment aspects of the two modules that I lead are concerned, there are number of approaches that I adopt to support formative assessment in lectures. This includes the



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use of PowerPoint slides, digital smart boards, Electronic submission systems, Turnitin application to check for evidence of plagiarism (Wilson, 2009). When designing online resources for my sessions (V4), I ensure that they are not designed as didactic tools with the purpose of merely conveying click and talk, I ensure that variety of class activities such as video clips, quizzes, games and mini case studies are incorporated into the resources (K3 & K4). Hence, I have found these approaches effective as they make lectures interactive, enhance learning, and facilitate effective submission of students' assignments. In addition, the integration of Turnitin application into the Moodle platform makes it possible for students and lecturers to gauge the percentage of students' work that has been plagiarised (K4). This approach is enhancing the university's quality assurance process (V4). Apart from the enumerated strengths of the use of e-learning technologies in delivering and assessing my modules, I have also found it to be a tool that could be used to empower students who may not have confidence to express their views in class settings for some personal reasons (V2). Being online provides a platform where they are able to express their views and demonstrate their knowledge without fear of intimidation (Reece and Walker, 2007).

Although I have found the integration of e-learning technologies to the delivery and assessment of my modules very useful, there are some barriers to the effective use of technologies. I realised that there were students who do not have access to good internet network systems, which frequently prevents them from accessing lecture resources and participating effectively during online sessions (V4). It is also challenging for lecturers to evaluate the level of students' engagement during online lectures (K6). To continually improve on my online delivery, I consistently ask for students' feedback on their experience of my sessions. The feedbacks from students and lecturers are what inform my future session plans.



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.

<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 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	<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

Since I joined the UWTSB in June 2021, I have been teaching and leading the Managerial Economics and International Financial Management modules. In these roles, I consistently develop and review teaching and learning resources for students as well as sharing them with lecturers in my team. In developing the resources, I often ensure that they are at the levels that are consistent with modules' learning outcomes. I also co-ordinate the delivery of the modules and ensure that the modules are delivered as planned, on schedule, and at the right required standards (K5 & K6). I also participate in the selection of lecturers to co-deliver the modules. This is to ensure that the modules are delivered by lecturers who have the subject knowledge and experience to enhance teaching and learning.

Prior to the start of a new term, I provide initial guidance to lecturers in my team on planned delivery and assessment strategies. I also provide induction for tutors who are delivering the modules for the first time so that they become familiar with contents, assessment plans and delivery arrangements. This involves the provision of key point of contacts for module lecturers to ensure that students' needs and expectations are met, I collaborate with the Programme Manager on module review and evaluation to ensure that they meet modules' learning outcomes and at the required standards (K6). As a Module Leader, I ensure that alternative arrangements are in place to provide cover for a group in circumstances in which a delivery lecturer may not be able to deliver their allocated teaching (V2). I carry out this role in collaboration with the Programme Manager. I



also report student issues to Programme Manager and respond to student feedback, complaint, and queries in relation to the modules that I lead. I take part in assignment and examination moderations. The process involves script sampling, mark adjustment and application of moderation protocols and reporting them to appropriate university authorities. I consistently design, review, update and enhance modules study resources in various media formats which includes PowerPoint, video clips, and audio files. I liaise with the Programme Manager and other colleagues to maintain and enhance the quality of modules' deliveries and students' engagements. In addition to developing resources, I take part in peer observation activity, which involves observing lecturers teaching, and learning activities to identify good practice and the aspects of their teaching that need to be improved (K5). Upon the completion of the observation, a post-observation feedback report is written, and discussed with the observe (V3) (For evidence, see peer observation feedback report in Appendix 6).

As a Module Leader, I liaise with students at the end of module delivery to collect feedback on their experience of module delivery, contents and assessment methods. The feedbacks collected are instrumental to our future delivery and assessment strategies plans. I also attend formal module review meetings, organised by the Programme Manager where students' satisfaction against the key performance indicators (KPIs), students progression and retention against KPIs, and any actions that are required for improving students experience against the KPIs, are discussed (K6). In the meeting, the key performance indicators and effectiveness of the modules delivery and assessment methods are also evaluated. In addition, I liaise with the Programme Manager and Academic Director to develop lecturers and address issues about the modules and their operations. I also undertake continuing professional development (CPD) and staff development activities in agreement with the Programme Manager and the Academic Development team to maintain and enhance my professional experience and commitment to my subject teaching skills and development. In addition to my teaching role, I undertake research and contribute to collaborative projects such as the Knowledge Exchange Symposium events (V4 & V3). I also attend module leaders meetings to discuss relevant issues. I also engage in collaborative research projects at the university and external agencies (K6).



Citations (500 words)

Bingimlas, K. A. (2009). Barriers to the Successful Integration of ICT in Teaching and Learning: A Review of Literature. *Eurosia Journal of Mathematics, Science and Technology Education*, 5, 235-245.

Collins, A. and Halverson, B. (2009), *Rethinking Education in the Age of Technology*, Teachers College Press, New York, NY.

Kaufman, (2022). *COVID-19 and Impacts on the Higher Education Sector - Building Resilience*. Deloitte.

Reece, I., & Walker, S., (2007), *Teaching, Training & Learning A practical Guide*, (6th eds), Tyne and Wear; Business Education Publishers Ltd.

Rourke, Mendelssohn, Coleman (2008). Peer Review and the Coursework Postgraduate: Two case studies from the Master of Art Administration at COFA, UNSW'. *The International Journal of Learning*, 14(12), 7-12.

Scales, P., (2008), *Teaching in the Lifelong Learning Sector*, Maidenhead: Open University Press.

Shamatha, J. H., Peressini, D., & Meymaris, K. (2004). Technology-supported mathematics activities situated within an effective learning environment theoretical framework. *Contemporary Issues in Technology and Teacher Education*, 3(4), 362 -381.

Vygotsy, L. (1978). *Mind in Society*. Cambridge, MA: Harvard University Press.

Wilson, L., (2009), *Practical Teaching A Guide to PTLLS & DTLLS*, Andover: Cengage Learning EMEA.

Yelland, N. (2001). *Teaching and learning with ICT for numeracy in the early childhood and primary years of schooling*. Melbourne: Department of Education, Teaching and Youth Affairs.

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 Anupam Mazumdar
Job Title	Programme Manager for BA (Hons) Business Management.
Fellowship Status	FHEA
Institute/Centre/Unit	Institute of Inner-City Learning (IICL)
Email address	a.mazumdar@uwtsd.ac.uk
In what capacity can this individual comment on your professional practice? Dr Mazumdar is my Line Manager	

Second Referee:	
Name	Dr Olusoyi Richard Ashaye
Job Title	Lecturer and Director of Research for DBA Programme
Fellowship Status	FHEA
Institute/Centre/Unit	Institute of Inner-City Learning (IICL)
Email address	o.ashaye@uwtsd.ac.uk
In what capacity can this individual comment on your professional practice? Dr Ashaye is a Module Leader. He is also a Fellow of the Higher Education Academy (FHEA).	

SECTION FOUR: Declaration

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

Signature	Osadiya
Date	05/02/2023

GDPR on data sharing with ADVANCE HE

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

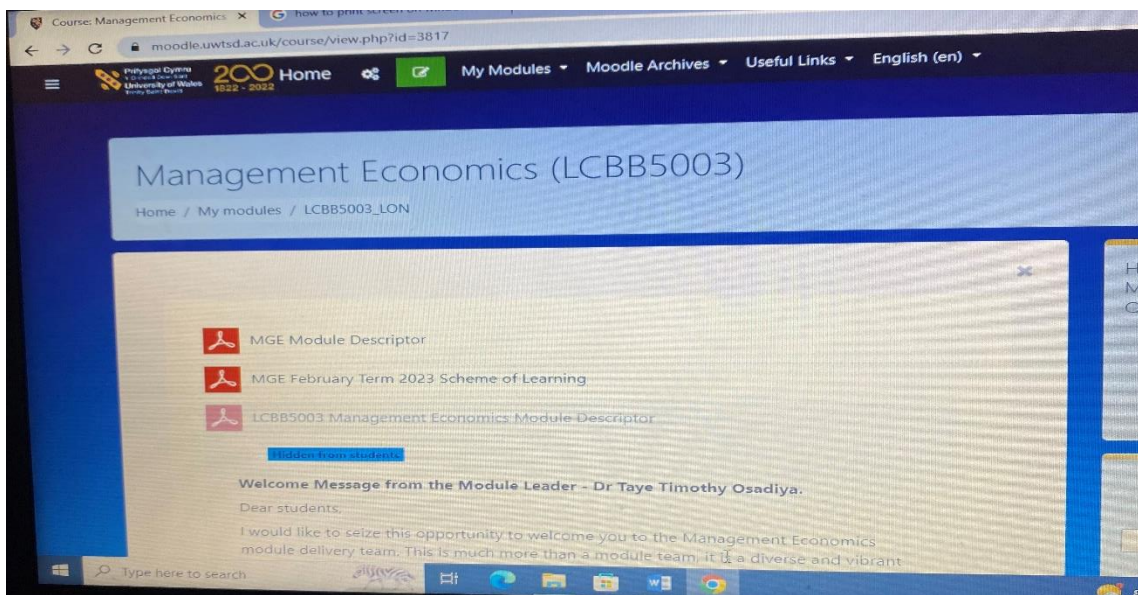
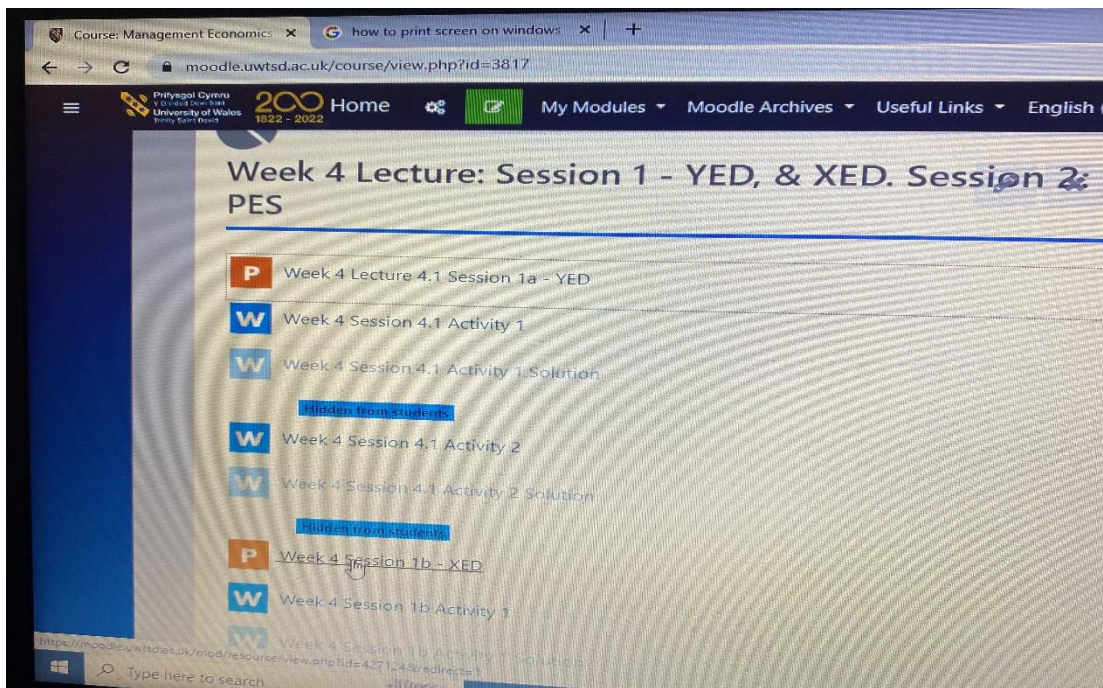
<https://www.heacademy.ac.uk/my-academy-manage-your-higher-education-academy-experience>

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

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

Appendices

Appendix 1: Evidence of Uploaded Resources on Moodle



Appendix 2: Management Economics and Accounting & Finance modules Modification Documents

UNIVERSITY OF WALES: TRINITY SAINT DAVID

PRIFYSGOL CYMRU: Y DRINDOD DEWI SANT

School of Business

London Campus

Essentials of Accounting LCBB4XXX

MODULE CODE: LCBB4XXX
TITLE: Essentials of Accounting
DATED: 15/08/2022

LEVEL: 5
CREDITS: 20

JACS CODE:

AIM (S)

The module aims to give non-specialist students a broad perspective on accounting and finance and its importance in organisations with an introduction to some of the practical skills involved in the interpretation and usage of financial information and reports. More specifically, the course seeks to provide a non-technical, and a general overview of accounting and finance, by critically examining the main functions and decisions of accountants and financial managers. In other words, the module aims to introduce the uses of financial accounting and financial management of organisations. It is designed for non-specialists (i.e., those who will use financial reports rather than prepare them). In addition, it will introduce students to basic theories of financial markets, corporate finance, and security analysis. Finally, the module draws on accounting, statistics, economics, and several management disciplines to expose students to the principles that govern decision-making within any size or form of business entity as well as exposes students to investment, financing and profit distribution decisions.

LEARNING OUTCOMES

Having successfully completed the module, you will be able to:

- Discuss who might be the main users of financial statements and their needs.
- Understand the basic principles underlying financial statements.
- Recognise the measurement problems arising in financial accounting.
- Interpret simple financial statements.
- Use a set of financial statements to value an organisation for investment purposes.
- Demonstrate a systematic knowledge of various finance theories and concepts.
- Understand the importance of time value of money in investment decisions.
- Understand the various sources of finance and the application of principles of finance in making investment decisions.
- Demonstrate basic knowledge and understanding of corporate capital structure and dividend policy and be able to analyse the factors that influence these corporate policies as well demonstrate the basic understanding of capital budgeting.

Module Overview

The course seeks to provide an introductory, but comprehensive overview of financial accounting, and corporate finance to non-specialist students. The course is delivered with particular emphasis on helping students of management to develop the ability and skills in critically evaluating and appreciating the importance of the accounting and finance function within organisations in connection with decision making, control and corporate performance management. As an introductory course, students do not need to have prior knowledge in accounting and/or finance.

INDICATIVE CONTENT

Topics covered in this module will include Financial Accounting, Financial management and Fundamentals of Finance

Specifically

- Financial accounting
 - Forms of business organisations and accounting information
 - Double entry bookkeeping
 - Basic accounting model: income statement and balance sheet
 - Estimates and judgement in preparing accounts
- Financial management
 - Analysing and interpreting financial statements
- Fundamentals of Finance
 - Introduction to finance and investing
 - Time value of money and interest rates
 - Sources of finance
 - Capital structure management and leverage
 - Capital budgeting
 - Dividend policy

LEARNING AND TEACHING STRATEGY

- Weekly lectures will serve to provide the students an understanding of the concepts, principles and practices.
- Throughout the module, tutorials and seminars will introduce practical examples which will be used to support the application, discussion, and critical evaluation of techniques of accounting learned which will provide them the requisite knowledge, understanding and critical awareness that will enable them be successful in this module.

STUDY TIME ALOCATION

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	40	20%
Independent learning	160	80%
Placement learning	0	0%
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☒ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Examination	2 hrs	40%

Assessment Component 2

(Tick one)

☒ Written exam ☐ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Examination	3 hrs	60%

Assessment Summary

Activity type	Percentage
Written exam 1	40%
Written exam 2	60%
TOTAL	100%

READING LIST

Module Code	LCBB4XXX	
Module Title	Essentials of Accounting	
Classification	Reading List entry	Electronic*
Essential	McLaney and Atrill, (2016) Financial accounting for decision makers, 10th edition, FT Prentice Hall.	☒
Essential	Brealey, R., Myers S., & Allen F. (2020). Principles of Corporate Finance. 13th edition. McGraw-Hill, ISBN: 978-1-260-56555-3	☐
Essential	Berk and DeMarzo (2016). Corporate Finance, 4th edition, Global Edition. Pearson, ISBN-10: 1292160160	☒
Essential	Damodaran, A (2015). Applied Corporate Finance, 4th edition. John Wiley & Sons. ISBN-10: 1118808932	☒
Essential	Madura & Fox (2011) Roland, International Financial Management, 2nd edition, Cengage Learning EMEA.	☒
Essential	Arnold. G. (2012) Corporate Financial Management, Aston, Financial Times, Prentice Hall	☒
Supplementary	Jones, M., (2013) Accounting, 3rd Edition, Wiley	☐
Supplementary	Wood, F., (2015) Frank Wood's Business Accounting, 13th Edition. Pearson Education Limited.	☒
Supplementary	John R. Dyson (2017) Accounting for non-accounting students, 8th edition, Financial Times Prentice Hall.	☐
Further	Dyson, J., (2010) Accounting for Non-Accounting Students, London, 8th Edition, FT Pitman Publications	☐

Appendix 3: Module Scheme of Learning

LCBB 5008 Management Economics Weekly Schedule – February Term 2023

Week	Topic	Lecture Resources & Class Activity	Suggested Readings
Week 1	Analysis of market: Introduction to Managerial Economics & Theory of Market Demand.	PPT slides: Session 1: Introduction to Managerial Session 2: Theory of market demand. Class tasks: Worksheets and Case studies on: - Theory of market demand.	Osadiya, T (2023). Ch. 1, 2 & 6. Weigelt & Mansfield (2013). Ch. 1
Week 2	Analysis of supply & Price Determination	PPT slides: Sessions 1: Theory of market supply. Class tasks: Worksheets and Case study on: - Market supply Session 2: - Price determination	Osadiya, T (2023), Ch. 8 Weigelt & Mansfield (2013). Ch. 1 & 2
Week 3	2 Hours Lecture on Elasticities (PED) & its application to managerial decision-making + 2 Hours for Assignment 1 Workshop	PPT slides: Session 1: - PED - Determinants of PED. Class task: - Case study on PED Session 2: - Assignment 1 Workshop	Osadiya, T (2023). Ch. 7. Weigelt & Mansfield (2013). Ch. 2
Week 4	Elasticities – YED, XED & PES	PPT slides: Sessions 1 & 2: - YED - XED - PES. Class task: - Worksheets - Case study on YED - Case study on XED - Case study on PES	Osadiya, T (2023). Ch. 7 Weigelt & Mansfield (2013). Ch. 2
Week 5	 Analysis of firms' Costs, revenues and profits: Total revenue, Average revenue, Marginal revenue, Total profit,	PPT slides on Costs Session 1: FC, VC, TC, AC, & MC.	Osadiya, T (2023). Ch.11 Weigelt & Mansfield (2013). Ch. 5 & 6



Normal profit,
Subnormal profit and
supernormal profit.

Analysis of business costs in the short and long run and their part in decisions on firms' resources allocation. Analysis of Fixed cost, Variable cost, Semi-variable cost, Total cost, Average cost and Marginal cost and their significance in managerial decision-making process.

Class tasks:
Worksheets on calculations of:

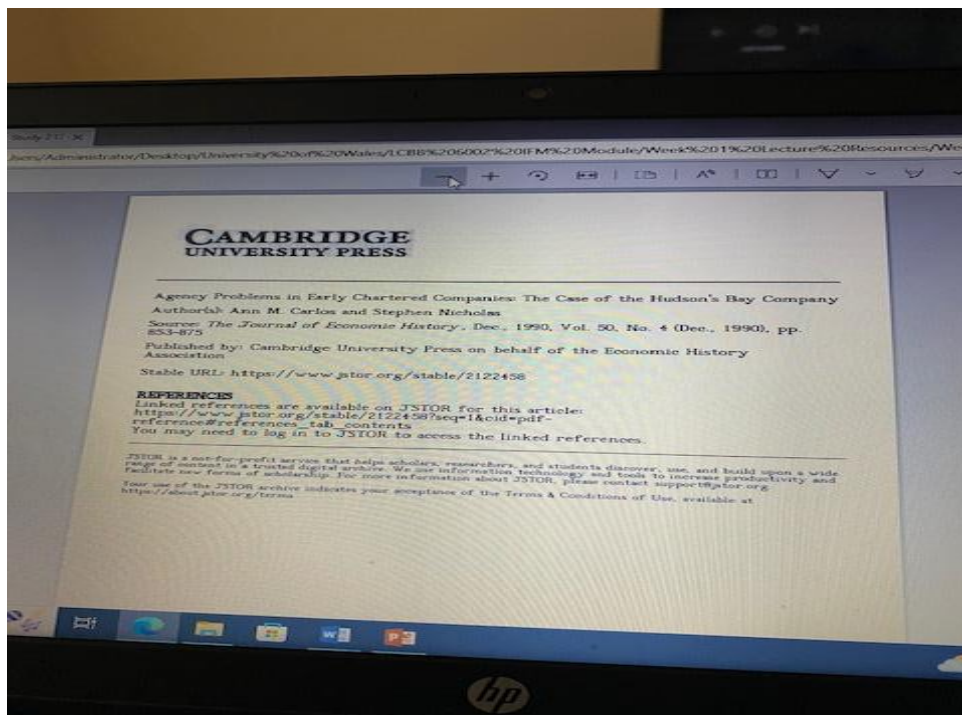
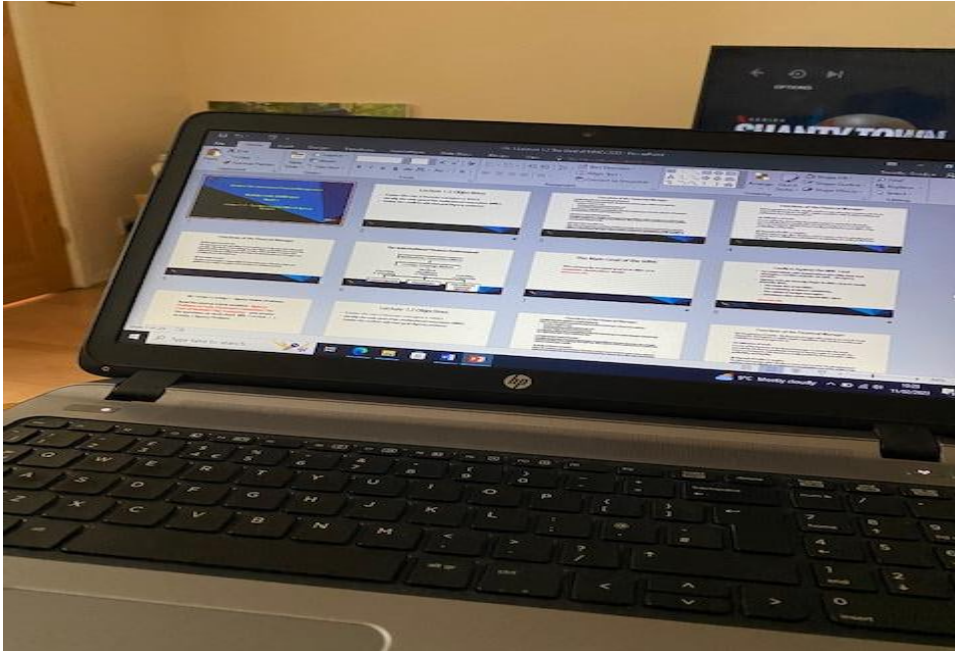
- FC, VC, TC, AC, & MC.
- Case study on cost.

Session 2: PPT slides on Revenues:

- Profits, TR, AR & MR
- Case study on Revenues

Week 6	Business Growth & Business Objectives	Session 1: PPT slides: • Business Growth Tasks: • Case studies • Task sheets Session 2: PPT slides • Business Objectives	Osadiya, T (2023). Ch. 11. Weigelt & Mansfield (2013). Ch. 1
Week 7	Market structures: A critical evaluation of Monopoly and Oligopoly markets	Sessions 1 & 2: PPT slides: • Monopolies • Oligopoly markets • Monopsony Tasks: • Case studies	Osadiya, T (2023). Ch. 12. Weigelt & Mansfield (2013). Ch. 7, 8 & 11
Week 8	Externalities in production and consumption	Sessions 1 & 2: PPT slides on: Externalities: • Production • Consumption Tasks: • Case studies	Weigelt & Mansfield (2013). Ch. 17
Week 9	Government intervention and its impacts on market competition, mergers, consumer protection and employment policies.	Sessions 1: PPT slides: • Government intervention • Market failure Task: A case study on government intervention. Session 2: Mock examination	Osadiya, T (2023). Ch. 10. Weigelt & Mansfield (2013). Ch. 17
Week 10	Assessment 2: Unseen written examination.	Examination Paper	Mock examination paper Examination Paper

Appendix 4: PowerPoint and Case Study Resources



Appendix 5: Students Group PPT presentation



Appendix 6: Peer Observation Feedback

Appendix PG2

PEER OBSERVATION RECORD

Section 1: To be completed by the observer

Observer: Dr. Elen Morris	Observer: Dr. Elen Morris (Faculty)	Date: 26/03/2022
Module: Management Economics	No. of students: 14	Activity: Lecture
Topic: Functions & Government Intervention	Session length (if any):	Observer: (N/A)

Preparation: (to be completed by the observer)

Please place a tick in the relevant box in the right of each statement

Statement	Yes	No
Session Planning and Preparation		
Detail and structure of teaching plan	✓	
Clarity and suitability of learning objectives	✓	
Range of teaching strategies used	✓	
Choice and variety of learner tasks	✓	
Suitability of environment to be conducive to learning	✓	
Understanding of context, e.g. scheme of work, schedule of study	✓	
Teaching		
Session goals, e.g. outlining objectives, content	✓	
Explanation, exploration, demonstration, use of examples	✓	
Accuracy, currency and professional relevance of subject matter	✓	
Variety and suitability of teaching strategies	✓	
Use made of resources, e.g. ICT, handouts, Smartboards	✓	
Pace of session, use of time	✓	
Session ending, e.g. summarising, mapping key points	✓	
Monitoring Students' Progress/Response		
Monitoring learner behaviour (e.g. awareness, attention)	✓	

Comments made during the session

Content of a typical lesson: A well structured and effectively delivered lecture. At the session progressed, you encouraged the development and progression of all learners through encouraging, asking and responding to individual questions, experience and exploration. You also structured the delivery of your lecture to encourage students to recognise and reflect on previous learning topics - market structure. This is an effective way of preparing for students' understanding of the topic. In addition, it provided you with the opportunity as a lecturer to clarify and further explain any aspects of the previous lecture that students may be struggling with. Although, you gave clear instructions, which effectively promoted learning during the observed period, the teaching strategy adopted in the session could have been more effective if you had occasionally challenged inappropriate behaviours when they occurred. For instance, during the session, I observed that two of your students (John, Elen) with their phones would you were explaining and responding to important questions. On a positive note, it was encouraging to hear that during the course of the observed session that you created a motivating environment which encouraged your learners to reflect and evaluate the previously learned topics.

In addition, there is enough evidence to suggest that you have good subject knowledge. The manner in which you used varied real scenarios to explain calculations demonstrated good knowledge of the topic. You provided opportunities for students to understand how the topic of the session relates to the wider social, economic and environmental context. You also implemented appropriate and innovative ways to motivate your students about the focus of the lecture. You also responded to questions appropriately and to the satisfaction of your students.

During the observed session, I noticed that you incorporated appropriate forms of assessment and evaluated their effectiveness which helped you to know the extent to which the strategies adopted were working. At the session progressed, you regularly checked for learner by frequently asking