

UNIVERSITY OF WALES TRINITY SAINT DAVID CONTINUING PROFESSIONAL DEVELOPMENT SCHEME

APPLICATION FOR ASSOCIATE FELLOW

SECTION ONE:

NAME	Jossett Hector
INSTITUTE/CENTRE/UNIT	University of Wales Trinity Saint David-London
POSITION (E.g. Lecturer/Senior Lecturer/Principal Lecturer/Director of Discipline/Other (please specify))	Senior Assessments Officer
ROLE (E.g. Lecturer/Programme Manager/Admissions Tutor/Module Leader/Librarian/Student Support/Other (please specify))	Student Support
Referee 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	1ST November 2023
Mentor	Errieta Bissa

APPLICATION FOR ASSOCIATE FELLOW

In your application for recognition as an Associate Fellow of the Higher Education Academy (HEA), you are required to demonstrate how your continuing professional development allows you to meet the requirements for **Descriptor 1**, Associate Fellow status, as outlined in the *Applicant Guidance Handbook*, relating to the Dimensions of the UK Professional Standards Framework (UKPSF), that is, Areas of Activity, Core Knowledge and Professional Values.

In order to meet the requirements of Descriptor 1 (Associate Fellow), you must address **at least two** of the **Areas of Activity**, together with **at least K1 and K2** from the **Core Knowledge** and appropriate **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 other professional knowledge** that **shapes/informs practice 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 if you chose Areas of Activity A1-A4 that you incorporate how you have successfully engaged, where appropriate, in **continuing professional development** in relevant activity and professional practice.
- 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.

SECTION 2: 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 passionate about education, and have extensive professional experiences working in this discipline. I have previously worked in secondary schools as a teacher for many years. Given my zeal for education, I was able to smoothly transition from secondary to a HE support role .I hold a BSc in MIS and a Diploma in Secondary Education and I am currently pursuing an MBA.

I am the Senior Assessments Officer at UWTSD-London Campus. I was an Assessments Officer for two years and then was subsequently promoted. My role is vital in ensuring that the assessment cycle is completed in the specified timeframe.

Our campus is quite small but diverse. There are students from various socio-educational background. Majority of students are mature learners and for whom English is a second language. I support students in online and physical environments. I use Moodle to create and publish assessment schedules, assessment briefs and Turnitin links. I assist students with in

person, telephone and email queries, as well as hosting assessment workshops with new students. I support students effectively and in a patient and compassionate manner.

In my role, I interact with different stakeholders in the university. I ensure that lecturers receive their submissions for marking on time. I also play an integral part in moderation and external examiner processes and attend exam boards to provide administrative support. I collaborate with other university departments to create assessment-based reports.

I am a physical and a mental health first aider and can provide assistance to students in emergency situations.

Given my experiences in the HE field, I now have strong aspirations to become a lecturer. Hence, I have been using these experiences to learn more about the sector, and to develop my personal and professional practice in higher education.

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 **two** Areas of Activity that you choose, 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 **at least K1 and K2** of **Core Knowledge** and all aspects of the **Professional Values** and map these as appropriate. Your application should show successful incorporation of subject and pedagogic research as part of an integrated approach to academic practice as well as successful engagement in relation to teaching, learning and assessment and appropriate related professional practices.

References should be included in an overall list at the end of section 3 of the document and is not included in your word count.

As you type in the document the sections will expand.

A1: Designing and planning learning activities and/or programmes of study (700 words but no more than 800 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

A2: Teaching and/or supporting learning (700 words but no more than 800 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

A3: Assessing and giving feedback to learners (700 words but no more than 800 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
- External examiner activity
- Innovative approaches to assessment and feedback
- Student responses to feedback

Write your evidence here

A4: Developing effective learning environments and approaches to student support and guidance (700 words but no more than 800 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

My approach towards developing effective learning environments, student support and guidance highlights flexibility, proactivity and patience, ensuring students understand their roles and responsibilities regarding the academic process. Currently most of the university student body consists of mature students without prior HE experience, and also students who are not native English speakers.

According to Myles (2011), many university students are unaware of numerous unspoken guidelines within the hidden curriculum, leading them to experience awkward and uncomfortable situations that may potentially demotivate them from continuing their education. (V3). To foster inclusivity and equality, the hidden curriculum is considered in my approach (V2). Many students struggle with understanding academic terms and official university correspondences. For example, students who are held back for resits, struggle to understand the academic terms that are used in the email communications which leads to frustration. Hence, I simplify the contents of the email for students and provide guidance regarding outcomes as well as their next steps. (K3, V2, A2). This has fostered belonging and built confidence. As a result, students feel more comfortable and identify stronger with the university community resulting in a positive and enriching environment for students (Thomas, 2012). (V4)

Velden et.al. (2023) emphasised that getting students proactive in their educational development, and equipping them with the information they need to thrive in university life, will help to build a sense of belonging, which improves well-being and retention. (V3). Many students were oftentimes withdrawn before they find out that they only had three attempts to pass a module. After these findings an initiative-taking approach was employed by informing students of this policy during assessments workshops. The aim of these workshops is to provide new students with information regarding the assessment submissions processes. (K1, A2). However, to curb this issue, I included this topic in my workshops ensuring early awareness. (K3). This has significantly reduced program withdrawals. (V2, K1). After seeing the positive outcome, I made a proposal to my manager to officially include this topic in all workshops, my manager was enthusiastic about the idea and it was officially added to the workshop presentations, resulting in a reduction in student withdrawals. (K2)

I assisted students with their assessment queries, however sometimes they ended up discussing personal issues. I recognized the importance of responding empathetically and supportively. (V1). I completed the Mental Health First Aider training which provided me with the essential skills needed to assist students. (V3, A5). By implementing a flexible approach, actively listening to students, and maintaining an approachable demeanour, I fostered a supportive and enriching learning environment(K2) by and nurturing a positive relationship with the students. (K1, K2).

The university environment is diverse, consisting of various cultures and traditions. To promote diversity and uphold respect for individual learners, I stayed informed on the various cultural and religious festivities observed to develop my understanding.(V1). For example, when I inquired about a student's Diwali celebration, she shared details about her festivities and subsequently brought sweets customarily eaten during Diwali. Consequently, I had a better understanding of her culture and this exchange contributed to a positive environment where the student felt valued and included.(V1). As noted by Velden et al. (2023:1), "creating an inclusive academic environment is pivotal for ensuring student well-being, fostering a strong sense of belonging, and promoting authenticity". (V3).

It is harder for additional needs students to navigate university as they require more support. They are often distressed when they receive certain emails, so, I opt for phone calls or meetings to supplement emails and to prevent panic(K2, V1). For students without additional needs, I prioritize this approach in complex cases or when a phone call or meeting would enhance their understanding. (V1, K2). Students with hearing difficulties oftentimes needs extra support during exams. Hence, I take proactive measures to ensure these students are treated fairly and have a seamless exam process. For example, when making exam announcements, I approach these students with hearing aids individually to ensure that they heard as they may turned off their devices.(V1, K4). This stems from an experience where one such student has turned off the hearing aid and missed a communication. Disabled students will feel more supported due to the personalised support that they receive, this fosters a feeling of closeness contributing to a more positive learning experience for students.(Morina, 2019). (V1, K2)

A5: Engaging in continuing professional development, research and the evaluation of teaching and learning related professional development (700 words but no more than 800 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

According to (Bubb & Earley, 2007:1), "CPD encompasses all formal and informal learning that enables individuals to improve their own practice". Hence to improve my practice as an Assessments Officer I have participated in a range of professional courses, discussions, volunteering and reading.(V4, V3)

I have actively participated in numerous CPD sessions, which has contributed to my holistic development. I have opted to attend sessions to broaden my knowledge and to refine my processes. (K4, V3). I have attended sessions focused on understanding the academic misconduct and extenuating circumstances policies, the knowledge learnt during this session has made it easier to communicate with and assist students. (K1, K2, V1). In addition to my professional development initiatives, I have also opted to complete the First Aid in the Workplace training, and became a designated first aider, responding to emergencies and contributing to the well-being and safety of individuals on campus.(V2). I also completed a training on evacuation chairs which has equipped me with specialised knowledge to assist disability students to exit the building during emergencies(V1). I have completed the Mental Health First Aider CPD which has assisted me when dealing with students who have adverse personal or mental health issues.(V1, K3)

In a 2018 study by Bartleton, on the impact of continuing professional development in further education, the most beneficial forms were found to be sharing best practices and engaging in collaborative activities).(Bartleton, 2018) (V3). To foster my professional growth, I have fostered positive relationships with members from the different teams at our London campus. For example, there were new policies that were implemented, that I did not fully understand as they were based on directives from Student Finance England. Having a positive relationship with our finance team,

I was able to meet with them and received comprehensive information that I could pass on to my team. Given this I was better able to support the students.(A2, V4). In addition, I have also fostered a great relationship with my counterparts in our Birmingham campus to learn best practices from them. When no one in my team knew how to create modules diets due to resignation of the colleague who was responsible for doing it, I took the initiative, to meet with my counterparts in the Birmingham campus, to learn the process and then eventually mastering it. Now, I lead module diets and train new staff on the process. (K1).

To assist with my professional development, I have volunteered to assist in various capacities. For instance, after completing the course on extenuating circumstance, I had volunteered to assist the Principal Assessments Officer, who is responsible for approving extenuating circumstance applications. This has led to an improvement in the 21-day approval processing time. (V2). I have also volunteered to assist the student engagement team at our springboards. This has assisted me in learning key information regarding students' enrolment and allowed me to gain insights into various departments from a student's perspective. I am also able to build positive relationships with students from these events which has made it easier to support them when they transitioned to attending classes. (A2, V1)

The final strategy for my professional development is through reading. Reading is fundamental and helps me to build my understanding. During a discussion with a colleague, the terms 'hidden curriculum' and 'building belonging' were mentioned that were new terms to me. In order to receive a better understanding, I read literatures on these concepts and learnt a lot of information and strategies that would make my practice better(V3, V4). In addition, I have kept up to date on key changes in the university policies as well as reading academic literature about best practices in the field of assessment I have to communicate with students and other major stakeholders through written communication, hence, reading assists me in constructing written correspondences and aids my comprehension (K1, V4).

Citations (500 Words)

Bartleton, L. (2018). Retrieved from <https://educationstudies.org.uk/journal/ef/volume-9-2-2018/teachers-perceptions-of-the-impact-of-continuing-professional-development-on-their-professional-practice-in-a-further-education-college-in-the-west-midlands/>

Bubb, S. and Earley, P. (2007) *Leading and managing continuing professional development*. London: Paul Chapman.

Moriña A. (2019). *The keys to learning for university students with disabilities: Motivation, emotion and faculty-student relationships*. PloS one, 14(5), e0215249. <https://doi.org/10.1371/journal.pone.0215249>

Myles, B.S., Trautman, M., & Shelvan, R. (2004). *Asperger Syndrome and the Hidden Curriculum*. Shawnee Mission, KS: Autism Asperger Publishing Company. Schiro, M. S. (2008). *Curriculum theory: Conflicting visions and enduring concern*. Los Angeles: Sage Publications. ISBN 9.

Part B: Non-academic disciplinary procedures (2018) OIAHE. Available at: <https://www.oiahe.org.uk/resources-and-publications/good-practice-framework/disciplinary-procedures/part-b-non-academic-disciplinary-procedures/#:~:text=96A%20provider%27s%20non%2Dacademic,or%20services%2C%20or%20student%20activities>. (Accessed: 28 January 2024).

Schimmel, N. (2023) *Why students and Faculty Alike Need Mental Health first-aid training*, *THE Campus Learn, Share, Connect*. Available at: <https://www.timeshighereducation.com/campus/why-students-and-faculty-alike-need-mental-health-firstaid-training> (Accessed: 28 January 2024).

Thomas, L. (2012, March 30). *Building student engagement and belonging in Higher Education at a time of change: A summary of findings and recommendations from the What Works? Student Retention & Success programme*. Wwww.phf.org.uk. Retrieved January 27, 2024, from <https://www.phf.org.uk/wp-content/uploads/2014/10/What-Works-Summary-report.pdf>

Velden, G. J. v. d., John A.L. Meeuwssen, Fox, C. M., Stolte, C., & Dilaver, G. (2023). *Peer-mentorship and first-year inclusion: Building belonging in higher education*. BMC Medical Education, 23, 1-14. doi:<https://doi.org/10.1186/s12909-023-04805-0>

SECTION THREE: Referee

Your application must be accompanied by one **supporting statement** from a person who is in a position to comment on your teaching and learning practices and achievements.

The function of your Referee is to provide an informed peer review of your eligibility for Associate Fellow, using their knowledge of your work and the context in which you teach and/or support learning. The Referee 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. **Your Referee should either be a Fellow, Senior Fellow or Principal Fellow of the Higher Education Academy (HEA)**, or an appropriately 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.

Referee:	
Name	Dr Olusoyi Richard Ashaye
Job Title	Lecturer and Director of Research for DBA
Fellowship Status	Fellow(FHEA)
Institute/Centre/Unit	University of Wales Trinity Saint-London
Email address	O.ashaye@uwtsd.ac.uk
In what capacity can this individual comment on your professional practice? I have worked closely with Dr Olusoyi Ashaye for the past three years as he is one of our lecturers in the university. I have provided support to him as well as the students he teaches. I have been to his classes multiple times to conduct assessments workshops and to convey assessment related information to students. Given this he has great knowledge on my work ethics and is able to comment on my professional practice.	

GDPR on data sharing with ADVANCE HE

Following the implementation of GDPR you should be aware that 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.

SECTION FOUR: Declaration

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

Signature	J.Hector
Date	July 23, 2024