



UNIVERSITY OF WALES TRINITY SAINT DAVID CONTINUING PROFESSIONAL DEVELOPMENT SCHEME

APPLICATION FOR FELLOW

SECTION ONE:

NAME	Moutushi Tanha
INSTITUTE/CENTRE/UNIT	Wales Institute of Science and Art
POSITION (E.g. Lecturer/Senior Lecturer/Principal Lecturer/Director of Discipline/Other (please specify))	Lecturer
ROLE (E.g. Lecturer/Programme Director/Admissions Tutor/Module Leader/Other (please specify))	Lecturer
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	02/05/2023 (Completion of Mandatory Training) 11/05/2023 (1 st meeting with Mentor) 18/05/2023 (2 nd meeting with Mentor) 26/05/2023 (3 rd meeting with Mentor) 02/06/2023 (4 th meeting with Mentor)
Mentor	Martin Locock

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

I was appointed as a Lecturer in 'Logistics & Supply Chain Management' on 13th February, 2023 at WISA, UWTSU. As a lecturer, I am responsible for undertaking teaching and assessment for undergraduate and postgraduate students along with conducting research and scholarly activities. Currently, I am teaching for Certificate of Higher Education (CertHE) - Engineering program and developing teaching materials for the new Degree Apprenticeship (DA) program 'in Logistics and Supply Chain management'.

I have experience of teaching a large number of students as a lecturer at University of Canterbury (UC), New Zealand's affiliated college, under 'University Transfer Programmes (UTPs) – designed to assist international students to better adapt to the challenges of studying at universities in New Zealand in English language through personalized support. I was involved in teaching the course "Fundamentals of Management"; conducting online learning management system 'MOODLE'; assessing and moderating assessment tools; coordinating large-class assessment activities and term-tests; collaborating with faculty members for course management activities; attending faculty development programs and academic meetings; publishing grade sheet and performance analysis.

Throughout my PhD tenure, I used to tutor students enrolled in Department of Management, Marketing and Entrepreneurship at UC Business School of University of Canterbury, Christchurch, New Zealand from 2017 to 2022 along with Lincoln University, Christchurch, New Zealand from 2018 to 2019. Duties as a tutor were conducting tutorials; assessing various assessment tools; coordinating large-class assessment activities, term-tests; preparing grade sheet and performance analysis and conducting online learning management system LEARN platform.

Moreover, I taught undergraduate and postgraduate students at University of Dhaka, Bangladesh, as a Lecturer and as an Assistant Professor, from 2007 to 2016.

Apart from teaching I used to work as a Research Assistant for industry projects in New Zealand and I have published articles in the field of Operations and Supply Chain Management journals.



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

Recently, I took over a module from one of my colleagues for teaching a module 'Measurement and Quality in Manufacturing' offered by Certificate of Higher Education (CertHE) program for level 4 students enrolled under engineering department at UWTSU. My colleague shared his experiences of teaching those students. I also attended two of his lectures on that module in order to observe the dynamics of the session.

Based on my observation I decided to redesign the teaching strategy to produce a quality learning experience that would enable students to achieve the learning outcome through demonstrated knowledge of the basic underlying concepts and principles of Quality Measurement and an ability to evaluate and interpret these within the context of Manufacturing sector (specified in the module). The reason behind the need to redesign the teaching strategy for the module was to address 'non-participation of students in the class and increase student engagement with the learning (K1, V2) and low participation is linked to poor student outcomes.



The things that I considered first were the objective, indicative content and the learning outcome of the module. (A1, A2, K2, V2). I ensured that the redesigned teaching strategy for the module was appropriate for the level 4 study and aligned with the university's quality framework Academic Quality Handbook 2022/23 for WISA at UWTSD (K6, A1). Accordingly, I developed the assessment specification for the module.

CertHE students do not have any formal high school completion qualification and are from different backgrounds in terms of age, occupation, income level and geographic location. Keeping in my mind the demographic differences of the students and the class dynamics that I found by attending two lectures, I decided to use student-centred and teacher-centred learning approaches combined. (A1, A2, K2, V2)

I wanted my students to engage in class discussion and think analytically (student-centred approach). I asked students questions to assess their idea about the terminology or topic (teacher-centred approach) to ensure active learning. (A1, A2, K2, K3, V2) My decision was inspired by Murphy et al., (2021) to carefully consider and evaluate the efficacy of the 'student-centred' and 'teacher-centred' teaching methods used in classes to promote and ensure student participation, discussion and active learning.

Using probing questions, I used to ask the students several questions to check and improve understanding of threshold concepts (Meyer and Land, 2003) before moving on and thus made sure participation and discussion in the class and in forum and blogs. Besides, I used to introduce topics without assuming prior knowledge. Moreover, I undertook one to one informal session with all students to know their course related concerns for motivating them to participate in class difficult to address in time-pressed lectures and tutorial sessions. (V1, V2, K2, A1, A2) The reasons behind arranging these informal and semi-formal sessions were my personal approach to consider accessibility as an ongoing interaction (not as a checklist) and try to figure out what is facilitating and inhibiting learning for students.

I found the redesigned teaching strategy effective as students' participation was improved from the first session and gradually increased. (K5) Also, I witnessed their clear understanding in subsequent sessions and reflected in the report writing of those who had participated in the class.

Finally, I went through their submitted reports along with my colleague (from whom I took over). I found that students were capable to demonstrate knowledge of the basic concepts and principles of Quality Measurement, evaluate and interpret qualitative and quantitative data in order to develop lines of argument in accordance with basic theories and concepts of their subject, showing that the teaching approach had been effective. (K3, K5)



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

When I was working as a Tutor for Postgraduate students (90% international) on the course 'Supply Chain Management Theory', at Lincoln University in New Zealand. I prepared my teaching tools under the 'blended learning approach' for conducting all tutorials based on a combination of storytelling, PowerPoint-based slides, YouTube videos and Case Study-based sessions. (A1, K2, V2) Reasons behind choosing these tools were the increased focus and specialization required for postgraduate study level promoting critical reflection.

I used to start with small stories to draw their attention to the session as stories are very effective pedagogical tool (Kromka & Goodboy, 2019) for sustaining student attention (Schmeichel & Baumeister, 2010). For example, for explaining Just in Time (JIT) concept, I did start with the story of JIT and Taiichi Ohno (father of JIT) how he initially developed JIT as a means of tackling inefficiencies in the machine-intensive production shops that he managed (A1, A2, K2, K3) I found it effective as students remembered instantly whenever those concepts were mentioned in subsequent sessions.

I used established case studies collected mostly from Harvard Business Review and case study scenarios based on my published research papers, (K1, K2, A2) and from some collaborative research I was engaged in with University of Canterbury and industries in New Zealand (V3, K1). I got very positive feedback from students on 'Case study-based teaching' learning model as they started developing softer skills and the ability to transfer academic skills to real-life contexts, focused on reflection during the problem-solving process. (Hai, et.al, 2021). Moreover, I conducted a lab-based 'beer distribution game' - a simulated exercise - for students so that they can experience what happens in real supply chain management area. (K2, K3, A2, V4).

I got positive feedback from students on using PPT slides for visual presentation of the concepts as well. Slides accompanied by recorded and transcribed lecture (complementary to each other) improved teaching/learning and facilitated the development of more interactive and flexible instructional practices. (Worku, K. G., 2019). (V1, K2, A1)

In lecture slides, I added some short YouTube videos based on topics such as: Just in Time production and cycle time reduction; Total Quality Management etc. (A2, K2, K4) which can support lecture and conversation starter in the classroom and supported by Blended Learning Theory along with Information Processing Theory (Fleck, et.al, 2014). I asked the students about



the concept at subsequent sessions and found that students remembered the concept vividly. (K3)

Students were also engaged in writing in forums and blogs on course related issues via LEARN – online learning platform. This shared platform helped students and me to share course-related concerns. (V2, A4, K4). The class consisted of a large number of international students (90%) and most of them (70%) were working as part time. They were too time pressed to attend one to one session for writing the best possible answer and therefore I tried to make my teaching more accessible with great amount of flexibility in order to utilize exam preparation time effectively. For example, I have prepared some model questions and answers under mock practice session to try via LEARN platform which they can use at their own time.

Effectiveness of my teaching materials were evident in the quality of their final reports where they (85%) demonstrated their knowledge of the basic underlying concepts and principles of Supply Chain Management; evaluated and made sound judgements. Covering real life supply chain management problems in lecture materials and articulating transparent rubrics (what will be looking for in their judgement while addressing a problem) helped them to improve their judgement skills. (A3, K2, K5, V4).



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

I was assigned to teach the module 'Fundamentals of Management' as a lecturer at University of Canterbury affiliated 'University Transfer Program' for a large number of international students. I started following their previously used assessment approach – the combination of formative and summative assessments (Quizzes, short questions, open-book exam at the end of semester) (A3, K2, V1) because combination is necessary so instructors can provide formative assessment for learning and summative assessment for assuring that the formative assessment is done appropriately (Glazer, N., 2014).

I decided to add 'Reflective Journals' (RJ) as an additional formative assessment tool for nurturing students' lifelong learning skills and this inclusion was aligned with the objective and learning outcome of the course. (A1, K2) I mentioned it in the course outline and got moderated and approved. (A1, K2, K6)

Being business students, they started using RJ for learning reflective skills which they would need in their future professional lives (K3), - highly connected to their long-term reflections, including learning experiences linked to academic, professional, personal, and multicultural development (Alt et al., (2022).

I used to keep formative assessments positive. I followed the strategy to use different assessment tools (quiz, reflective journals etc.) and conducted more submission rounds to consider the best one for final grading. Instead of just one intake of quiz or reflective journal, I started taking 4 quizzes and 2 reflective journals and considered the best one for final assessment. It helped them to get rid of stress of performing poorly in any of the assessment. I also discussed student support service to make sure its inclusivity as per university policy and three disable students got writing service for their written assessments. (V1, A1, A2, K2)

In order to give constructive feedback, transparent rubrics for assessment were finalized (A3) based on the levels of reflection in line with Wong et al., (2017) and Boud et al., (2016) who categorized reflections as non-reflection, reflection, and critical reflection, based on the work of (Mezirow J, 1991).

Some submitted journals I assessed fell into the 'non-reflection' category where no evidence of reflection was present and just described their experiences. For these journals my feedback was: try to describe experiences with evidence of questioning or evaluation of the experience.



I found a large number of submissions where evidence of reflection was present. I found high, medium and low level of thoroughness of reflection under this category where some attempted to understand, question, or analyse the events by moving beyond simply reporting or describing events. In my feedback, I appreciated their presence of reflection, however, mentioned the absence of thoroughness and critical reflection. (A3, K2, K3)

Finally, I found critical reflection only in two journals under 'Critical Reflection' category. My feedback was: excellent work where the critical reflection has been done as reflection revisited the experience, began to critique his or her own assumptions and thought processes, showed evidence of recognizing his or her own assumption, and began to show evidence of modifying his or her own biases or assumptions. (A3, K2, K3).

In first RJ submission, 50% students showed good reflection, 40% showed poor reflection, 10% showed no reflection. Only two showed critical reflection. But students with poor and good reflection improved a lot in their later RJs with after their constructive feedback on earlier work which were evident in last submission where 70% showed good whereas 25% showed poor, 5% showed no reflection. Critical reflection was unchanged. (V1, V2, K3, K5, A3). Based on my observation, I planned for next semester to give them model question and answer and more practice sessions during tutorials to promote critical reflection.



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

Use of formal virtual/online teaching via Zoom and Teams (by going beyond traditional face to face classroom teaching), semi-formal learning environment (Career Fair) along with informal (one to one meeting session made my teaching effective.

During the pandemic time, University of Canterbury (UC) went to online via zoom sessions for conducting all classes and tutorials by providing proper training to all academic staffs. Since my joining at UWTSD, I have been receiving all the required training on digital skills for conducting classes via Teams.

In order to ensure students' participation, I have used Break Out Rooms, Chat Board, Forums, Blogs, Padlet which students liked very much irrespective of modules, countries and universities.

One to one session (informal learning environment) has been part of my teaching since starting of my teaching career and continuing it even when it is online via Teams or Zoom. From students' feedback I found that they consider this personalized approach more accessible and flexible (Grajcevci & Shala, 2016) which helped them to get further clarification.

For accommodating disabled students, I used several steps with the help of digital learning division of UC which made all digital readings for my module available in Optical Character Recognition (OCR) searchable for those who used screen readers especially for blind, visually impaired students, students with dyslexia (of which there were several in the class) and other learning disabilities who prefer to hear texts read aloud. Along with recording and transcription option on, I requested Student Support Service of UC to assign designated note-takers who contributed to a communal Google doc which students found very effective tool, especially those who missed class and who struggled to process what happened orally. (V1, K4) From UC general student feedback, I found my approach (aligned with UC's approach for disability support service) as very accommodative for physically challenged students.

Apart from formal learning environment, I wanted my students to learn through career fair by interacting with employers and to practice their networking skills with employers in a semi-formal environment (Ngaka et al., (2012). I was involved in a school specific career fair for UC Business



School students at University of Canterbury (UC), New Zealand, (V4, K4, A2). Their advice was that students will explore career opportunities and learn how to become the best possible marketable job candidates.

As a tutor, I allocated all students who were B. Com final year students of Strategic Operations and Supply Chain Management into small groups and asked them to work with Career service department. It was voluntary and I wanted them to write some extracurricular activities in their CV, increase network and enrich LinkedIn profile and to understand job and career opportunities in Supply Chain Management available with the organization. (V1, K2, K4, K6, A2, A4).

Following the career fair, I uploaded the resources from the event onto the LEARN page Platform for students to access (K4, K2, A2). I also worked with the University's careers service to provide explicit links from these resources to support career planning for the students (V2).

I asked the students to answer a question in their final exam using their experiences of the career fare. I asked them to relate their candidature to fit in to a particular job (available at that fare) he liked and find out the strengths and weaknesses of their resume along with how they can improve their candidature. (K5, A3, V3). Most of the students answered that question very well. I received important insights from students and based on such insights, I incorporated some elements and activity into the regular delivery of my module. (K5, A5, V3).



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

As I am passionate about teaching and research, I love to engage myself always in Continuing Professional Development (CPD) which is evident in my past and present persuasion of different programs. (A5)

Attending basic and advanced tutor training hosted by University of Canterbury, New Zealand, helped me to develop effective pedagogies focused on developing higher order thinking and meta-cognition and make good use of dialogue and questioning in order to do so for performing my teaching responsibilities. I learned how to create inclusive and equitable learning environment and cater to the diverse needs of a range of learners as it was an international university. (K1, K2, A2, V1, V2)

Moreover, attending a series of Training and Workshops on 'Academic Writing Skill Development'; on 'Statistical Analysis'; on Qualitative & Quantitative Research Methodology' hosted by University of Canterbury, New Zealand; were instrumental in my academic and research profession. (A5, K1, K2, V3)

These training and workshop programs helped me to conduct statistics-based modules like 'Supply Chain Management', 'Operations Management', 'Quality Management' etc. (K1, K2, A3, A4). These training helped me to analyze lab results produced by students, to critically evaluate my students and my teaching, to prepare performance evaluation reports based on students' grades. (K2, A2, A3) along with writing research papers.

Moreover, throughout my PhD tenure, I had the opportunity to work as a research assistant since 2018 with various faculty members of University of Canterbury, New Zealand for externally funded projects across different industries of New Zealand. All the research training helped me to



contribute significantly to my teaching and research work. (A5). Moreover, I have attended several national and international level academic and research conferences where I was the keynote speaker for paper presentation. (V3, V4, A5). I have a portfolio of high-quality peer-reviewed published papers which I do always use while giving examples in my class and preparing some assessments. (K6, V3, V4)

I believe in 'Research-informed teaching' (Elken and Wollscheid, 2016; Healey, 2007). I do use research insights (derived from my involvement in industry research as a Research Assistant, attendance in research conferences and published research papers) in the form of case study, giving real life examples in the class and tutorial sessions and even in one-to-one session with students. From students' feedback, I came to know that they can relate when they see the link between theory and practical application in industry. For instance, using examples, based on my research on New Zealand's dairy industry, while discussing agile supply chain and sustainability, proved very effective for students.

I have been assigned to teach students for Degree Apprenticeship (DA) program in Logistics and Supply Chain management and preparing class materials tailored to these students working in industry (V1, K6). Insights derived from attending meetings with the members of Degree Apprenticeship program, UWTSD along with Academic Director and Industry representatives are helping me to design my lecture materials and assessment tools. (V2, K2).

I attended sessions under Digital Pedagogy Webinar Series conducted at UWTSD on Moodle, Digital Skills and Academic Office teams for conducting classes via Teams (A4, V4) and continuously taking from E-learning division.

I went through all the mandatory Training for staff via UWTSD's suite of compliance e-learning modules that helped me to understand workplace behaviours that help to minimise risk for everyone. (A5, A4)

At present, I am writing my application for HEA Fellowship and preparing myself for research supervision and examiners for UWTSD along with teaching. Also, I am planning to apply to the Research Degrees Committee for supervising Level 7 Postgraduate Research (e.g. MRes) and Level 8 Postgraduate Research (e.g. DBA, PhD). (K6)



Citations (500 words)

Alt, D., Raichel, N., & Naamati-Schneider, L. (2022). Higher education students' reflective journal writing and lifelong learning skills: insights from an exploratory sequential study. *Frontiers in Psychology*, 12, 707168.

Elken, M., & Wollscheid, S. (2016). The relationship between research and education: typologies and indicators. A literature review.

Glazer, N. (2014). Formative plus Summative Assessment in Large Undergraduate Courses: Why Both? *International Journal of Teaching and Learning in Higher Education*, 26(2), 276-286.

Grajcevc, A., & Shala, A. (2016). Formal and non-formal education in the new era. *Action Researcher in Education*, 7(7), 119-130.

Hai, N. T., Huy, D. T. N., Hoa, N. T., & Thang, T. D. (2021). Educational Perspectives on Differences Between Management Case Study and Economic & Finance Case Study Teaching in Universities. *Design engineering*, 7.

Kromka, S. M., & Goodboy, A. K. (2019). Classroom storytelling: Using instructor narratives to increase student recall, affect, and attention. *Communication Education*, 68(1), 20-43.

Murphy, L., Eduljee, N. B., & Croteau, K. (2021). Teacher-cantered versus student-cantered teaching: Preferences and differences across academic majors. *Journal of Effective teaching in Higher education*, 4(1), 18-39.

Meyer, J., & Land, R. (2003). *Threshold concepts and troublesome knowledge: Linkages to ways of thinking and practising within the disciplines* (pp. 412-424). Edinburgh: University of Edinburgh.

Mezirow, J. (1991). *Transformative dimensions of adult learning*. Jossey-Bass, 350 Sansome Street, San Francisco, CA 94104-1310.

Ngaka, W., Openjuru, G., & Mazur, R. E. (2012). Exploring formal and non-formal education practices for integrated and diverse learning environments in Uganda.

Schmeichel, B. J., & Baumeister, R. F. (2010). Effortful attention control. *Effortless attention: A new perspective in the cognitive science of attention and action*, 29-49.

Worku, K. G. (2019). Assessing the use of power point in a classroom setting and its effectiveness. *International Journal of Education and Management Studies*, 9(3), 187-192.



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 Gregory Owen
Job Title	Principal Lecturer (Quality, Academic Partnerships and Student Experience)
Fellowship Status	Senior Fellow
Institute/Centre/Unit	Wales Institute of Science and Art (WISA)
Email address	gregory.owen@uwtsd.ac.uk
In what capacity can this individual comment on your professional practice?	
Dr Gregory Owen is my line manager at WISA (Engineering Department), UWTSD.	

Second Referee:	
Name	Dr Irina Neaga
Job Title	Senior lecturer in Logistics
Fellowship Status	Fellow (FHEA)
Institute/Centre/Unit	Wales Institute of Science and Art (WISA)
Email address	irina.neaga@uwtsd.ac.uk
In what capacity can this individual comment on your professional practice?	
Dr Irina Neaga is my colleague at WISA, UWTSD.	



SECTION FOUR: Declaration

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

Signature	
Date	15/06/2023

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.