

UNIVERSITY OF WALES TRINITY SAINT DAVID CONTINUING PROFESSIONAL DEVELOPMENT SCHEME

APPLICATION FOR SENIOR FELLOW

SECTION ONE:

NAME (as you would like it to appear on your certificate)	Julie Thomas
INSTITUTE/ DEPARTMENT/PROFESSIONAL UNIT	Institute of Management and Health
POSITION (E.g. Lecturer/Senior Lecturer/Principal Lecturer/Director of Discipline/Other (please specify))	Senior Lecturer
ROLE (E.g. Lecturer/Programme Manager/Admissions Tutor/Module Leader/Other (please specify))	Programme manager and Admissions tutor for Postgraduate Diploma and MA in Strategic People Management, Level 3 CIPD Foundation Certificate in People Practice and Level 5 CIPD Associate Diploma in People Management. Senior Lecturer and Module Lead on the BA Developing Leadership and Management programme.
Referees Please could you tick the box if you have sent in your referees' statements? (Please be aware if we do not receive your referees' statements 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	2018, plus Mentor training in 2022 and 2023
Mentor	N/A

APPLICATION FOR SENIOR FELLOW

In your application for recognition as a Senior Fellow of the Higher Education Academy (HEA), you are required to demonstrate fully how your continuing professional development allows you to meet the requirements for **Descriptor 3**, Senior Fellow status, as outlined in the *Guidance Handbook*, relating to the Dimensions of the UK Professional Standards Framework (UKPSF), that is, all **Areas of Activity**, all elements of **Core Knowledge** and all of the **Professional Values**.



You should aim to include examples of your use of/commitment to relevant elements of the Professional Values and Core Knowledge throughout your Reflective Account of Practice and through **two case studies**.

General Principles to consider in preparing your application

- You will find it very helpful to refer at all times to the relevant parts of the UKPSF.
- **The nature of Descriptor 3 is distinct from Descriptor 2 as it requires applicants to evidence a thorough understanding of effective approaches to teaching and learning and their personal influence/impact on the teaching and learning practices of others. Therefore applicants should fully address the holistic nature of Descriptor 3, by providing evidence of a sustained record of effectiveness in relation to both personal teaching and learning practices and positive influence on the practices of others.**
- Your application is centred round the processes of **continuing professional learning and development activity related to teaching, learning and assessment responsibilities**. This includes appropriate research and scholarly activity and the leadership, management and administration of academic provision and support. How you evidence this will be dependent on the context in which you are working and the nature of the subject, discipline or profession in which you teach.
- The standards are inclusive in nature so D3 incorporates D2.
- Ensure you **provide reasons for the choice of activities you describe**, and demonstrate that you reflect on your teaching practice and the students' learning experience.
- The Assessment Panel recognises that there will be considerable variation in applications, reflecting differences in individuals' experience, their job roles and contexts. **The quality of your reflection is far more important than quantity.**
- This application is a **personal account** so you should focus throughout on your own professional practice and decision-making.
- Whilst it is important that you address all of the dimensions of the Framework, given the complex and integrative nature of professional practice at this level you should avoid a mechanistic or tick-box mapping approach to ensure full coverage.
- **By applying to become a Senior Fellow you will have the opportunity to:**
 - Think deeply about and thereby enhance the quality and effectiveness of your work in the area of teaching and supporting learning in HE.
 - Model good practice for other staff and be better able to encourage and support them to seek recognition for their own work in this area.
 - Increase your influence and impact by gaining national recognition for your contribution to teaching and the support of learning within the HE context



SECTION TWO: Your reflective account of your Continuing Professional Development

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

- The [Advance HE Fellowship Category tool](#) will help you to determine whether Senior Fellowship is the most appropriate category of HEA Fellowship for you at this point;
- The [UK Professional Standards Framework \(UKPSF\)](#) – the award of HEA Fellowship is based on the criteria of Descriptor 3 (UKPSF, 2011, p.6) being evidenced;
- [Guidance for Senior Fellow applicants](#) and [Dimensions of the Framework guidance](#) available on the Advance HE website.

Your application for Senior Fellowship takes the form of an Account of Professional Practice consisting of:

- Context Statement (maximum 500 words not included in overall word count)
- a Reflective Account of Practice;
- and two Case Studies.

The word limit is 6,000 words shared across all three elements, with an additional 500 words for citations (overall maximum of 6,500 words), along with supporting statements from two referees.

We suggest that you use 3000 words for the RAP, and 1500 words for each Case Study

You will need to continue to refer to the Advance HE guidance and the UKPSF as you draft your application to ensure that you are writing to meet the requirements of UKPSF Descriptor 3.

You will be able to use the relevant boxes below to complete your draft application. Once completed, all the guidance can be deleted and this template containing your application can be sent to your two referees so that they can write their supporting references.

When you have finalised your draft application, you will need to send this to your **two referees** so that they can write their supporting statements. Please direct them to the guidance notes for Senior Fellow applications.

The form will expand as you enter your information

Context Statement

- ❖ Provide a brief summary of your teaching and/or support of learning experience, including the context in which you currently work, your current role and responsibilities in teaching and/or support of learning. Identify the type and location of institution(s) you work for, as this will help to set out the context for your work, but keep this brief and relevant to your role. Do not include details about the history and prestige of the institution(s), as your Account of Professional Practice is about you and your practice;
- ❖ Identify the students/colleagues that you work with; for example, student level of study (e.g. year of study, undergraduate, postgraduate, etc.), programme(s)/unit(s) of study, discipline/specialist area of work, number and types of learners, etc. For Senior Fellowship, your work with students may be more indirect, as you may work more closely with colleagues/teams/external organisations/professional bodies, etc.; in which case identify these aspects of your work;
- ❖ Outline your current and recent role(s)/experience related to coordination, support, supervision, management and/or mentoring of others related to teaching and learning (Descriptor 3.VII);
- ❖ Focus on your current or recent practice, which should be able to demonstrate your sustained impact at Descriptor 3 over the last 3-5 years;
- ❖ Please remember that your application for Senior Fellowship is based on your **higher education practice**; if you also work in other teaching or learning roles outside of higher education you should not include this in your application

I am the programme manager for all the professional people management programmes at the University including the MA and Postgraduate Diploma in Strategic People Management, the CIPD Level 5 Associate Diploma in People Management and the CIPD Level 3 Foundation Certificate in People Practice. The MA and Postgraduate Diploma is awarded by the University and accredited by the CIPD (Chartered Institute of Personnel and Development) at level 7. This means that on completion of either qualification, students gain Associate membership of the CIPD and can upgrade to full Chartered Membership if they have one year's relevant experience. The level 3 and 5 qualifications are awarded by the CIPD only. Currently there are 157 active students on these programmes. I manage a team of 4 lecturers plus contract the services of two law firms to deliver all the modules. All my team are new to lecturing and as a result my role involves a high degree of coaching and mentoring, which is detailed in my submission. I oversee all aspects of the programmes including curriculum development, timetabling, admissions, marketing, quality assurance, academic misconduct and student support. I take an active part in University exam boards and also lead on the University's involvement with the CIPD, including overseeing the moderation process and submission of results six times a year. The level 3/5 qualifications form part of apprenticeship programmes and as a result I work closely with Coleg Sir Gar and the Apprenticeship Unit to successfully deliver these, including participating in management meetings to agree strategy and other arrangements.

In addition to teaching on the Level 5 CIPD programme, I am module lead for two modules and carry out admissions duties such as interviewing on the BA in Developing Leadership and Management. Over the years I have been module lead for numerous level 4, 5, 6 and 7 modules across both programmes and have worked in multiple locations including Swansea, Cardiff and Carmarthen. I am also currently supervising 7 students who are completing their dissertations for the MA in Strategic People Management and MBA.

I started with the University in 2017, as lecturer and programme manager for the CIPD Level 5 programme and was appointed Senior Lecturer in 2021. I joined the University following over 20 years in industry, in several human resource management roles. I gained my teaching qualification



(Postgraduate Certificate in Teaching in Higher Education) and HEA Fellowship in 2020. I am currently mentoring two lecturers to complete their fellowship application. I hold a MA in Human Resource Management and am halfway through a Doctorate in Professional Practice. I won the Roffey Park National Research Competition in 2018 and have had work published by Roffey Park Institute plus HR magazine.

I am a full Chartered Member of the CIPD and was awarded my 20 year long service certificate in 2018. Continuing Professional Development is incredibly important to me and I regularly attend local and national CIPD events and have contributed to these plus policy development focus groups over the years.

Reflective Account of Practice (RAP)	
You may wish to reflect on: ❖ Roles, responsibilities and experience related to teaching and supporting learning; ❖ Areas of research, scholarship and/or professional practice ➤ relevant publications and/or presentations; ➤ incorporation of research, scholarship and/or professional practice into teaching and supporting learning; ➤ links with professional bodies or wider communities. ➤ Involvement in teaching and learning initiatives ➤ institutional/nationally funded projects; ➤ small-medium scale investigations or awards; ➤ work with professional bodies; ➤ development and/or adoption of learning and teaching themes, for example, internationalisation, ➤ employability, assessment and feedback, retention, flexible learning, education for sustainability; ➤ dissemination of teaching and learning related expertise; ➤ impact of your own ongoing professional learning on your practice. ❖ Recognition and reward ➤ teaching prizes, fellowships, institutional awards for innovation; ➤ professional body recognition. ❖ Collaborating with others ➤ advisory, support, co-ordination roles in teaching and supporting learning; ➤ leadership and management roles; ➤ working with colleagues to develop inclusive practice and ensure accessibility of learning for all students; ➤ contributing to academic collaborations with partner HEI(s);	❖ Educational and staff development activity ➤ providing advice or coaching to staff on different pedagogic practices or learning development and support practices ➤ mentor roles in professional development programmes for new and inexperienced staff; ➤ learning and teaching workshops/seminars; ➤ related publications/documents; ➤ supervising the development of teaching assistants and research students in their learning support or teaching roles; ➤ creating and sharing relevant CPD or learning resources and materials internally and externally; ❖ Leadership, management and organisational roles within an institutional or wider higher education context ➤ learning and teaching/quality enhancement committees; ➤ programme design, approval and review process; ➤ quality assurance roles and responsibilities; ➤ contributing to the development of strategy related to supporting learning and teaching; ➤ leading projects/initiatives which have contributed to enhanced student learning or support;
Write your reflective commentary here. References and citations are to be listed in a dedicated field below. I have structured my reflective account of practice under the five areas of activity of the UKPSF. A1 Design and plan learning activities and/or programmes of study In this section I will reflect on my experiences of working with internal and external partners to effectively design and plan new and improved learning activities at an institute, programme and module level, whilst focussing on the wellbeing of staff.	



I am the programme manager for all the professional people management programmes at the University. Although a version of the Postgraduate Diploma, MA, and level 5 programme existed when I joined the University in 2017, I have created all the current programmes and arranged for these to be successfully validated. My involvement in completely revamping the University's offering over the past three years demonstrates my commitment to enhancing the student experience through the provision of up-to-date and engaging programmes with a wide appeal (V1, V2). The whole process required considerable research on contemporary issues in strategic people management, as well as analysis of relevant frameworks such as the QAA Subject Benchmark Statements for Masters' Degrees (2023) (K1, V3, V4). I used this research to create the module content, modes of delivery and modes of assessment for the current postgraduate courses and changed the programme name from 'Human Resource Management' to 'Strategic People Management' to align with CIPD changes and current thinking in the field (K1, K2, K3). Additional changes that I made demonstrated my commitment to meeting the needs of both students and employers (V1, V4). For example, following feedback from students I introduced block teaching (modules being taught in 8-week blocks) for the postgraduate courses and following feedback from employers, I introduced monthly full day workshops for the level 3 and 5 courses (K2, K5, V3, V4). I designed all the programmes with best practice in mind which demonstrates my learner-centred approach (V1). For example, learning outcomes were clear, in accordance with the theory of constructive alignment and theories of andragogy, and schemes of work contained activities that engaged students as active learners (Biggs and Tang, 2011).

All my courses are either awarded or accredited by the CIPD (Chartered Institute of Personal Development). As well as gaining approval from the University to deliver programmes, I am also required to gain approval from the CIPD for any new programmes or changes. Since the validation of the above programmes, I have reflected on their relevance to the modern workplace and have continued to make changes to enhance the experience of learners (K1, K2, K3, K5). For example, I am currently working with the CIPD to gain approval for a new level 5 module called 'Wellbeing at Work'. Last term I put forward business cases to the Senior Leadership Team at the Institute, not only for the new Wellbeing module, but also for the expansion of the level 3 and 5 programmes at additional locations (V2).

As part of my programme manager role, I create the timetables for all my programmes across Swansea and Carmarthen twice a year. To provide the best learning experience for our students I make sure that submission dates are appropriately spaced out and that workshops are held at times that suit both students and lecturers (K3, V1). I also consider lecturers' workloads to make sure that they are always able to provide the best learning environment for our students. If they have any marking peaks, I arrange for help and if they have capacity to do more in a term, I notify the Academic Director so that they can assist with other programmes. This collaborative approach protects lecturer wellbeing (Hesketh and Cooper, 2023) and helps ensure consistently good standards of teaching from the Institute (K6).

As well as programme managing the above programmes, I teach on the BA in Leadership and Management Skills and last year updated the module called 'Emotional Intelligence' as part of the revalidation process. I built on the existing module of a similar name and added more contemporary content on compassionate leadership and wellbeing. Due to my research interests, I was able to update the reading list to include the relevant literature such as 'Compassionate Leadership' by Michael West (2021), which demonstrated my commitment to incorporating my professional development into my practice (V3). I also included assessments which would hopefully excite and challenge students as well as develop employability skills, comprising of a poster to be used as a resource for management training and a report for senior management (K1, K2, K3). According to Shackleton-Jones (2019), students tend to learn more if a sense of excitement is created through alternative ways of learning such as this.



A2 Teach and/or support learning

In this section I will reflect on my experiences of supporting and collaborating with lecturers in my team to teach and enhance learning.

Part of my role as programme manager is to support lecturers, with the aim of ensuring that students receive a consistently high level of teaching and learning on the programmes I manage (K6). Last term, one of my lecturer's was pregnant and could not teach several postgraduate sessions due to being closely monitored by her consultant, following complications. For the first session she missed, I advised her to provide students with a recorded lecture and additional resources (K3). However, once it became apparent that she would miss several sessions, I stepped in and delivered these in her absence, demonstrating my commitment to providing learners with the best possible experience (V1). I invited the person who was due to cover the lecturer's maternity leave, to observe me, so that a seamless handover could occur, and she could get up to speed as soon as possible (K6). This demonstrated my commitment to maintaining consistent standards of teaching and the development of staff, as well as my student-centred approach (K6, V1). I thought carefully about the content of the sessions, choosing material that was appropriate to the stage in their programme and that covered the module content (K1, K2). For example, for the new first years, I delivered a session on the assessment criteria and included an activity whereby they had to mark a piece of work themselves. This peer assessment enabled them to have a deep understanding of the criteria and awareness of the requirement of study at level 7, which according to Bloxham (2015) is important to improve their own work (V1). For the second years I introduced them to a new CIPD tool, which was designed to help organisations create inclusive cultures. This was something that they could refer to in their assignments, as well as use in their employment (V4). Effective teaching should equip learners for life (Ashwin, 2015) and both students and the new lecturer commented that they found the sessions useful and interesting.

As programme manager, I carry out several peer observations a year, to give feedback to lecturers on the programme, enhance my own learning and for quality enhancement purposes (K6, V3). As well as classroom observations, I use the internal verification process to not only ensure consistent standards of marking, but to aid the development of staff. This is particularly useful for the development of new lecturers and helps them learn how to phrase feedback so that it is constructive and motivates students (Biggs and Tang, 2011). For example, last term one lecturer internally verified my marking for the module I had delivered called 'Evidence Based Practice'. We discussed my marking and the need to balance feedback with feed-forward, whereby students are given advice about how to improve future work (Race, 2015). She said that she had 'made notes' of the phrases I had used to give feedback, for future reference, as they were particularly effective in reflecting the assessment criteria.

Every year the lecturer delivering the level 7 module called 'Driving Change and Building Business Cases' (which I created) arranges a conference, whereby students display their research posters and deliver a presentation which showcases their recommendations. I always attend these sessions, normally as part of a panel, to provide feedback to students and ask them questions about their research. This helps simulate a workplace environment whereby senior managers would question HR managers who were putting forward a business case for change. This gives students the opportunity to safely practice valuable skills for the workplace (V4), whilst reinforcing the value of the module, which is crucial to maintain the motivation of adult learners (Knowles, 1980, as cited in Aubrey and Riley, 2016).

Most of my students are mature students who have not been in an educational environment since school. As a result, they often require more support, to boost their confidence and encourage self-directed learning (Busher and James, 2019) (V1, V2). I achieve this by including regular formative feedback and using supportive language (K3). For example, last term, whilst delivering a level 5

module called 'Creativity and Innovation', I would ask individual students to answer questions and if they guessed incorrectly, I would use phrases such as 'that's a very good guess, but wasn't quite what I was looking for', rather than 'no, that's incorrect' and if they were correct, would say 'That's excellent!' or 'Very logical!'. This provides an environment which is enjoyable and psychologically safe which according to Race (2015) is crucial for effective adult learning (K3, V2).

A3 Assess and give feedback to learners

In this section I will reflect on my experiences of supporting lecturers to create assessments that are appropriate and aid learning, as well as my commitment to ensuring feedback processes are robust and reliable.

Every year I work with lecturers to create new assignments for the postgraduate courses I manage. I normally gain inspiration from CIPD events I have attended or research I have undertaken for my doctorate which demonstrates my commitment to applying my learning to my professional practice (K1, V4). For example, this year, following the publication of the CIPD's Good Work Report, I suggested to one lecturer that she include this in the assignment for the 'Shaping Cultures' module. Once she had done this, I suggested changes to wording to better reflect the requirements at level 7, since this level involves a greater degree of critical thinking. This term I also worked closely with lecturers and helped with the creation of the 'Supporting Learning' and 'Driving Performance' assignments. The external examiner has consistently praised the quality of the assignments (K6). Her comments have included:

'The assessments were well designed, relevant, challenging and required both understanding of the material and application to specific situations. I was impressed with the range of assignments, they provided the students with the opportunity to demonstrate many employability skills and all related to current issues' (UWTSD, 2023).

When the postgraduate programmes were revalidated in 2021, I included modes of assessment that would be appropriately challenging for students, but also relevant to building employability skills. For example, for the 'Advanced Application of Employment Law' module, I built in the requirement to produce an information leaflet for managers, as well as provide written advice to specific questions. This precisely replicates the kind of work that students would be required to undertake in the workplace (K3, V4). According to Shackleton-Jones (2019), students learn more if activities and assessment have meaning for them, which was achieved by making this direct link with the workplace.

As programme manager, I internally verify the marking for the postgraduate courses, as well as the level 3 and 5 courses (K6). One step before this is ensuring that all lecturers mark consistently and to the required standards – I achieve this by sending out the CIPD Chief Moderator's report (with my comments) six times a year and holding moderation discussions with the lecturers (K6). The CIPD also gives us individual feedback on the samples of marking and student work that they view six times a year. I also send this feedback to lecturers, highlighting specific points. I regularly emphasise the need for assessors to use the command verbs (e.g. evaluate/analyse/explain) when giving feedback to students, for example.

Plagiarism and use of essay mills can be an issue on all the programmes that I teach. To try to prevent this I give feedback on draft submissions and only last month had to advise several students against using ChatGPT and essay mills (K6). I had recently attended two training sessions on AI assisted software and had become familiar with Microsoft Co-pilot and so had become adept at identifying when students had used it to enhance their work (V3). I have been required to hold several 'Academic Misconduct' meetings with students since the start of this

academic year. For example, one level 5 student admitted to having copied another student's work and later applied for an interruption of studies due to pressures at home. Although an uncomfortable meeting, students are normally contrite and change their ways, often going on to comfortably pass their courses. It is hoped that taking such action preserves the integrity and standard of courses and helps students develop ethical behaviour which will serve them well in the workplace (K3, K6, V4). I conduct these meetings collaboratively with a representative of Coleg Sir Gar or a fellow lecturer, which means that we provide support for each other and can also learn by reflecting on the experience together, following the meeting (V3).

As well as summative assessment, I build formative assessment into all my modules, as described under the previous area. This is important to build confidence, encourage deep learning and develop learner autonomy (Busher and James, 2019). Both the creation of formative and summative assessment involves understanding of the requirements of each level and considerable understanding of the subject area (K1).

A4 Develop effective learning environments and approaches to student support and guidance

Each year I arrange guest speakers, to enhance students' learning and demonstrate how the principles they are learning can be applied to real world scenarios (V4). This is important to boost students' knowledge of practical application and employability skills, as well necessary to reinforce the value of the course to students which helps motivate adult learners (Knowles, 1980, cited in Aubrey and Riley, 2016). This year so far, I have arranged eight guest speaker sessions on the topics of Managing change, Leadership Development, Mindfulness and Menopause in the workplace. I have shared contact details with other lecturers who have then arranged similar guest speaker sessions for their students (for example the Menopause session), which demonstrates my commitment to collaborating and sharing best practice with my colleagues. I have also actively encouraged the lecturers who are in my team to follow my example and arrange their own guest speakers from industry – for example, one of my lecturers arranged for a speaker from Admiral Insurance to talk about Wellbeing at Work for the postgraduate students last term.

According to Race (2015), it is important to embrace technology to aid teaching, not only because it now forms part of everyday life, but because it can help enthuse students and enhance learning. Recently, I have encouraged my lecturers to take their students to the new immersive training rooms in Carmarthen and Swansea for a demonstration (K4). This has helped students understand how different technologies can aid training and development, which was relevant to the module they were studying. Following favourable feedback from students, I have arranged to use these rooms for the conference we will hold this October, thus demonstrating my commitment to using technology to enhance the student experience (K4). I can evidence the value that students derive from the guest speaker sessions and immersive training sessions through their LinkedIn posts and other comments on social media, as well as positive feedback in class. For example, one student commented 'loved this!' on a LinkedIn post about the immersive training session in February 2024 and another student commented 'Fantastic to share knowledge and skills for CIPD students. Da iawn pawb', following a guest speaker session in October 2023 (K5).

To further enhance the student experience and encourage passion and excitement for the programmes we deliver, I set up and currently administer a Facebook page called 'HR Students at UWTSD', of which there are currently 238 past and present students. This has been a successful tool to engage students in their learning as evidenced by statistics for the page - in the last 28 days there have been 15 posts, 17 comments and 81 reactions to posts by students and staff (K4, V2).



As a Chartered Member of the CIPD, I have also contributed to policy at a professional body level and have included students in this as far as possible, to widen their horizons. For example, I took part in a focus group to redesign the new Code of Conduct which was launched in January 2023 (CIPD, 2023) and invited students along. This demonstrates my commitment to continuous improvement and enhancement of professional practice at a national level, as well as providing additional opportunities to engage learners (V4).

Following feedback from Dyfed Powys Police (V4), I created a format for the CIPD students, that would enable them to spend as little time away from the workplace as possible but would also ensure that they felt supported (K3, V1, V2). I introduced monthly full-day workshops in the classroom with online lunchtime tutorials in between. Students can also request one to one tutorials on Teams, if they require extra support. This has worked well, with students commenting that the support is good and suits their work commitments (V1, V2). When students cannot attend workshops (for example if they are ill or have unexpected childcare commitments) they normally attend online, or the class is recorded for them to view later. For example, several students could not attend the Employment Law sessions on 14th and 20th March and these were recorded (V1).

To obtain the best possible experience for students I have always sub-contracted solicitors to deliver the Employment Law modules. This has ensured that sessions contain up to date case law and are highly relevant to students' current work. I have worked closely with the solicitors to design appropriate assignments and structure the sessions so that the learning outcomes are effectively achieved, in accordance with the principles of constructive alignment (Biggs and Tang, 2011). I also moved the course permanently online to allow the module to be offered to a wider demographic of students (K2, V4).

A5 Engage in continuing professional development in subject/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices

I continually seek to improve the quality of my teaching and most recently volunteered to teach a module that I had little previous knowledge of, to take me out of my comfort zone in terms of the content being delivered, plus challenge myself, since the teaching involved two cohorts in two locations, using two different formats, online and in the classroom (K1, V3). Challenging yourself in this way can lead to personal growth as well as increased self-confidence, resilience and self-agency (Kent, 2023).

The module was called Creativity and Innovation and was a level 5 module which forms part of the BA in Developing Leadership and Management. Although I have over 20 years' experience of working in industry, my background is people management, so I was not aware of the theory relevant to this area. I had also not taught the same module online and in the classroom simultaneously. As well as carrying out extensive research to write the assignment and devise content (K1), I curated suitable resources for Moodle and devised activities that would be suitable for both online and face to face delivery (K2). As I had recently read about the effective use of videos to enhance learning (Alber, 2019), I incorporated several short videos into each week's teaching and added these to the Moodle page. Students fed back in the classroom that these videos aided their understanding of the basic concepts (see below). As I was reading additional material prior to each weekly session, I was able to signpost students to this, which encouraged independent learning (Fry *et al*, 2015) (K3). They were particularly anxious about the requirement to use 30 sources for their assignment, so by signposting them to useful resources every week I was able to demonstrate how they could easily achieve this. This was important to support students' concept of self-efficacy and to maintain their motivation (Race, 2015). As this was the first delivery of the new module, I was particularly keen to obtain feedback from students, which is also best practice (Gravells, 2016) (K5). Completion of online module feedback forms had been



low, so I designed a quick Microsoft Forms survey for students to complete after teaching had finished (K5, K6). The response rate was 30%, which was better than that achieved for the previous forms. Feedback was very positive, with all students giving the module a 5-star rating (out of 5). Comments included: *'Moodle page: The page was easy to navigate, the material was transparent, and it enhanced the understanding of creativity and innovation. The recordings and video resources helped engage the class with the course material. The lecturer was able to connect with students through interactive teaching methods by using group sessions. This benefitted the students because it helped us learn from each other. The lecturer was very supportive and had in-depth knowledge and expertise'* (K1, K2, K3, K4, K5).

To further enhance my teaching and learning I am currently halfway through a Doctorate in Professional Practice. I have successfully completed part one, achieving an average mark of 74%, which demonstrates my commitment to achieving high standards of CPD. Completing this qualification has allowed me valuable time to reflect on my practice (Ashwin, 2015) and consequently I have been able to enhance the quality of my teaching by incorporating what I have learnt into my modules and programmes (K1, V3). My area of research is employee wellbeing, and I recently added a 'Wellbeing at Work' module to the CIPD Level 5 Associate Diploma, which I will deliver from September 2024. I have also enhanced the learning of others by delivering sessions on Wellbeing at Work for visiting lecturers and students from the London campus, during their annual visits. This is in addition to incorporating my research into modules such as the Level 6 Emotional Intelligence module – I wrote the module descriptor for this and write the assignment plus module content every year (V3).

Every year I peer review my lecturers' teaching, as well as ensure my own teaching is peer reviewed. Peer review has many benefits including enhancing teaching, sharing best practice, and motivating others (Georgiou, Sharma and Ling, 2018). I often enhance my own teaching following peer observation – for example, after observing one lecturer's teaching in the Autumn term 2023, who used very little content on her slides, thus holding the attention of learners and preventing cognitive overload (Oberfoell and Correia, 2016), I was reminded of this best practice and made a conscious effort to produce two sets of slides – one with detailed content for the Moodle page, and one for the class which contained less information (K5, V3).

Guidance on Case Studies

Your case studies should clearly demonstrate an integrated and reflective approach to academic practice that incorporates research, scholarship and/or professional practice which:

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

In choosing your Case Study themes, you might choose to focus on particular aspects of your work. Some ideas to prompt thinking include:

❖ **Developing quality enhancement**

- ways you interact with others to ensure appropriate alignment of teaching, learning and assessment practices;
- how you ensure that student learning within the context of your responsibilities is enriched by disciplinary and pedagogic research, scholarship and professional practice (your own and that of others);
- ways you have fostered dynamic approaches to learning and teaching through creativity and innovation.

❖ **Supporting other colleagues**

- how you have supported other colleagues to enhance their practices;
- specific examples of how you have enhanced academic practice through coordinating/managing others;
- your roles in learning and teaching projects and initiatives at departmental, institutional or in the wider HE context;
- course and programme development, review and revalidation.

❖ **Sustained engagement with educational and staff development**

- staff development activities you have facilitated (informal and formal) that enhance your colleagues' abilities to meet the requirements of the UKPSF;
- how your contributions have promoted the student learning experience through professional development of staff under your influence and guidance e.g. through informal or formal mentoring arrangements;
- how you have disseminated your knowledge and skills in teaching and supporting learning to audiences both within and external to your institution.

❖ **Evaluation of academic practice**

- steps you have taken to develop your own practice and how you have used your own experience to enable others to reflect on and critique their own practice;
- how you support, encourage and implement evaluation processes designed to enhance the student learning experience.



Case Study One

Write your first case study here. References and citations are to be listed in a dedicated field below.

This case study demonstrates how my contributions have promoted the student learning experience through the mentoring of staff.

For a sustained period (at least 4 years) I have mentored new lecturers and applicants for HEA fellowship. Mentoring has been found to be an effective way of supporting learning in the workplace with benefits for the organisation and its consumers (Hayden, 2023b). My most recent mentee has been a lecturer who started with the University in November 2023. She had no previous experience of lecturing, though had trained line managers before, and had 17 years' experience of working in a Human Resource Management role. I interviewed her with the Academic Director and selected her based on her extensive experience and potential to be an effective teacher, as demonstrated by her training experience and high-quality presentation that she delivered at the interview. Following the interview, I planned a thorough and detailed induction for her (A1, K2, K3). A comprehensive induction is important for all sorts of reasons, including setting expectations and increasing employee commitment and job satisfaction (McCartney, 2023). During the first 6 weeks I arranged several activities for the lecturer, the first one being opportunities to observe me and other lecturers teaching. This was important to ensure that she understood the high quality of teaching that we expect of all our lecturers (K6). During the breaks and following the sessions we reflected on the teaching sessions, discussing areas of best practice such as the setting of learning outcomes, the use of appropriate activities to encourage deep learning and the use of positive language during feedback to boost confidence and aid the motivation of learners (Biggs and Tang, 2011, Shackleton Jones, 2019) (K1, A2, A4). The lecturer commented that students appeared to lack confidence and wanted considerable support, so we discussed ways of encouraging ownership of learning such as signposting them to good sources and giving them formative feedback during activities in class (Race, 2015) (K1).

To ensure that the lecturer was able to mark work to the required standard (K5) and felt comfortable doing this, I asked her to mark one level 7 assignment, which we then discussed together. I explained my rationale for my marks and highlighted parts of her feedback which could be better aligned to the assessment criteria (K1). I then asked her to internally verify a batch of level 5 marking that I had completed over the Christmas period. She said that she found this particularly useful and had made notes of some of the phrases I had used so that she could incorporate them into future feedback.

Learning can happen in a variety of formal and informal environments (Hayden, 2023a). During her first six months I have encouraged her to spend time with other lecturers, including observing teaching (K2). As a result, she has had several meetings with two lecturers regarding the postgraduate and level 3 programme and has conducted interviews for the BA in Leadership and Management Skills programme. I have also arranged for her to attend meetings such as exam boards, to increase her knowledge of the University procedures.

To make sure that she felt fully supported, I arranged weekly meetings with her on a Friday and in between we used ad hoc Teams meetings or messaging to keep in touch (V1). She often had questions about aspects of teaching and assessment, as well as questions about the University's procedures such as the Extenuating Circumstances arrangements which I was able to answer (K1).

As well as her induction, I have focussed on her long-term development (K3, V1). Continuing professional development is important, to keep skills up to date and improve your professional practice (CIPD, 2024). Development is also important to aid retention of staff (Peters, 2024). She is currently completing a Master's dissertation, which I am supervising and I have discussed her



next steps which will be to start her teaching qualification and work towards fellowship of the HEA from September onwards.

As feedback and evaluation is critical to continuous improvement of professional practice (Ashwin, 2015), I have asked the new lecturer to regularly ask her students for feedback in a variety of ways including in class and using Microsoft Forms. In preparation for the Staff Student Committee Meeting in March 2024, for example, I asked her to gather feedback from the year 1 postgraduate students about the two modules that they are currently studying, as well as student support facilities such as Library and Student Services (K5). The feedback on the support of one particular librarian was particularly positive, so I was then able to inform the librarian of this, which will have motivated her to continue to deliver a high level of service to our students (K6). One postgraduate student also copied me in on an email to the new lecturer, praising her for her teaching since she started – this was particularly pleasing to me since it confirmed that the recruitment process and my subsequent induction had been effective (K5).

This case study has demonstrated that I am committed to the development of others and improving standards of learning and teaching at the University (K6). However, this is not an isolated case. I regularly assist other lecturers, both in my team and across the University. For example, lecturers on the BA Leadership and Management Skills programme contact me for advice, due to my 7 years' experience teaching a variety of level 4, 5 and 6 modules. I also work closely with members of my team who require guidance – for example, recently one lecturer has regularly required advice regarding writing assignments, marking and dealing with potential academic misconduct on the level 7 module called 'Supporting Learning' and the Level 5 module called 'Talent Management and Workforce Planning'. Furthermore, I have mentored several fellow lecturers to achieve Fellowship of the HEA and am currently working with two individuals who are hoping to be successful in the Summer (A2, A3).



Case Study Two



Write your second case study here. References and citations are to be listed in a dedicated field below:

Contribution to the Expansion of the CIPD Level 5 Programme from 2018 to 2024 and Development of Programme Staff:

This case study demonstrates how I have been able to work collaboratively with internal and external partners, as well as my teaching team, to enhance the student experience and enable more students to access educational opportunities within my remit. In doing so, I have put in place systems to develop staff and ensure their compliance with UKPSF requirements.

When I first started work at the University in 2017, the CIPD level 5 programme had one intake a year of about 25 students, generating income of approximately £30,000 a year. In 2022-23, following my development of the programme, with intakes in September and April and changes to the way the programme was funded (via apprenticeship funding), student numbers had risen to 80 and the income generated was approximately £133,000. This is a considerable difference, which was achieved in collaboration with the apprenticeship unit at the University and Coleg Sir Gar (A1, V4).

In 2017 I worked with the apprenticeship unit and Dyfed Powys Police, to determine the feasibility of a Higher Apprenticeship in Human Resource Management. I took on board their comments and designed a supported distance learning course that would be delivered from Carmarthen (V4). This demonstrated my commitment to adopting appropriate methods and learning technologies, whilst meeting the needs of students and the wider community (K2, K4, V4). I developed schemes of work and completed the necessary paperwork to have this programme validated by the University and approved by the CIPD. Part of the approval process involved writing and curating content for Moodle (Virtual Learning Platform) and designing learning plans for students, which were viewed and approved by external examiners (K4). Four years later I redesigned the programme again and had this revalidated and approved, following the introduction of a new qualification by the CIPD in 2021. This was challenging as the qualification changed from a knowledge and competence-based course with 16 modules, to a knowledge only course, with 7 modules. Between 2021 and 2022, I also had to change the length of the programme from 12 to 18 months, following changes to apprenticeship funding arrangements.

When the new level 5 programme was first launched, I delivered all the initial modules myself so that I could gain a full understanding of how best to cover the learning outcomes and ensure students had the optimal experience (K2, K3). This demonstrated my commitment to ensuring the quality of new programmes (K6). I then started developing other lecturers to deliver modules. This involved spending time with them, explaining the CIPD standards and sharing my reflections of the modules that I had delivered. I then coached the lecturers as they delivered each module. Several modules were delivered by hourly paid lecturers, so I had to spend a considerable amount of time with them explaining teaching and marking requirements, as well as making sure they adhered to university procedures such as the Extenuating Circumstances process. Coaching is an extremely effective way of supporting learning in the workplace (Peterson, 2018) and paid dividends in this case since student feedback has been consistently positive and student numbers continue to be high.

I have always encouraged my team to deliver their teaching in engaging and inclusive ways. I introduced the use of Kahoot quizzes (interactive online quizzes) into sessions, for example (K4). This was following my own research into the benefits of introducing fun into the classroom (Ashton and Stone, 2018). Also, when the course first commenced, I used to offer individual tutorials to any students who were struggling, on fixed days at the Carmarthen campus. However, these were not very well attended. Following feedback from students, I changed this to two online drop-in sessions per module with the additional option of a one-to-one Teams meeting, should students require it (K5, V1). This was far more effective, with better attendance and good feedback from



students. This demonstrates my commitment to reflection and continuous improvement, which is vital for professional development and the enhancement of learning (Smith and Mitchell, 2022).

The CIPD External Examiner conducted a full assessment of the programme every year and the University achieved a risk rating of '1' which demonstrated that the CIPD had high confidence in our delivery. To prepare for this I had to demonstrate that we were teaching and marking to a high standard, continually improving our programme and developing staff (A2, A3, A5, V3). In the last year the CIPD has adopted a moderation process whereby our marking and samples of student work are examined six times a year. We have consistently received good feedback on our marking and standard of teaching (K5).

Over the past few years, I have focussed on staff development to enhance my colleagues' abilities to meet dimensions of the UKPSF. To maintain standards, ensure compliance with University and CIPD requirements and to develop and motivate the team, I send out the Chief Moderator's report, Centre report and CIPD monthly updates, together with my thoughts on the documents and reminders for the team (A5, V3). For example, following the Centre report in January, I congratulated one lecturer whose marking had been sampled and reminded everyone to use the command verbs in their feedback as well as ensure students stated their revised word count on resubmissions. I arranged a session for example on Teams, whereby two of my team and I practiced using aspects of Teams such as the whiteboard and break-out rooms (A5). More recently I have encouraged lecturers to attend the sessions on AI, due to an increase in the number of students using ChatGPT or Microsoft Co-Pilot to write their assignments (A5).

Following the success of the level 5 programme, I have worked with Coleg Sir Gar to launch the CIPD Level 3 Foundation Certificate in People Practice. This was with the intention of providing a qualification for less experienced HR staff which would then encourage them to progress to the level 5 qualification and beyond (V2). This course was initially funded via Personal Learning Accounts and later I liaised with Coleg Sir Gar to develop an apprenticeship pathway which would generate more income for the University. This has also been successful, with 28 students having completed it so far. New students are often recruited to my programmes through word of mouth, which I consider to be a sign that the course is valued and respected by those currently studying on them (K5). For example, every year there are students from Bluestone as well as Hywel Dda Health Authority.

Overall, the two case studies have demonstrated the significant impact I have had on the co-ordination, support, supervision and management of staff in relation to learning and teaching, as well as my sustained effectiveness in relation to learning and teaching at the University. I have consistently maintained high standards of teaching provision and demonstrated my commitment to all areas of the UKPSF.

References/Citations (500 words)

Write any references or citations used in your application here.

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SECTION THREE: Referees

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

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

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

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

First Referee:	
Name	Gareth Hughes
Job Title	Academic Director
Fellowship Status	Associate Fellow
Institute/Centre/Discipline/Unit	Institute of Management and Health
Email address	gareth.hughes@uwtsd.ac.uk
In what capacity can this individual comment on your professional practice?	
Gareth is my immediate line manager, whom I have worked with for several years.	

Second Referee:	
Name	Marie Pitson
Job Title	Senior Lecturer
Fellowship Status	Senior Fellow
Institute/Centre/Discipline/Unit	Institute of Management and Health
Email address	marie.pitson@uwtsd.ac.uk
In what capacity can this individual comment on your professional practice?	
Marie and I have worked together on the Skills for the Workplace programme for a number of years – she has internally verified assignments I have written as well as my marking and has witnessed my contribution to exam boards and other institute events.	

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	10.4.24

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.