

UNIVERSITY OF WALES TRINITY SAINT DAVID  
**CONTINUING PROFESSIONAL DEVELOPMENT SCHEME**

**APPLICATION FOR SENIOR FELLOW**

**SECTION ONE:**

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                   |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>NAME</b> (as you would like it to appear on your certificate)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Nabeel Masih                                                                      |
| <b>INSTITUTE/ DEPARTMENT/PROFESSIONAL UNIT</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | UWTSD                                                                             |
| <b>POSITION</b> (E.g. Lecturer/Senior Lecturer/Principal Lecturer/Director of Discipline/Other (please specify))                                                                                                                                                                                                                                                                                                                                                                                                                                   | Lecture BA Animation and Visual effect – BA Game Design and MA Animation          |
| <b>ROLE</b> (E.g. Lecturer/Programme Manager/Admissions Tutor/Module Leader/Other (please specify))                                                                                                                                                                                                                                                                                                                                                                                                                                                | Programme Manager in BA Animation and Visual effect                               |
| <b>Referees</b><br>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).<br>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. | <b>Yes</b> <input checked="" type="checkbox"/> <b>No</b> <input type="checkbox"/> |
| <b>Date of Training</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                   |
| <b>Mentor</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Laura James                                                                       |

**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**.

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## 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 (300 words)

- ❖ 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

As an programme manager instructor specialising in the fields of BA and MA Animation and VFX, my primary objective is to facilitate captivating educational experiences for students in these dynamic disciplines, as a Programme Manager for BA Animation and VFX, I contribute to the development of the curriculum, design instructional materials, and deliver engaging lectures and workshops (A1, A2,).

I am fully dedicated to inspiring students and fostering their critical thinking abilities while enhancing their technical skills and conceptual comprehension. By offering guidance and support, I aid students in the development of their projects, exploration of innovative techniques, and refinement of their artistic vision (A2, K2, K4).

Furthermore, I meticulously evaluate student work, provide constructive feedback, and assess progress to ensure continuous growth. My goal is to establish a collaborative learning environment that fosters creativity and inclusivity, empowering students to freely express themselves (V1).

My pedagogical approach places emphasis on innovation, professionalism, and student-centered learning, thus preparing the next generation of animators and visual effects artists for success in the industry(A2, A4, K3, K4).

I am also a doctoral candidate, the subject of my doctoral degree is "Crafting Emotional Experiences: Modelling affect in virtual reality using spatial audio and colour processing. I am fully immersed in the creation of the literature survey for the second section of my dissertation. This procedure illustrates continual influence as it entails ongoing education, amalgamation of information, cultivation of proficiency, and formation of the foundation for impactful research. Through a comprehensive examination of existing literature, I lay down a sturdy base for my study, adding to the academic discussion within my discipline (V4).

In conclusion, whether as an Programme Manager, Instructor or a PhD student, my practice exemplifies sustained impact through a commitment to learning, dissemination of knowledge, and scholarly contribution.

Reference:

- Paşa, Yayla. (2022). Peer Assessment and Video Feedback for Fostering Self, Co, and Shared Regulation of Learning in a Higher Education Language Classroom. *Frontiers in Education*, 7 Available from: 10.3389/feduc.2022.732094
- (2022). Exploring Instructor Perceptions of Using Video-Based Feedback. 3(1), 3-20. Available from: 10.51357/jei.v3i1.181
- Ameena, Payne. (2022). Mobilising screencast technology and ipsative design to transform feedback practices. 43-55. Available from: 10.1016/b978-0-323-91185-6.00028-8
- Indira, N., Z., Day., Nadira, Saab., Wilfried, Admiraal. (2021). Online peer feedback on video presentations: type of feedback and improvement of presentation skills. *Assessment & Evaluation in Higher Education*, 1-15. Available from: 10.1080/02602938.2021.1904826
- Christopher, E., Dann., Seyum, Getenet. (2020). Video-enhanced feedback. 1-6.

## 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.

## 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.

#### Innovation in Learning & Teaching:

Over the previous academic years, I have significantly enhanced the learning experiences of my students by employing high-quality video-based feedback. As an instructor specializing in computer animation and visual effects, my objective is to ensure that students acquire proficiency in industry-standard software tools. To accomplish this, I introduced video annotation, a distinctive method that provided personalised and constructive criticism to students. By utilising video recordings, I addressed individual work and offered tailored suggestions for improvement. This approach, facilitated by screen-recording software, resulted in clear, individualised guidance, enhancing student engagement and performance (A1, A2, A4).

In addition to feedback, I developed video tutorials to supplement instructional sessions, making them easily accessible to students. This pedagogical strategy promoted independent learning, particularly beneficial for students with diverse learning styles and needs (A3, K2). By incorporating feedback surveys, I evaluated the effectiveness of these tutorials, receiving positive feedback regarding their personalization and impact on student learning. This innovative approach to teaching earned me a nomination for the Best Tutor award, acknowledging my contributions to education (K6, V4).

#### Supporting Students Experience:

Collaborating with students, I participated in real-life projects to provide practical industry exposure. Leveraging my industry experience, I facilitated the creation of professional promotional videos and documentaries showcasing the strengths of our institution. These projects provided students with invaluable hands-on experience and opportunities for compensation through the Jobs4students program. Notably, the production of promotional videos significantly contributed to marketing our institution and generating revenue (V4).

Additionally, I collaborated with university officials to produce promotional videos targeting international student recruitment. By incorporating drone footage and captivating visuals, these videos effectively showcased our campus and attracted international interest. The success of these videos, evident through positive feedback and increased applications, highlights their impact in promoting our institution (V1, V2 A5).

The utilisation of video feedback in higher education has gained popularity due to its effectiveness in providing detailed, comprehensive feedback. Video-enhanced feedback, augmented by mobile devices, offers a more enriched learning experience compared to traditional forms. Particularly in remote learning settings, screencast feedback fosters rapport between instructors and students, bridging physical distances and supporting student growth (V3, V4, K2, K6).

Video feedback enhances students' comprehension and fosters stronger connections with instructors, thereby improving the learning environment. While challenges exist in recording and utilizing software tools, video feedback holds immense potential in improving educational outcomes. Further research is necessary to explore its long-term sustainability and benefits fully. Nonetheless, its capacity to revolutionize student learning experiences is undeniable.

In conclusion, by offering thorough, excellent feedback and encouraging closer ties between teachers and students, video feedback has the potential to completely change higher education. Enhancing student learning experiences and boosting educational results are possible when it is included into teaching procedures.

#### References:

1-Exploring Instructor Perceptions of Using Video-Based Feedback.

(n.d.). Exploring Instructor Perceptions of Using Video-Based Feedback.

2-Online peer feedback on video presentations: type of feedback and

improvement of presentation skills. (2022, February 23). Online peer feedback on video presentations: type of feedback and improvement of presentation skills.

3-Video-enhanced feedback. (n.d.). Video-enhanced feedback.

4- Mobilising screencast technology and ipsative design to transform feedback practices. (n.d.). Mobilising screencast technology and ipsative design to transform feedback practices.

5-Feedback for student learning in higher education. (n.d.). Feedback for student learning in higher education.

6- Implementation of Assessment and Feedback in Higher Education.

(n.d.). Implementation of Assessment and Feedback in Higher Education

7- Exploring Instructor Perceptions of Using Video-Based Feedback. (n.d.). Exploring Instructor Perceptions of Using Video-Based Feedback

## Supporting emails from Prof Jamie McPhee Musculoskeletal Physiology

Hi Nabeel  
 The video of the MRI lab prepared by the students employed through jobs for students, requested by Danielle Dobson and Paul Hooper, is being used to advertise the MRI for commercial scanning. It was very good quality and we're really pleased with the end product. You will see it here: <https://www.scanningforhealth.co.uk/>

I am sure the students benefitted greatly from the experience and from a personal perspective, I think you should take great credit for reaching out to colleagues in different parts of the faculty to provide opportunities for your students to work in different areas and with different expectations. I think that you have gone beyond your basic duty to create those opportunities for the students and you made use of your own professional network to benefit the students. I hope this helps. Let me know if you need anything else

Regards  
 Jamie

## Students Feedback / Moodle area Video tutorials



### Post-Production Workshop

- Lab5\_Introduction to After Effect Workflows
- Task 1\_Introduction to Animations & 3D Layers | VFX | Adobe after effects
- Task1\_Rubber Planets Project - 3D Anim FX | VFX | Adobe after effects | Files
- Task 2\_Green screen project | VFX | Adobe after effects
- Task 2\_Car Hit Green screen project Files | VFX | Adobe after effects | Files
- Lynda\_After Effects Compositing: 1 Intro to VFX

### Post-Production Workshop

- Introduction to Rotoscoping using Adobe After Effects / Mocha
- Tutorial Files :Introduction to Rotoscoping using Adobe After Effects / Mocha

### Post-Production Workshop

- Task 1\_Compositing 2D Elements with Live Footage using After Effects
- Task1\_Files\_Robotic Eye Tutorial\_Tracking and Stabilising Motion Workflows

## Students Feedback supporting video tutorials

|                                                                                                                                      |                           |
|--------------------------------------------------------------------------------------------------------------------------------------|---------------------------|
| Explaining how to use video compositing Software and detailed tutorials.                                                             | View respondent's answers |
| 11/20/2017 10:54 AM                                                                                                                  |                           |
| Nabeel, who I am on about in this survey, has been really enthusiastic and encouraging to all his students.                          | View respondent's answers |
| 11/20/2017 10:52 AM                                                                                                                  |                           |
| I really like the fact that he created videos for us to go through both in class and at home so we had detailed instruction wherever | View respondent's answers |
| 11/20/2017 10:52 AM                                                                                                                  |                           |

Examples of some professional development videos and student learning resources created by me.

Manchester Met Healthcare Science Research Center Quick Tour

<https://www.youtube.com/watch?v=0xiaUS29ZdI>

Roto objects in Green Screen - NUKE

[https://www.youtube.com/watch?v=T\\_E8v8NTfrc](https://www.youtube.com/watch?v=T_E8v8NTfrc)

Original sky replacement using NUKE

<https://www.youtube.com/watch?v=zaVTXZqaVlQ>

Professional development Life project interviews

<https://www.youtube.com/watch?v=nF2bvlzVcGs>



Case Study Two

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

### **Case Study: Areas of Activity, Core Knowledge, and Professional Values**

In my capacity as a Program Manager overseeing the BA Animation and VFX course, I have been extensively engaged in formulating modules, supporting colleagues, and promoting professional growth among the staff (A1, A2). A significant aspect of my role involves the continual enhancement and refinement of course modules. I have taken the initiative to develop and implement various new modules centered around the most recent industry developments and technological advancements in animation and VFX. These modules encompass topics such as Advanced Character Animation, VFX Compositing, and Procedural Animation Techniques. Each module is meticulously designed to equip students with a blend of theoretical knowledge and practical skills, thereby ensuring their readiness for the dynamic industry landscape (A3, A4, A5).

### **Assisting Colleagues and Developing Modules**

In the creation of these modules, I have engaged in extensive research on prevailing industry standards and sought input from industry professionals. Furthermore, I have actively sought feedback from students to ensure the content remains pertinent and impactful. The structure of these modules is strategically crafted to integrate hands-on projects, fostering an environment where students can apply their acquired knowledge in authentic real-world scenarios. (K1, K2, K3, K6).

Providing assistance to my colleagues constitutes a fundamental aspect of my responsibilities. I routinely offer support in the development of their teaching materials and provide guidance on seamlessly integrating new technologies into their instructional approaches (K3, K4, K5). For instance, I have personally assisted teachers in incorporating 3D animation software into their lessons using tools like Autodesk Maya, Adobe After Effects, and NUKE. This collaborative effort ensures that all staff members possess the requisite skills to effectively impart knowledge of these tools (K6).

### **Staff Development**

I have conducted workshops and training sessions aimed at familiarising colleagues with these software tools, enabling them to remain abreast of current industry practices. These sessions encompass a wide array of topics ranging from basic functionalities to advanced features, empowering instructors to adeptly teach these applications to students (A3, A2).

The professional development of my colleagues is a cause I am deeply committed to. In pursuit of this objective, I have orchestrated various staff development initiatives focused on refining teaching methodologies and staying abreast of the latest technological innovations (A4). An outstanding effort is the "Tech Talks" series, which invites industry specialists to share their expertise on developing trends and technology in the animation and VFX business. These talks not only impart valuable knowledge but also serve to inspire staff members to infuse innovation into their teaching methodologies (A5).

Furthermore, our academic director has encouraged us to participate in peer observation and feedback sessions, in which faculty members observe each other's courses and give constructive criticism. This practice has cultivated a culture of continuous improvement and collaboration among the staff, thereby ultimately benefiting the student body (A4, A5, V4).

### **Training in New Technologies**

Remaining at the forefront of technological advancements is imperative in the domain of animation and VFX. I've taken the initiative to include cutting-edge technology like augmented reality (AR) and virtual reality (VR) into our curricula. (K1, K2). To ensure that both staff and students are proficient in leveraging these technologies, I have conducted comprehensive training sessions covering the fundamentals and practical applications of VR and AR (K3, K4).

These training sessions encompass hands-on workshops where participants create their own VR and AR projects. By integrating these technologies into our program, we equip students with state-of-the-art skills that align with industry demands (K6).

Overseeing the implementation of new VFX programs involves managing logistical issues like VFX production lab setups and resource allocation through effective organisation and problem-solving (K3, K4). Regular reviews of our courses help identify areas for enhancement, such as integrating new technology and updating teaching methods for better learning experiences. Utilising digital tools for communication and information management enhances operational efficiency and simplifies tasks. Managing budgets efficiently, upgrading equipment, and promoting new courses through marketing efforts are essential responsibilities that require strategic planning and practical implementation (K6, V2, V4).

As a program manager, I strive to influence students' educational journeys positively through adaptability, proactiveness, and dedication to continuous improvement, making each day rewarding and inspiring for me.

### References/Citations (500 words)

Write any references or citations used in your application here.

- [1] Samir, Ljajic., Danica, Piršl. (2020). Management of project leadership in higher education. doi: 10.31410/EMAN.2020.143
- [2] Hans, Frederik. (2023). Resource Orchestration and the Higher Education Programme Director. doi: 10.4995/head23.2023.16116
- [3] Omiros, Iatrellis., Panos, Fitsilis., Dimitrios, Lampakis., Achilles, Kameas. (2019). Project Management in Education: A Case Study for Student Learning Pathway Evaluation in a Lifelong Learning Program Using Fuzzy CPM and Fuzzy PERT.. 06(02):32-45. doi: 10.19044/EJES.V6NO2A3
- [4] Lee, A., Graf., Peter, D., Couch. (1980). A Learning through Managing Program.
- [5] Bernie, Grummell., Dymphna, Devine., Kathleen, Lynch. (2009). The care-less manager: gender, care and new managerialism in higher education. Gender and Education, 21(2):191-208. doi: 10.1080/09540250802392273

## 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.**

|                                                                                                                                                                                                                                                      |                                                       |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------|
| <b>First Referee:</b>                                                                                                                                                                                                                                |                                                       |
| Name                                                                                                                                                                                                                                                 | Dr. Kapilan Radhakrishnan PhD                         |
| Job Title                                                                                                                                                                                                                                            | Academic Director (Applied Computing)                 |
| Fellowship Status                                                                                                                                                                                                                                    |                                                       |
| Institute/Centre/Discipline/Unit                                                                                                                                                                                                                     | <i>Wales Institute of Science and Art<br/>Swansea</i> |
| Email address                                                                                                                                                                                                                                        | kapilan.radhakrishnan@uwtsd.ac.uk                     |
| In what capacity can this individual comment on your professional practice?                                                                                                                                                                          |                                                       |
| Dr Kapilan can comment on overseeing the design, development, and ongoing enhancement of the applied computing curriculum to ensure it aligns with current industry standards and academic requirements, utilizing strong program management skills. |                                                       |

|                                  |                                                       |
|----------------------------------|-------------------------------------------------------|
| <b>Second Referee:</b>           |                                                       |
| Name                             | Kames Williams SFHEA                                  |
| Job Title                        | Senior Lecturer (Applied Computing)                   |
| Fellowship Status                |                                                       |
| Institute/Centre/Discipline/Unit | <i>Wales Institute of Science and Art<br/>Swansea</i> |
| Email address                    | James.williams@uwtsd.ac.uk                            |
|                                  |                                                       |

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

Gaynor Thomas can comment on my program management skills. For example, she can share insights on how I effectively manage the BA VFX and Animation program, including curriculum development, resource allocation, student advising, faculty coordination, and industry partnerships. She can also highlight my ability to maintain high academic standards, innovate teaching methods, and ensure the program meets both industry and academic requirements.

## 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      | 24 July 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.