

Fellowship

Supporting Statement Template

Your Name	Mark Simon Flagg
Institution/organisation/other	Institute of Education and Healthcare
Job Title	Programme Lead (PG Cert tHE) / Lecturer PGCE (PCET)
Email address	Mark.flagg@uwtsd.ac.uk
Your Fellowship Status (if appropriate)	Fellow
Relationship to Applicant	Tutor
How long have you worked with the applicant (insert dates)	Since 2020
Declaration	In submitting your supporting statement, you are confirming that the applicant's submission relates to their higher education professional practice and that your statement is your own work and has been written specifically for this applicant. If the professional integrity of the supporting statement is in question it will not be accepted. I confirm that I have read and agree with the declaration above. <i>MS Flagg</i> Date: 17th July 2024

Supporting Statement

Please provide your statement to support the applicant's submission for Fellow in the following section. You are required to comment on the applicant's recent higher education practice, providing examples to support your statement wherever possible.

In completing this supporting statement you are confirming that you have read the Guidance for referees. In addition to Descriptor 2 criteria, as a guide, it is important that you comment on the following in your supporting statement:

- your own experience of the applicant's recent HE practice;
- if you have been involved in peer observation of the applicant's teaching and/or support of learning, please draw on examples from this;
- any good or innovative practice and/or contribution to developments by the applicant in teaching and/or supporting learning within his/her discipline as appropriate;
- your perspective on the practical examples provided within the application to illustrate the requirements of Fellow.

Two sides of A4 will normally be sufficient for this category of Fellowship.

I am delighted to be asked to provide a reference for Yajie, to support her application for Fellowship of Advance HE. I will address the evidential requirements for practice described in dimension 2 of the UKPSF below.

- **My own experience of the applicants HE practice.**

I am the programme lead for the PG Cert tHE, and I am familiar with Yajie's teaching practice initially, since 2022, as her tutor guiding her in assembling her portfolio of evidence for the PG Cer tHE award, and then in assessing it for her portfolio to gain the award. The components of the portfolio of evidence (PG Cer tHE) have been mapped to the UKPSF, and consequently by completing the portfolio Yajie has provided evidence of meeting the UKPSF Dimension two. I am therefore satisfied that I can confidently say that Yajie has provide evidence that satisfies Dimension Two of the UKPF, and thus Fellowship of Advance HE. I base my own experience therefore on reading the evidence within Yajie's portfolio, but in addition on the numerous conversations that I have had with her, discussing her practice, as she prepared for the variety of tasks required, such as the microteach, teaching observations and so on. In assessing her most recent portfolio submission in April 2024, I have very recent experience of reading evidence of practice. My familiarity with Yajie's practice spans 3 years at least and involves input from herself and other of her colleagues, including her practice advisor reports (A2, K2).

- **Teaching observations**

I have not directly observed Yajie teach, however I assessed her five observations of teaching reports conducted over the course of her studies. The teaching observation reports are structured guide the observer to note practice that meets the UKPSF. From reading the reports I was able to note what her practice advisors had said, for example her exemplary way of bringing current

R&D into teaching (K1, V4), or her drawing students' attention to wider practice in HE. In summary her practice observations were full of commendation in her structured approach to teaching, and her ability to deliver consistently online and in class. In addition, the recording of her microteach and her report on reflecting upon the microteach satisfies me that she demonstrates the knowledge and values required of a teacher at university (K4).

- **Innovative practice**

I base my judgement on the portfolio of evidence submitted by Yajie (and my discussions with her), which include reports of Teaching Intervention Cycles (TICs). These reflective reports recount innovative teaching practice which the Yajie has planned, implemented and evaluated (A1, V1). There are three TICs in her portfolio. One describes how she researched UX design boot camp as a teaching intervention, then successfully planned and delivered an innovative student-centred action learning intervention (A1, 2&4, K3 &K4). In the second TIC Yajie describes how she adapted an improved online teaching with innovative technology and engagement (A4). The third TIC provides a superb graphic poster of the process she designed for supervising doctoral students, including QA/assessment aspects (A3, K6). It is of superb quality and detail and illustrates her understanding of teaching practice at higher level of university practice (V3).

Conclusion -My perspective of the practical examples provided by Yajie

My perspective of Yajie as a teacher in higher education is based on the portfolio evidence I have assessed and my ongoing discussion with her at frequent tutorials. From both sources I can state that she has met the UKPSF Dimension two. She demonstrated the ability, the knowledge but above all the values required. She has embraced her practice, in a purposeful and positive way, and overcomes any difficulty and barrier through reflective practice and a professional ethos. She has made use of microteach/TICs/Observations and CPD activity to develop her practice (A5, K5, K6).

In the examples of practice, I am familiar with, I can see an accomplished professional with a very strong R&D profile, working at the forefront of innovation in HE, but now also a proven teaching practitioner, with all the reflexive skills required to develop her art (V3, V4).

The evidence she has provided in her statement are some of the pictures that I have now built of Yajie, and therefore consistent with what I know to be her approach to teaching practice. I hope my statement assists the panel in deciding about Yajie's application for fellowship, which I feel is well deserved and justified.