



UNIVERSITY OF WALES TRINITY SAINT DAVID CONTINUING PROFESSIONAL DEVELOPMENT SCHEME

APPLICATION FOR FELLOW

SECTION ONE:

NAME	Abida Perveen
INSTITUTE/CENTRE/UNIT	Institute of Inner City Learning (IICL)
POSITION (E.g. Lecturer/Senior Lecturer/Principal Lecturer/Director of Discipline/Other (please specify))	Lecturer
ROLE (E.g. Lecturer/Programme Director/Admissions Tutor/Module Leader/Other (please specify))	Lecturer, Module leader, and Programme Manager of CertHE Computing Skills for Workplace
Referees Please could you tick the box if you have sent in your referee's statement? (Please be aware if we do not receive your referee's statement at the time of the submission or a maximum of 2 days after the panel submission date then your application will be passed to the next Panel meeting).	Yes ☒ No ☐
Date of Training	July 2023
Mentor	Dr John Deane

APPLICATION FOR FELLOW

In your application for recognition as a Fellow of the Higher Education Academy (HEA), you are required to demonstrate fully how your continuing professional development allows you to meet the requirements for **Descriptor 2**, Fellow status, as outlined in the *Guidance Handbook*, relating to the Dimensions of the UK Professional Standards Framework (UKPSF), that is, **Areas of Activity**, **Core Knowledge** and **Professional Values**.

You should aim to include examples of your use of/commitment to relevant elements of the Professional Values and Core Knowledge throughout your account. Make clear how you **apply** appropriate Core Knowledge and how you **demonstrate** your commitment to appropriate Professional Values set out in the Framework.



General Principles to consider in preparing your application

- You will need to incorporate relevant **subject and pedagogic research and/or scholarship** in your approaches. How you evidence this will be dependent on the context in which you are working and the nature of the subject, discipline or profession in which you teach.
- Ensure you **provide reasons for the choice of activities you describe** and demonstrate that you reflect on your teaching practice and the students' learning experience.
- Ensure that you explicitly incorporate how you have successfully engaged, where appropriate, in **continuing professional development** activity related to teaching, learning and assessment responsibilities.
- The Assessment Panel recognises that there will be considerable variation in applications, reflecting differences in individuals' experience, their job roles and contexts. **The quality of your reflection is far more important than quantity.**
- This application is a **personal account** so you should focus throughout on your own professional practice and decision-making.
- **By applying to become a Fellow you will have the opportunity to:**
 - Think deeply about and thereby enhance the quality and effectiveness of your work in the area of teaching and supporting learning in HE.
 - Gain national recognition for your role as a teacher and/or supporter of learning within the HE context



SECTION TWO:

CONTEXT STATEMENT

Context Statement

Briefly introduce yourself and outline your role(s) and responsibilities in teaching and/or supporting learning in higher education (**300 Words**)

I began my teaching journey in February 2016 as an assistant lecturer at Birmingham City University (BCU). There, I played a central role in the academic team, delivering and leading various computing modules to undergraduate and postgraduate students. Alongside teaching, I actively engaged in research within my expertise, leading to publications. I successfully obtained my PhD from BCU in 2022. Since September 2021, I've been a lecturer of Computing at the UWTSD, responsible for programme management, leading and teaching computing modules from levels 4 to 6. I also contribute to curriculum development, facilitate student learning, and oversee assessments while supervising undergraduate and postgraduate dissertation work.

I lead the "Analysing and Solving Problems" and "Advance Networking" modules. To teach these modules, I employ diverse teaching strategies, which are a blend of traditional and innovative methods like peer teaching, flipped classrooms, active, problem-based, team-based and technology-driven learning (use of virtual learning environment (VLE) tools like Moodle and MS teams), and simulations (Cisco realkit exercises). I utilize current literature and real-world examples in my lectures to enhance learning. I always prioritize learner-centered, inclusive teaching, promoting active participation and critical thinking. I also assess the student's work, provide timely feedback, academic support, and career guidance to enhance their progress. I am currently leading various initiatives to enhance the National Student Survey (NSS) outcomes of computing students. Recently, I've invited experienced lecturers to conduct special sessions on current Computing topics and promoted upcoming MSc programs. I also arranged various study trips. These measures aim to enhance the overall student experience and foster academic success.

I actively pursue CPD activities in teaching, learning, and assessment by attending workshops and trainings. Recently, I attended the workshop on "Monitoring and Evaluation Process". These commitments help me stay updated on pedagogical advancements and maintain high teaching standards, benefiting my students' learning experiences.



SECTION THREE: Your reflective account of your Continuing Professional Development

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

For each of the Areas of Activity you should demonstrate **why** you chose to undertake the approach, activity or technique and show how they relate to developing learner understanding. Whilst directly addressing the **Areas of Activity**, you should **demonstrate** how you meet all aspects of the **Core Knowledge** and all aspects of the **Professional Values** and map these as appropriate.

Your application should show successful engagement in appropriate teaching practices related to the Areas of Activity, successful incorporation of subject and pedagogic research as part of an integrated approach to academic practice, and successful engagement in professional development in relation to teaching, learning, assessment, scholarship and, as appropriate, related academic or professional practices. **The form will expand as you enter your information.**

Your application for Fellowship consists of a 3,000 word reflective account shared across all five Areas of Activity plus citations (overall maximum of 3,500 word)

Citations should be included in an overall list at the end of section 3 of the document.

A1: Designing and planning learning activities and/or programmes of study (600 words)

Identify how you contribute to the design and planning of effective, valuable learning experiences.

We began the CertHE Computing program at UWTSD Birmingham in May 2022. Since then, I have led the 'ACCA4022 Computer Architecture and Operating System' module and taught Level 4, Term 1 students till Sep 2022. As I teach a diverse group of students ranging in age from 19 to 50, it is necessary to employ adaptable and comprehensible teaching methods tailored to their unique learning needs. Some students come to us after a significant gap in their studies, and with limited ICT skills. To ensure inclusivity for undergraduates, I structure my teaching strategies around a flexible Teaching & Learning (T&L) framework (A1, A2). I conduct workshops and seminars in various formats, including traditional and online settings, small tutorial groups, and large lectures. My courses begin with specific, SMART objectives and employ various teaching strategies adapted to different student profiles. I engage in one-to-one or small-group interactions with students to provide personalized support and guidance. For students who require additional assistance, particularly those with learning disabilities, I create individualized learning plans, tailoring the content (providing content in different font sizes or colors) and the pace of the sessions to meet their specific needs (flip-flop sessions, use of Adobe Creative Cloud). After a lot of effort, I observed from GIBBS' reflective cycle that this module is too technical for new starters, and it should be placed in Term 2 or 3 (Adeani et al., 2020). In November 2022, as a program manager, I made the decision to change the module diet. I went through the validation process and completed all the formalities for this change within UWTSD policy. From Jan 2023, now we have a balanced curriculum in CertHE Computing with two foundation modules in Term 1 and one technical and one theoretical module in Terms 2 and 3. Now ACCA4022 is in term 2 in the diet. (V1, K2, K4, K6).

In addition to revising the module schedule, I also undertook the redevelopment of teaching materials and assessment briefs (covering coursework and exam papers), and improved session planning and design (A1, A2, V3) (Aljawarneh, 2020). My approach involved allocating three hours to content delivery and one hour to assessment work in each session to boost submission rates. This approach was shared with other module leads within my program, contributing to a reduction in withdrawal rates over the last three terms of CertHE Computing. According to the May 2023 Institute Board Report, we successfully retained 134 out of 148 students, with only 8 non-starters, 2 instances of Interrupted Studies (IoS), and 4 withdrawals. Furthermore, I foster collaboration with colleagues in cross-disciplinary teams, facilitating the development of interdisciplinary modules like "Learning in the Digital Era (ACCA4025)". This module promotes critical thinking and holistic learning by merging insights from diverse fields, thereby encouraging students to transcend the confines of a single subject area. This approach enhances the educational experience and promotes well-rounded, forward-thinking education. (K1, K4).



As a member of the validation panel, I am contributing to the redesign of the BSc Applied Computing programme, ensuring alignment with the QAA framework. I offer insights to harmonize learning outcomes with institutional goals, student needs, and industry demands (A3). I've created new modules like "Analysing and Solving Problems (ACCA4019)" and "Software Solution for Business (ACCA4026)," overseeing their validation process. I also internally review assessment guidelines and module content each term, adhering to the IICL standard. Additionally, I've developed study-skill materials like a Referencing Guide, Efficient Use of Digital Resources, and Personal Development Plan for Computing Students, widely used on our VLE, Moodle, to support student learning. (K3, K6, A1, A4)

During pandemic, I played a vital role in creating VLE materials and delivering effective online classes. I emphasized adaptability and innovation in education using platforms like Microsoft Teams, Padlet, and Google Meet for interactive sessions. These accommodated diverse learning styles, with recorded lectures for asynchronous learning. Tools like Microsoft Whiteboard and Jamboard promoted collaborative problem-solving and student engagement through online forums (Aljawarneh, 2020; Castro & Tumibay, 2021; Martin & Bolliger, 2022). I designed quizzes and exams that assessed knowledge and problem-solving skills. In programming, I introduced virtual labs for hands-on experience. Individualized lesson plans, one-on-one sessions, and virtual office hours addressed specific learning needs, fostering a supportive VLE that acknowledged the challenges of online teaching while embracing pedagogical innovation (Brown, N., 2022). (A1, K1, K2, K4).

A2: Teaching and/or supporting learning (600 words)

Identify how you engage with learners, whether in groups or individually. These encounters may be in a wide range of environments such as classrooms, seminar rooms, lecture theatres, labs, learning support centres, offices, etc.

As inspired by the study presented in (Roberts & Inman, 2023), I employ various engagement strategies aimed at developing a positive interest among students (A4, K3, K4). I engage with learners in diverse settings, both individually and in groups, across various environments. Such as:

- In smaller settings like seminars or tutorials, I promote active and problem-based learning (Ren et al., 2021). Specifically, within my "Analyzing and Solving Problems" module, students apply theoretical concepts to practical scenarios, deepening their understanding through discussions, group activities, and case studies. I employ the flip-flop approach in these sessions. I create a game-like atmosphere by incorporating elements of competition, rewards, and challenges into lessons. This can make learning more fun and engaging (Castro, 2019). For example, after content delivery, I provide them with a case study, which they analyze either individually or in groups. They then discuss it with me and present solutions in the form of variables, flowcharts, or pseudocode.
- In larger lecture theatres, such as in the "Learning in the Digital Era" class, I use lectures to provide foundational knowledge and engage students in critical thinking (Murawski et al., 2014). I supplement these lectures with various multimedia resources such as the latest news, books, blogs, magazines, videos, podcasts, and short movies. These additions keep the lectures engaging and informative. I also encourage students to explain concepts to their peers, promoting a deeper understanding of the material and reinforcing their own knowledge.
- In laboratory environments, especially in modules like "Advanced Networking," I engage students individually in network simulation. I guide them through hands-on experiments, including LAN or WAN configuration using tools like Packet Tracer and Cisco real kit simulations. This approach reinforces theoretical learning with practical application, enhancing problem-solving skills.
- Similarly, for practical-based modules like "Introduction to Web and Database Concepts", I facilitate technology-driven learning, allowing students to apply their knowledge in real-world scenarios, bridging the gap between theory and practice (Cojocariu et al., 2022). I allow students to have a say in their learning by offering choices in topics. This increases their sense of ownership in their education.
- In all my modules after completing the weekly work, I also engage students in the assignment in class time (Bryan & Clegg, 2019). I give them a task from the assessment brief to do in the last 40 to 60 minutes of the class and also assess their work for feedback. This helped me improve the submission rate. In some of my



modules such as “Network and Cyber Security Essentials”, engagement through in-class small quizzes and exams tested both the knowledge and problem-solving skills of my students.

- In study skills and academic support sessions, I provide individualized assistance, addressing specific needs and difficulties. These personalized one-on-one sessions allow students to discuss their progress, goals, and any challenges they may be facing (Dos Santos et al., 2016).
- Based on students' needs, especially students with disabilities, I also change my engagement strategies (Dos Santos et al., 2016). To these students, I provide additional support to keep them motivated. I work with them on the tasks in the classes. I engage them with additional study resources and activities. If they cannot complete the work in class, I give them homework to do and check weekly.
- I also harness the power of VLEs, like Moodle, Microsoft Team, and Padlet, to facilitate online learning (Castro & Tumibay, 2021). These platforms support the dissemination of course materials, interactive discussions, and assessment management in the higher education system.

This wide range of engagement methods ensures that I can effectively meet the diverse learning preferences and needs of my students. As a program manager, it is my responsibility to cater to the individual needs of each student. Term-to-term and module-to-module I do self-reflection. This self-reflection is crucial in refining my teaching and engagement methods. Regularly reviewing session plans and module materials against predefined learning outcomes ensures that my teaching and engagement methods remain focused on desired educational goals (Dos Santos et al., 2016). I engage in ongoing professional development, attending workshops and online training courses to stay current with evolving teaching and engagement methods and technologies. (A3, A5, K6, K5, V4).

A3: Assessing and giving feedback to learners (600 words)

Show how your assessment strategies and activities are appropriate to learning experiences; your approaches to marking and moderation and how these approaches ensure that assessment is reliable and robust; and your approaches to feedback and the extent to which students are involved in the feedback process. The assessment may be formative or summative, formal or informal.

I employ a mix of formative and summative assessments, including essays, quizzes, exam papers, and presentations to evaluate basic knowledge and soft skills, as well as case studies, projects, coursework, and portfolios to assess practical and problem-solving skills (Bryan & Clegg, 2019). This comprehensively evaluates the student's abilities and knowledge from multiple angles. I begin by designing assessments that directly address the intended learning outcomes indicated in the module descriptor and programme handbook. These assessments are carefully crafted by me to gauge the student's understanding and application of the material. For example, last term I developed the assessment brief for a new module ACCA4019, in which students do a comprehensive analysis of the computing problem (such as the Scrabble game) and foster skills they learned from the theoretical part of the module into their solutions to make pseudocode. To further ensure the appropriateness of assessments, I attend meetings on the IICL quality assurance and also regularly engage in formal quality assurance processes. These processes involve collaborating with colleagues and educational experts to review assessment methods, criteria, and rubrics. In my role as a PM, I internally invigilate assessments every term and collaborate with other campus teams to ensure consistency and alignment with university standards. Notably, simplifying the assessment brief for ACCA4026, based on external comments, led to improved submission rates in May 2023. Currently, I'm working on refining assessments for ACCA4023 and ACCA4025 in collaboration with the London team, responding to feedback from module leads to make assessment guidelines more accessible to level 4 students. This commitment to thoughtful assessment design and quality assurance processes contributes to a more robust and inclusive learning experience. (A1, A3, K1, K6, V1, V4).

Moreover, I encourage self-assessment and peer assessment within the classroom (Shepard et al., 2019). This not only empowers students to take ownership of their learning but also fosters a collaborative learning environment. I encourage students to submit a draft work before final submission. This enables me to give students useful comments so they may improve their work. As students work on the assessments in class to have weekly feedback from me, this also helped me to retain 89% attendance this term. I set a target of over 94% attendance in the next term. Moreover, student evaluations and peer reviews are valuable tools for continuous improvement, as they provide insights into the effectiveness of my teaching methods and the clarity of assessment instructions. Observation feedback plays a crucial role in maintaining assessment reliability. I use this feedback to reflect on my teaching practices and identify areas that need improvement. These observations also serve as an additional layer of quality



assurance, ensuring that assessments align with the curriculum and are administered consistently (Brown, 2022). (K5, V2, V3).

In terms of feedback mechanisms, I employ a combination of traditional formative/informative and innovative approaches. I provide timely and constructive written summative feedback on assessments, highlighting strengths, key development areas, and next steps. This approach caters to different learning preferences and enhances the clarity of feedback. I offer one-on-one feedback sessions, allowing students to discuss their assessments in detail and set goals for improvement (A3, V1). I encourage students to ask questions, seek clarification, and share their perspectives on their performance. This promotes a sense of ownership over their learning and fosters a growth mindset. Furthermore, I value student responses to feedback as a means of gauging the effectiveness of my assessment and feedback strategies (Gómez & Valdés, 2019). I offer collaborative feedback to the group assessment, such as group projects or presentations in ACCA4025. By analyzing how students implement feedback in subsequent assignments, I can assess the impact of my guidance and make adjustments as needed. This iterative process contributes to ongoing improvement in the assessment and feedback cycle. Moreover, we have a clear appeals process in UWTSd for cases where students might disagree with the comments they receive in the feedback. Students follow a formal procedure to appeal and request a review if they believe their work has not been graded fairly. This guarantees the assessment process is fair and transparent and also aligned with the university policies and national standards (Roberts & Inman, 2023). (V4, K2-5, A2, A4, A5).

A4: Developing effective learning environments and approaches to student support and guidance (600 words)

This Area of Activity is about how you make effective use of both the formal and informal learning environment to facilitate learning. Show how your contribution to the design and development of learning environments has impacted positively on student learning and the practices you undertake to support learners including for example, tutor systems, advising, guidance and involvement in widening participation and inclusive initiatives and activities.

I work with a diverse student body spanning a wide age range from 19 to 50. This includes international students from diverse cultural backgrounds, learners with special educational needs, disabled individuals, as well as both home-based and both full-time and part-time students (V1, V2). This diversity necessitates adaptable and inclusive teaching methods tailored to each student's unique learning needs (Blazar et al., 2020). To achieve this, I have constructed a flexible Teaching & Learning (T&L) framework focused on undergraduate-level students. This framework allows me to offer a variety of teaching strategies that can accommodate different types of learners as mentioned in Section A2. Each of my module commences with a specific, SMART (Specific, Measurable, Achievable, Relevant, Time-bound) educational objective, followed by the implementation of teaching strategies adapted to the specific needs of individual students. To cater to diverse learners, especially learners who have a huge gap in their studies and have limited ICT skills, I have utilized different media and technologies, both physical (use of traditional whiteboards) and virtual (use of whiteboard from Microsoft Team), in the learning environment (Castro, 2019). This approach acknowledges the varied preferences and needs of students. I also have integrated multimedia resources, online discussion forums, and interactive simulations into the curriculum to engage visual, auditory, and kinesthetic learners effectively. Additionally, I have employed virtual classrooms and learning management systems to facilitate access to all learners during pandemic period and strike these days, ensuring they have a seamless learning experience (Martin & Bolliger, 2022) (A2, A4, K2, K4).

Every term, I organize Springboard Programme, a day workshop for foundation students to have introductory knowledge about their programme and university culture. I direct student to the proper support services offered by the university, such as to the disability team for reasonable adjustment of the disabled students, student service and union for general queries, and career teams for career development. I ensure from day one students should have an awareness of the variety of academic and non-academic concerns (academic misconduct, collusion, behaviour issues, etc) and their accountability. As a part of the academic misconduct panel, I also handle academic and non-academic misconduct cases. I also organize events and study trips for level 4 to 6 students, such as the Hackathon event in 2022 and a recent visit to the National Museum of Computing, to enhance students' practical knowledge of computing technologies. I am currently leading various initiatives to enhance the NSS outcomes of Computing students. I've invited experienced lecturers to conduct special sessions on current Computing topics and promoted upcoming MSc programs. (V4, K1-3, K6, A1-4)

I provide personalized support to students through personal and academic tutoring. I actively engage in one-to-one advising sessions where I offer guidance on academic matters (Module-related issues, assessment briefs), career development, and personal challenges. These sessions create a safe space for students to express concerns and seek assistance tailored to their individual needs (Blazar et al., 2020; Rajabalee et al., 2021). As a PM and lead, I maintain reflective logs and diaries to track student progress and plan interventions when necessary. This approach



ensures that students receive continuous support and guidance throughout their academic journey. I have been involved in initiatives and activities aimed at supporting learners with special educational needs and disabled learners. I work closely with UWTSD disability services to provide necessary accommodations, such as accessible materials, alternative assessment formats, reasonable adjustment for the exam, and extended assessment submission deadlines, ensuring that every student has an equal opportunity to succeed. Additionally, I actively engage in activities that encourage underrepresented groups to participate in education, fostering diversity and inclusivity. I also regularly attend student-staff committee meetings every term, where class representatives discuss their issues and seek solutions. (A2, K2, K4).

I also participate in peer review processes and welcome both formal and informal feedback from colleagues and students to refine my teaching methods and create a more effective learning environment. (Zeng, 2020) (A3). My colleagues used to say I am good at organizing the work. I utilize electronic platforms such as blogs, discussion forums, and Microsoft team groups to facilitate student engagement and collaboration outside of formal classroom settings. These platforms encourage peer-to-peer learning and provide opportunities for students to share their insights and reflections as well as clear doubts about the assessments. (A5, K4-6, V4).

A5: Engaging in continuing professional development, research and the evaluation of teaching and learning related professional development (600 words)

Show how your continuing professional development in your discipline and pedagogy, incorporation of research and scholarly activity, and evaluation of your professional practices supports and enhances learning. You should demonstrate explicitly connections between your research and/or scholarly activity and your professional practice, as well as how you evaluate the effectiveness of that practice.

My professional development journey centers on self-reflection (Ashwin, 2020; Brown, 2022). I maintain reflective logs to document my teaching experiences and pedagogical strategies' effects. I've created a personal development plan (PDP) where achieving fellowship status is a key goal. My PDP also includes aiming for the leap fellowship in the next year. Reading plays a crucial role in my development; I consistently engage with literature related to my field and pedagogy to stay updated on research and educational trends (V4). This informs my teaching practices and keeps them aligned with the latest best practices (Roberts, J.L, 2023). To extend my professional learning, I engage in a wide range of activities. I have completed relevant HE teaching-related qualifications (such as QTS level 3 and SEDA), including workshops, seminars, and training events. These experiences have expanded my pedagogical toolkit and provided me with innovative strategies to employ in the classroom (Sancar et al., 2021). I actively participate in teaching, learning, and programme-related workshops and meetings, often discipline-specific from other campuses of UWTSD to stay up to date with the policies and standards. Recent workshops I attended are Monitoring and Evaluation Process (Oct 2023), UWTSD Admission Assessment (Oct 2023), Engagement Policy UWTSD 2023 (Sep 2023) and Academic Discipline Board Computing (Sep 2023). (V3-4, K6, A5). Based on the new admission policy now we are conducting admissions face-to-face. In view of the new engagement policy, I emphasized the use of Microsoft team groups in each module under my programme to facilitate student engagement and collaboration outside of formal classroom settings. These platforms encourage peer-to-peer learning and provide opportunities for students to share their insights and reflections as well as clear doubts about the assessments. By fostering a sense of community through virtual spaces, I have seen increased student motivation and active participation (V1-2).

I evaluate my teaching effectiveness using a multi-faceted approach, incorporating student feedback, self-assessment, evidence of student outcomes, and peer observation (Gómez & Valdés, 2019). I actively gather input from students through surveys and informal discussions, adjusting both my teaching methods and assessments accordingly. Additionally, I analyze student performance data to gauge the impact of pedagogical changes (K1-6, V3-4). An example of this is dedicating weekly time to support level 4 term 1 students with their assessments, and addressing their queries and concerns. This practice has led to assessment brief improvements based on student challenges, ultimately enhancing pass rates and retention as mentioned in Section A1. Peer observation and review of teaching are integral to my professional development (Zeng, 2020). I collaborate with colleagues to provide constructive feedback on each other's teaching practices. I have been peer-observed by a colleague recently. Based on the feedback I need to refine a few soft skills. (A5).

In recent years, I've made substantial contributions to computing and communication, focusing on cutting-edge research. My work has been recognized through the publication of high-ranked journal articles (Such as Springer) and conference papers (Please see the appendix). These publications not only demonstrate my commitment to advancing knowledge but also my ability to engage with and contribute to the academic community. This helps me to stay up-to-date with the latest advancements in technology. I integrate up-to-date knowledge into the curriculum, keeping teaching methods and materials relevant. I am currently in the process of submitting an article titled "SCAN: Machine Learning based Slice Congestion and Admission Control in Future Networks" to the IEEE Journal of Wireless



Communications and Mobile Computing 2023. In addition to my research activities, I actively engage in mentorship and supervisory roles for undergraduate and postgraduate students. I am supervising three undergraduate and two postgraduate final-year research projects in applied computing at the University of Wales Trinity Saint David (UWTSD). This role allows me to pass on my research-related skills and knowledge to the next generation of researchers, fostering a culture of academic excellence and inquiry. By staying actively engaged in research, I bring the latest developments and insights into the classroom, providing students with a dynamic and up-to-date learning experience, such as the development of Cisco Lab at the UWTSD Birmingham campus for research on communication protocols. My pursuit of a "PG Cert in Research Practice" underscores my commitment to continuous professional development. This diploma has equipped me with valuable skills and insights into research methodologies and practices, which I apply rigorously to my own research projects and share with my mentees. (V3-4, K1-2, K6, A5).

Citations (500 words)

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Appendix:

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SECTION THREE: Referees

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

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

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

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

First Referee:	
Name	MD Nazmul Hasan
Job Title	Academic Director
Fellowship Status	Fellow of the Higher Education Academy (FHEA)
Institute/Centre/Unit	University of Wales Trinity Saint David (IICL - Birmingham)
Email address	md-nazmul.hasan@uwtsd.ac.uk
In what capacity can this individual comment on your professional practice? Hasan is an academic director of computing at UWTSD Birmingham and my line manager. He is giving comments on my professional practices as a line manager.	

Second Referee:	
Name	Yohan Mendis
Job Title	Senior Lecturer
Fellowship Status	Fellow of the Higher Education Academy (FHEA)
Institute/Centre/Unit	University of Wales Trinity Saint David (IICL - Birmingham)
Email address	y.mendis@uwtsd.ac.uk
In what capacity can this individual comment on your professional practice? Yohan is a senior lecturer at UWTSD Birmingham. I have been working with Yohan from last few years. He is giving comments on my professional practices as a mentor and colleague.	



SECTION FOUR: Declaration

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

Signature	Abida Perveen
Date	17 October 2023

GDPR on data sharing with ADVANCE HE

Following the implementation of GDPR you should be aware that following successful recognition at UWTSD, personal data including your name and email address will be supplied to Advance HE. This is in order to trigger your fellowship registration and certificate being recorded on their MyAdvanceHE database.

<https://www.heacademy.ac.uk/my-academy-manage-your-higher-education-academy-experience>

Advance HE will make use of this data in the course of providing their Accreditation Services to UWTSD, and potentially in any reviews they might carry out of our accredited provision.

By submitting your coursework and appendices you are confirming you agree to this data sharing.