

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)	Dr Adila Khan
INSTITUTE/ DEPARTMENT/PROFESSIONAL UNIT	Institute of Management & Health (IMH), UWTSD
POSITION (E.g. Lecturer/Senior Lecturer/Principal Lecturer/Director of Discipline/Other (please specify))	Lecturer
ROLE (E.g. Lecturer/Programme Manager/Admissions Tutor/Module Leader/Other (please specify))	Programme Manager
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	
Mentor	Jessica Clapham

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 (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

Write your Context statement here.

I am an academic leader with over 20 years of experience in Higher Education (academic, practical entrepreneurial, management, and marketing experience): International Marketing Manager at Pembrokeshire College; Managing Director of my educational and training consultancy company; as an academic at different HE institutions. My entrepreneurial interests are evident in that I established my first business at the age of 19, followed by a series of entrepreneurial ventures including establishing and leading a successful international education and training consultancy for more than 12 years, across 7 countries (UK, China, Malaysia, India, Pakistan, Sri Lanka, and Nepal).

My academic career commenced as a lecturer at the University of Wales, (2012-2014), then at Bath Spa University - BSU (2014-2018), then at Birmingham City University - BCU (2018 -2022) where I taught Management, Marketing, and Entrepreneurship at both UG and PG levels. I was the Course Leader for the MSc Management programme, which was one of the largest PG courses at Birmingham City Business School (BCBS). Prior to that, I worked as the Director of International Recruitment and Development (DIRD) for BCBS at the Associate Professor level.

As the Course Leader at BCBS, I led a team of academics (~15) and professional services colleagues across different disciplines, providing academic leadership in programme design, management, and delivery with quality learning, teaching, and assessment initiatives (A1, A2, A4, K1, K2, K5, K6). I encourage excellence in performance and attainment by celebrating success amongst staff and students. I ensured that all aspects of the programme complied with the Academic Regulations at University, external quality assurance, and regulatory bodies (K5, K6). For the DIRD role, I provided leadership in the areas of



international recruitment & development and wider international engagement (academic and research collaborations) (V3, V4)

Since September 2022, I have been a lecturer at Carmarthen Business School at the University of Wales Trinity St David (UWTSD), (K1 K2). I am a Programme Manager of our new MBA course in Social Entrepreneurship. I am responsible for managing a course team, marketing, designing, and delivery of the course (A1, A2, K1, K4, K5, K6). My professional practices are student-centered, inclusive, and reflective, supplemented by my wide and varied work and leadership experience, and subject knowledge which gives an enhanced student learning experience and improved staff performance (A4, V1, V3, V4).

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. Reflective Commentary 1. Career milestones, research, scholarship, and professional practice A major influence on my approach as an educator in higher education was my own experience as an international student, studying undergraduate programme in Business studies (1998), followed by an MBA (2001), where all the other learners were white British. Although I completed those degrees with good grades, the struggle and hardship that I faced in adjusting to a completely different learning and teaching	



(L&T) environment always stayed with me. This made me understand early on that in L&T 'one size does not fit all', and that international students require a thoughtful curriculum, specialist support, and inclusion to provide equal opportunities (V1). As an educator, I have endeavoured to create an inclusive learning community (A4, V2). One strong motivation for me as an educator and a leader is to help others understand this and adapt their teaching practices accordingly (V2). In my teaching experience, whether it was working at UWTSD, BCU, BSU, or Bath Spa Global, I have always worked with students from diverse backgrounds. This has provided me with opportunities to research and develop practices that enhance curriculum, equality, diversity, and inclusion in L&T. These practices are in line with the UK government EDI policies in general and with UWTSD's values in particular of equality and diversity. To build an inclusive, supportive learning and working environment in which all staff and learners can flourish and fulfill their personal potential (UWTSD Strategic Plan, 2017-2025). (V2, V4)

Prior to teaching, I had over 18 years of experience in the industry as an international marketer and educational consultant. During the latter part of this period, I became particularly interested in teaching and thus made the career change. To teach in HE institutions, I had to complete my PGCE (2014) and it was while doing this course at UWTSD that I developed an interest in pedagogical approaches and understood how these impacted the L&T. I was able to use this experience to influence HEIs in developing courses specifically for international students and adopting L&T strategies that created a conducive environment for international students with equal opportunities (V2, V3, V4).

Subsequently, my experience as a lecturer, and module & course leader also developed my interest in academic research (completing my PhD in 2020 in Entrepreneurship in minority groups) (A5, K1). In 2021 I submitted and presented a conference paper at the ISBE conference in Cardiff (Negotiating Norms: The Mediated Activities of Pakistani Female Entrepreneurs. Furthermore, in recognition of my L&T practices, I achieved FHEA status in 2017. My most recent research activities focus on my original subject area (entrepreneurship) (K1) and on entrepreneurial education (*a Learning City (UN, 2012) approach to entrepreneurial learning: examining the educational ecosystem in Swansea and its challenges and barriers to entrepreneurial education*) (A5, K1). The various examples and academic leadership roles that I achieved successfully have shown that my subject knowledge is both extensive and contemporary (K1). I have used both to support students' learning (A2) and helped them understand the relevance of this knowledge within the professional context (K3).

Teaching qualifications and subject qualifications do not in themselves invoke excellence, however, the work required to achieve them certainly demonstrates evidence of research, scholarship, and of continuing professional development (A5). It also demonstrates that I possess advanced pedagogic and subject-specific knowledge (K1), as well as critical knowledge of appropriate learning and teaching activities for business students on both UG and PG level courses (K2). Furthermore, my work reveals a passionate interest in the quality of the learning experience of my students and also a commitment to the enhancement of that experience (V4)

2. Supporting the continuing professional development of colleagues

I have held various leadership, mentoring, support, and management roles in my career in both private and university settings including CEO and founder of a global educational consultancy company, International Marketing Manager, Director of International Recruitment and Development, and various Course Leader and Module Leader roles at both UG and PG levels (K2). In all these roles, I have been responsible for the professional development of my colleagues, whether it is by providing direct mentoring or training or motivating and enabling them to attend development programmes (A5, V3). Some of the comments I received from colleagues included '*supportive, always ready to listen and help, motivating*'. I believe trained staff help create a motivated and effective team that enhances the L&T environment.

When I became the Course Leader of MSc Management in 2021, I lead a team of academics (~15) and professional services colleagues across different disciplines, providing academic leadership in the quality of L&T and their own professional development. Whilst their success has been largely due to their qualities and abilities, I believe my own commitment, mentoring, support, and understanding of the processes played a significant role (A2, A5, K5, K6, V3). I ensured that all aspects of the programme complied with the Academic Regulations at the University, external quality assurance, and regulatory and professional bodies (CMI) (K6, V4). My leadership in the MSc programme's re-accreditation with CMI was the cornerstone of both quality assurance and enhancement with respect to L&T (K6). I also developed strategies to create a '*Community of Practice*' (Lave and Wenger (1991) where students and staff from diverse backgrounds could work together to enhance L&T practices and environment (Wilson, Wilson, et al., n.d) (V2).

I am a keen learner and always endeavour to develop myself and others (V3). The training courses (e.g. course design and development, ILM-Leadership) I have completed, and the qualifications gained (including; PhD, PGCE, MBA, MA in English Literature, BA in English Literature & Psychology, and HND in Business Administration) clearly indicate this (A5, K1, V3). I attend training workshops and arrange training and development sessions for my colleagues. In my role as Module Leader of the core module of BSc Marketing L6 with more than 200 students, I provided leadership, support, and mentoring to a team of 3 lecturers. I worked with colleagues to develop inclusive practices and ensured accessibility of learning for all students, whereby I developed practices to improve student engagement and retention in seminars, which was a significant issue at that time (2018). For example, to improve student engagement/attendance and enhance their reflective skills I designed a summative assessment with a weight-bearing element of weekly reflection on their learning and development, which was required to be completed at the end of each seminar. This led to better attendance and enhanced reflective skills (which is a sought-after skill by employers), and its success prompted colleagues to adopt the practice (A1, A4, K2)



3. Wider learning & teaching and leadership

As a Course Leader of MSc Management, I provided academic leadership and encouragement in relation to effective programme design, management & delivery practices (A1, A2, A4, A5, K1, K2, K5, K6). I was responsible for the course evaluation and quality assurance of the programme. This was a competitive appointment, awarded on the basis of my excellent track record of L&T practices, research and scholarship, and well-rounded academic and industrial experience (A5, V3). It was a challenging role as this programme was one of the largest in terms of student number (~550 students) and the most complex Postgraduate programme at BCU. It included the following pathways, with part-time/full-time options, two annual intakes, and on-campus, and online delivery:

- Entrepreneurship
- Finance
- International Business
- Marketing

The leadership role involved supporting and developing staff in promoting effective learning for their students (A2, A4). I worked closely with BCU's QAE (Quality Assurance and Enhancement) and other key internal and external committees (K6, V6). In addition, I acted as a representative of the University with the Chartered Institution of Management - CIM to ensure the programme met the needs of the accreditation panel (K6, V4). I monitored student progression, achievement, and retention, making full use of all available data through Planning and Performance Department (PPD), and supported Module Leaders in creating regular reports and SMART action plans for improvements (V3). I supported staff in responding to changes in the educational standards required by the accrediting body and QAA (K6). I believe that such support was key to capacity-building, ever increasingly important considering the contemporary challenges facing Higher Education (A5, K4, K5, K6, A5)

I regularly monitored the quality of the programme and reviewed modules assessments and course contents (A3, K2). Within 6 months, based on a review of some of the modules where I led three major assessment modifications. To improve the course delivery in line with the L&T policies of the University, I reviewed the course timetable, assessment schedules, resource requirements (including any technological requirements), and other aspects of the programme organisation prior to the commencement of the teaching semesters and academic year (A1, A2, A5, K3, K4, K6). Before leaving BCU, I also started a major review of the MSc programme in April 2022. This led to finding duplications in course contents and resource requirements (K5, K6) which was communicated to my successor.

As the Course Leader, I provided student-centered leadership by encouraging excellence in performance and attainment by motivating staff and students (V1). I enabled students to work as partners with our programme team to co-create their L&T experiences (A3, A4, V1, V2, V3). I engaged with students on a regular basis and encouraged my team members to do too (A4, A5, V3). For this purpose, we used different platforms including Student Feedback Forum, VLE, informal chats, and emails. This level of



engagement with students and staff helped us with my programme reviews and future plans to enhance L&T practices for our students (K5, K6, A5, V1, V3).

During and after the pandemic period, I ensured students were appropriately supported, whether they were studying from home or returning to on-campus learning after the lockdown through regular communication from their academic and support staff. In addition, I provided leadership in setting up effective support for our late-arriving International students due to travel policies related to the pandemic in the September 2021 and January 2022 intakes. I created harmony and cooperation through regular course team catch-up meetings and discussions on improvements in teaching learning and supporting. I provided support and guidance to colleagues on all programme-related matters in creating blended L&T strategies where we used face-to-face and online (synchronous and asynchronous) approaches. Within a short period of time, appropriate technological resources were acquired, and staff training (e.g. in using Moodle, MS Teams, and electronic devices to enhance online and blended teaching) was organised to use technology to enhance blended learning. (A1, A2, A4, A5, K2, K3, K4, K6, V1, V2, V4).

In 2020, whilst working as a Module Leader, I received feedback from students and staff indicating that those who missed their seminars (due to Covid or other reasons) required additional assistance in comprehending their assessment briefs. In response to this concern, I collaborated with the programme team and devised a plan to address the issue effectively (A2, A4, V3). We decided to organise supporting sessions for students and to create a recorded presentation solely dedicated to explaining the assessment briefs (K4, V1, V2"). This initiative was welcomed by both our home and international students. By offering the recorded presentations, the students could access the necessary information at their convenience, allowing them to better understand the assessment requirements and expectations. This successful practice was cascaded to other module leaders who used this practice to enhance L&T support for students by using recorded lectures in addition to face-to-face lectures (A2, A4, K4, V1). Overall feedback received on the Student Voice Report in May 2022 was very positive, "*Some good experiences throughout the year:*

- *Pre-recorded lectures*
- *'Shut up and write' workshops (Business Development)*
- *One-on-one meetings with tutors (With the option of doing it online)"*

I understand the vital role and significance of assessment within a well-structured curriculum. One early realisation in my teaching career was that the course content alone isn't everything – understanding and the ability to apply that knowledge are equally vital (Biggs and Tang, 2011), and sometimes less material can lead to better outcomes. Furthermore, embracing diversity and explicitly incorporating employability elements in the course have also proven to be influential aspects. (A3, K5, V2).

As an illustration, in the modules around entrepreneurship and Visions of Business and leadership, I integrated employers' active involvement as judges and advisors, occasionally even involving them in designing assessments (A1, A3, K2). The feedback received from both students and employers has been



overwhelmingly positive, indicating that this approach effectively caters to their requirements. The course team has also acknowledged the benefits for students, as they now have the opportunity to supplement their ongoing academic studies with employability learning. Employers have come to appreciate that the topics covered in these modules are specifically tailored to foster the development of essential attributes they seek in potential candidates. (A1, A5, K2, V1, V2, V4). Reflecting on the impact of my teaching practice, one student expressed that '*Adila's approach had a profound effect on my learning experience*', emphasizing my focus on developing students holistically rather than solely improving their subject knowledge. (K2, K3, V4)

With my own input and experience in research and scholarship, I also help my students to participate in research (A2, A5, K1, V1). Through the setting and subsequent supervision of ~200 research dissertation students (MBA/MSc) at HEIs, I ensured that the students enhanced their knowledge and appreciation of research methods, analysis, and management in line with the qualification descriptor at Level 7 at the Frameworks of Higher Education Qualification UK. I also ensured that their MBAs had an element of publishable research. To that end, I published and presented one paper (jointly with the student) in a peer-reviewed international conference organised by The International Society for Productivity Enhancement (ISPE) in July 2014 (28th International Conference on CARs&FoF 2014, Middlesex University. (A2, A4, A5, K5, K6, V2, V3, V4)

I have actively incorporated constructive feedback mechanisms that serve as valuable tools for continuous improvement in both the course setting and the professional environment (A3). As the Course Leader, I collaborated closely with students, the external examiners, my team, and the CME (Course Monitoring & Enhancement) team to introduce improvement of assessment feedback (A3, K5, V3). Based on his collaboration, we standardised the feedback process by introducing a feedback form with sections on feedback and feedforward, and clarity through marking criteria that we clearly linked with module learning outcomes (A2, A3, K5). Our joint effort culminated in the creation of a robust framework that empowered the course team to provide effective timely feedback (on both formative and summative assessments) which has had a positive impact on teaching practices since 2021 and student performance (A5, K2, V3). Students' overall performance and success in their programme was above the set benchmark of 80%, evident in the quarterly report from the Planning and Performance Department (K6, V3).

Teaching Philosophy

Values from the realm of social sciences are seen as guiding principles that steer human behaviour toward self-realisation. These values are sometimes implicit (e.g. empathy, respect for others, integrity, social awareness, cultural awareness, etc.), representing an integral part of one's identity rather than something that needs explicit definition and justification, (Williams, 2005). Nevertheless, there are advantages in making these values explicit, particularly in Higher Education. Articulating and committing to these values can lead to improved efficiency and accountability in the challenging academic landscape. Moreover, they



provide educators with a benchmark to assess their performance and plan future development, promoting professionalism within the sector.

I have observed that clearly stated values help make the implicit aspects of teaching explicit. This is invaluable during staff induction into our academic community, facilitating a positive impact on the students' learning experience (V1). Therefore, my teaching philosophy is fundamentally "values-driven" which I communicated to my colleagues through formal or informal discussions and debates (A5). In practice, I adhere to multiple sets of values, outlined by the HEA and the QAA (K6, V3). Additionally, as an employee of HEI, I am committed to the values of the University's strategy, which prioritizes strong relationships with professional, statutory, and regulatory bodies (V4). These values often overlap, having evolved over time through observation of good practices and the ethical dimensions of teaching, learning, and research (V3, V4). I actively seek experiences that help me understand my role as an educator and a team leader within the professional context (V4). This knowledge shapes my learning & teaching approach, aligning it with the HEA professional values. Among these values, I believe that fostering an inclusive learning community is central as an inclusive environment is essential in creating a sense of belonging (Blake, et al., 2022) (V2), which leads to greater physical and mental health and well-being (McIntosh and Nutt (2022). Such communities inspire and motivate their members, unlocking the learning process. My teaching philosophy revolves around creating an environment where everyone learns (V1, V2) from one another, and the students' voices are of utmost importance (A5). This approach ensures that each individual learner can fulfill their potential, irrespective of their background and abilities (V1, V2).

Additionally, learning communities, where all members are equal partners in education, facilitate broad ownership of change, ensuring its sustainability (Blake, et al., 2022). My personal experience has shown that when learners feel safe, included, and supported, they have the opportunity to thrive in their educational journey (A1, A2, A4, K3, V1, V2). This is demonstrated by the following case studies, showing my contributions to supporting our international students' community in their learning journey at HEIs.

Summary

Since my early days as a lecturer, my dedication to providing excellent teaching has been unwavering. However, as I have progressed in this role, I have come to a profound realisation that exceptional teaching alone is insufficient. The quality of students' learning experiences is intricately tied to the overall environment they encounter, necessitating a strategic perspective (Dicker et al., 2018). Understanding the significance of the wider context in which the programme operates is crucial. It is about comprehending the curriculum and recognizing the broader aspects that influence the students' educational journey. To ensure effective practices, one must not only serve as a good role model but also actively support both the staff and students, fostering their full and meaningful participation as valued members of a community of practice.



I am carrying forward my values, knowledge, and experience in my current role at the University of Wales Trinity St David UWTSD. In addition to my Programme and Module leadership roles, I have been engaged in research in entrepreneurship, where I have developed a keen interest in *entrepreneurial education* (aligned with UWTSD's strategy of Equality, Diversity, and Inclusion). In congruence with this, and along with my personal professional values and practices, my current scholarly pursuits (e.g. a joint paper with Kathryn Penaluna, Professor in Enterprise Education, UWTSD, and participation in International Entrepreneurship Educators Conference UK – IEEC 2023) encompass developing Krueger's (2021) '*rising tide strategy*' that lifts the entrepreneurial boats. Thus, my current focus is on inclusive local/regional educational ecosystems. (A4, A5, K2, K3, K6, V1, V2, V3, V4)

In submitting my application for SFHEA (Senior Fellowship of the Higher Education Academy), I have aimed to showcase how my commitment to the above teaching philosophy has shaped my approach to L&T. It emphasizes my belief that by creating an inclusive, supportive, and conducive environment, we can elevate the educational experience and empower both students and colleagues to excel in their academic endeavours.



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.

Case study 1

Leading internationalisation

This case study presents my contribution as an academic and international marketer who demonstrated outstanding leadership and innovation in advancing the internationalisation agenda of Higher Education Institutions. It showcases my passion for equality, diversity, and inclusion inline with the values of the internationalisation agenda at the institutional (BCU), national (Higher Education Quality Assurance agencies, Professional, Statutory, and Regulatory Bodies (PSRBs) including Business Framework of Higher Education, Chartered Association of Business Schools – CABS) and global (UN Sustainable Development Goals) context (V1, V2, V4).

I have successfully established transformative initiatives in the internationalisation of the HE curriculum and fostered a diverse learning environment that has had a significant impact on student experiences, professional practices, and institutional growth (A1, A4, K1, V1, V2, V4).

As a lecturer and director of international recruitment and development, I was entrusted with the responsibility of expanding global engagement for internationalisation efforts and cultivating diverse academic experiences for students. With a passion for promoting cross-cultural understanding and a deep commitment to enhancing the university's reputation, I embarked on a transformative journey to enhance and reshape the business school's approach to internationalisation.

When I started this role there was no clear internationalisation strategy at the school level. I created a comprehensive strategy based on 4 pillars: recruitment, student & staff mobility, research collaboration, and overseas partnerships. By doing so, I aimed to foster an environment that promoted global engagement and embraces diversity. Diversity is about recognising and valuing difference in its broadest sense, where we respect, value, and embrace differences. Diversity is a huge asset to any organisation and leads to a diversity of thought and greater innovation (Campion & Clark, 2022).

Internationalisation of curriculum:

Collaborating with faculty members, I incorporated global perspectives into the curriculum, infusing international content and case studies across various disciplines (A1, K1, V3, V4). Internationalisation of the curriculum is the process of integrating international, intercultural, and global aspects into the curriculum's content, as well as the learning outcomes, assessment activities, pedagogy, and support services of a programme of study (Leask, 2009). (A1, A3, A4, K1, K2, K3, V1, V2, V3, V4)

Working with my course team, colleagues in similar roles in other schools, and drawing from my own extensive experience as an international marketer and an academic, helped me to identify the following



list of L&T practices for internationalisation of the curriculum (V3). These were utilised as springboards to facilitate discussion among teams on the best ways to internationalise the curriculum.

- Include readings from international textbooks, case studies, journals, reports, newspapers, and websites; request students to engage with broader international views in assessment tasks.
- Encourage students to compare and contrast the debates on business issues/problems in different countries and/or analyse international trends and professional practices.
- Embed contributions from high-profile international specialists from academia, industry, and government in the curriculum, and provide networking opportunities for students to communicate with them.
- Design group assessments and tasks with students from multicultural backgrounds.
- Enable students to participate in international placements, internships, and field trips (a review of existing student & staff mobility schemes revealed that there were more incoming than outgoing students on these schemes).
- Create flexibility in assessment and dissertation projects to carry out research in other countries.

This approach ensured that all students had access to diverse perspectives, enriching their educational experience (V1, V2). Furthermore, my contribution towards enhancing the L&T environment through internationalisation was to provide leadership and support in developing and implementing the following practices (A5, V2):

- **Created diversity in the student body by opening new overseas markets for student enrolment:** The implementation of innovative recruitment strategies led to a notable surge in international student enrolment from existing (India and Nigeria) and new markets (China, Pakistan, Saudi Arabia, Holland, and France), creating a more diverse and vibrant campus community (A4, V1, V2).
- **Overseas partnerships for internships/exchange and research collaborations:** Reviewed and optimised procedures for establishing international partnerships, enhancing student and staff mobility, and research collaborations. This resulted in new partnerships, the removal of inactive ones, and the strengthening of existing ties. This also increased our pool of overseas guest speakers which helped in the internationalisation of the curriculum agenda. Considering the cost, time constraints, and sustainability, the majority of overseas guest lecturing was delivered online. (K5, V1, V2, V4).
- **Increasing inward and outward mobility of students and staff:** Reviewing the data on our student mobility I realised that there was more inward mobility than outward. On further investigation, it was revealed that there was a lack of awareness and clarity on such programmes. For this purpose, we created a mobility group that was headed by me and appointed a mobility coordinator. We used to meet every month to monitor the progress of our work. We started delivering information sessions face-to-face and created a dedicated VLE platform for this purpose. (A2, A4, A5, K4, V2, V4).



Outcomes and Impact

Through these initiatives and practices, the institution witnessed significant improvement in various key performance indicators. Firstly, it resulted in an increased number of international students from a wider range of countries (India, Nigeria, China, Pakistan, Saudi Arabia, Holland, and France) which created a diverse L&T environment for students (V2). It also strengthened our global partnerships through strategic alliances with renowned universities worldwide, resulting in fruitful faculty collaborations, joint research projects, and knowledge exchange. (A5, V2). Furthermore, the academic experiences of our students were enriched and their participation in study abroad programmes and global internships increased. This broadened their perspectives and enhanced their employability in an increasingly interconnected global world (Gamble, et al., 2010). The above practices and our commitment to inclusivity and cultural awareness promoted cross-cultural understanding and collaboration among students, staff, and faculty. This was in line with BCU's L&T Enhancement strategy (2020–2025) and contributed towards the school's growth ambition to achieve the Triple-A and CABS (Chartered Association of Business Schools) accreditations which require an international perspective on all programmes (V4).

The term diversity according to Lea, (2015) broadly speaks to the pedagogical implications of widening student profiles. These not only include support, access, and engagement but also to do with curriculum development to reflect a wider cross-section of *Voice Perspectives*. Diversity in the classrooms and the curriculum encourages diversity of perspectives, leading to a deeper understanding of complex issues. Interacting with students from different backgrounds challenges students to question their own biases and appreciate differences to develop respect for others, thus encouraging tolerance and inclusivity (Campion & Clark, 2022). They tend to approach problem-solving from various angles, leading to innovative solutions, thus creating critical thinking, creativity, and innovation. These teaching and learning practices and environments enrich the overall educational experience, preparing students to be open-minded, culturally competent global citizens (V4).

My achievements in enhancing internationalisation strategies have significantly contributed to the growth and reputation of the institution. My passion for promoting global engagement diversity, and inclusivity has left a lasting impact on student experiences, staff professional practices, and institutional success. This case study serves as a testament to my leadership and innovation in higher education.



Case Study Two

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

Case Study 2

Creating an inclusive and fair learning environment – (Embedding employability in PG courses).

Throughout my career, my professional practices demonstrate my strong belief that one size does not fit all. Thus the need to differentiate in order to enable an equal playing field for all is important and enhances an inclusive and fair learning environment for all. (V1, V4)

According to the Higher Education Commission's report in 2012, postgraduate education appears to be overlooked within the education sector. This notion is supported by various studies (Morgan & Jones, 2012; Boorman & Ramsden, 2009; Stuart et al., 2008) that reveal a significant reliance on personal loans, overdrafts, savings, employer support, scholarships, and parental contributions among postgraduate students, as dedicated funding options for postgraduate courses are limited. In addition, most PG students are international (~80%) compared to home students. This is the case not only in the UK but also in other major international student recruitment markets.

Postgraduate students hold high expectations, particularly in terms of employability, which ranks among their primary objectives for pursuing further education. To meet these expectations, HEIs must effectively manage and address the needs of postgraduate students. Key to this is focusing on employability enhancement, as this remains a critical goal for postgraduate students. In this context, employability encompasses a broader integration of the curriculum (and wider student experience) with a set of skills and attributes which makes students generally employable (Lea, 2015).

Throughout my career as an international marketer and academic, I noticed through module/course reviews, students and international agents' feedback, that there was less emphasis on structured employability approaches in Postgraduate courses than in Undergraduate courses at HEIs, be it embedding employability skills in the curriculum or providing work experience as part of the course (V3). For me, this was against the principles of providing a fair and inclusive L&T environment. I have raised this issue at different stages of my career and on different platforms such as quality assurance and enhancement forums, International Steering Groups, Senior Management team meetings, School meetings, international, SLTAQ School Learning, Teaching, and Assessment Quality, etc. (V1, V2). Furthermore, as a lecturer, I adhered to this practice and embeded employability in both UG and PG courses through course design, curriculum development, and support services (A1, K6, V1, V2). The primary focus of doing so is to equip all students with the necessary knowledge and skills to thrive in the competitive business landscape (Artess et al, 2017) (A4, K3, V2).

This case study shows my commitment to embedding employability skills within academic programmes through innovative strategies and practices, thereby creating a dynamic learning environment that

prioritizes real-world applications, industry partnerships, and experiential learning to enhance employability prospects for both home and international students at PG level (A1, A2, A4, V4). Through my international market research and direct interaction with international students, I knew there was a demand for enhancing employability opportunities for international students at the PG level (V3, V4). One of the reasons for the increase in demand was UKVI's reintroduction of the policy of post-work visas. Thus, having relevant UK work experience added further credibility to international students' CVs and job applications.

Whilst leading the business school in international recruitment and development I got involved in the annual course review of our MSc Management course that required my input from international recruitment and development perspective. Based on my research and experience, I designed the idea of a 6-month credit-bearing work experience module called the Professional Placement module, with major modifications for this pathway. This idea had to be sold to Senior Management Team and academic staff involved in MSc Management programme at that time. However, after slight resistance, and with the help of the course leader at that time the idea was approved. This provided a unique opportunity for the students to develop and enhance their understanding of the professional work environment and reflect critically on their own professional skills' development within the workplace. (A1, A4, K3, V1, V3, V4)

The purpose of this module was to equip all (home and international) students with hands-on industrial experience and make them future-ready (A2, A4, K3, V1). Another benefit for students and businesses was that students in some cases could continue working with the same company after successfully completing the course (V4). In addition, this module was an opportunity for students to apply knowledge gained from their course in real-life scenarios and reflect on their learning as part of their assessment creating much deeper learning. This structured and relevant work experience created a crucial bridge between formal study and future employment (A5, K1, V4). In the research conducted by Jackson & Tomlinson (2022), several studies have highlighted the advantageous outcomes of work experience, especially when it aligns with one's academic course. These benefits include a significant boost in networking skills, the establishment of valuable career contacts, the enhancement of resumes, improved goal-setting abilities, and the ability to make informed career decisions by gaining insights into various career paths (as explored by Bournier & Millican, 2011). Such experiences contribute to the development of students' emerging professional profiles, setting them apart from other similar qualified candidates (K3, V4).

Securing a work placement was students' own responsibility by a set deadline and this was clear in all our marketing information. The University, however, helped them to draw on its extensive network of local, regional, and national employers to support them in finding a suitable placement to complement their chosen area of study (A2, A4, V1). They could also get support from Careers+ as well as advice and guidance from the School. Placements were only confirmed following a competitive, employer-led selection process, therefore the University could not guarantee placements for students. Students who



did not secure a placement were automatically transferred back to the standard, non-placement option/pathway of the course. As a result of this new pathway with placement, the number of students increased from ~250 to ~450.

After some time, I had a great opportunity to manage the same MSc Management programme as its Course Leader. In this role, I went through another review of the course in which I coordinated ~12 minor and 4 major module/assessment modifications for various purposes. The one I want to discuss here is embedding employability skills (including effective communication, teamworking, emotional intelligence, Commercial acumen, self-promoting, career planning, etc.) in the curriculum & assessment design for PG students, especially for international students.

By this time the first cohort (the majority of them were international students) on our new work placement module had finished. I had an informal coffee and chat with those students for feedback, especially on their Work Placement module (A4, V3). I wanted to explore more the concept of 'employability' as it acts as a pivotal link between universities and the labour market, but it is often discussed with a limited national perspective. Secondly, and generally, the focus of research is on international students' academic and social experiences but there is a dearth of attention to their experiences of transition to employment (Li, 2017). For this reason, while carrying out the review of the programme, my focus was on getting feedback and insight into this transitional experience.

Upon reviewing the module, I noticed that from the first cohort on the placement pathway, ~60% of students dropped out (all international students). Furthermore, our PTES (Postgraduate Taught Experience Survey) survey results confirmed a low satisfaction rate with the Professional Placement module as compared to a 12-month course without work experience (V3). Further investigation showed that there were various reasons for these overseas students not securing relevant workplaces including lack of confidence, in-country networks, skills to write their CVs and statements, interview preparation, understanding of the work environment ethics, etc. Thus, It was established that international students find it difficult to gain employment and needed further specialist support and handholding to secure work placements (Li, 2017).

Bearing this in mind, I did a detailed review with relevant team members and support groups K5, V2, V3, V4). My aim was to create an enhanced approach to employability and motivate colleagues to change their orientation practices (A5/V3). I have always believed that we actively need to create this L&T practice to enhance our EDI values (A4). We decided to tackle this strategically on different fronts, actions included the following:

- I met with the advisory board about increasing micro-placements and work experience opportunities including voluntary work.



- I worked with our module leaders to identify a core module that was taken by all pathways and embed employability skills in course contents and assessment. (A1, K2)
- I had discussions and created an action plan with our Grad+ team to create a credit-bearing employment skills module that was running similar programmes for our L4 and L5 programmes.
- We encouraged our international PG students to attend our business networking event including 'Tiger Lab' to develop business networks.
- I attended a Pearson's simulation workshop and obtained information for marketing and business simulation games (Sanchez, et al., 2020) to enhance employability skills which could be embedded in the core modules (A1, K4).

The above actions were taken, and the senior management team was supportive of this initiative. The course team was onboard and started adopting employability skills in their modules through designing curriculum and assessments (A5, K3, V3). I could not see the full impact of the above measures and their impact on the PTES survey outcome, but informal feedback received from my colleagues showed a change in their perception towards international students' needs and their professional practices to L&T to that end. In addition, module evaluation/performance data showed 80% of student satisfaction above the industrial benchmark. My Line Manager's comments in one of my performance reviews, *"Since taking over in September 2021 a challenging period, Adila has achieved and succeeded in her new role. Adila has displayed leadership capability in this role as evidenced by securing more support for late arrivals and influencing SLTAQ to adopt a new strategy towards employability for PG international students. Adila's course leadership has contributed to CME course results for the PG programme being above the overall course performance target set by the University"*.

As I reflect on this journey, I stand proud of the collaborative strides made toward crafting a dynamic, equitable, and future-ready educational experience. The lessons learned the insights gained, and the transformations initiated have fortified my dedication to nurturing environments where diverse talents flourish and opportunities are boundless. Moving forward, my resolve remains steadfast in promoting education as a means to empower, embrace diversity & inclusivity, and create transformations for both students and staff.

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	Dr Scott Lichtenstein
Job Title	Associate Professor, Strategic Leadership
Fellowship Status	FHEA
Institute/Centre/Discipline/Unit	Birmingham City Business School, Birmingham City University
Email address	scott.lichtenstein@bcu.ac.uk
In what capacity can this individual comment on your professional practice?	
Line Manager at Birmingham City Business School	

Second Referee:	
Name	Dr Nassim Aissa Belbaly
Job Title	Empathetic AI Founder, Professor of Artificial Intelligence
Fellowship Status	
Institute/Centre/Discipline/Unit	
Email address	Nbelbaly@gmail.com
In what capacity can this individual comment on your professional practice?	
Line Manager at Birmingham City Business School Head of BCBS	

SECTION FOUR: Declaration

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

Signature	<i>Adila Khan</i>
Date	10 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.