

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 Md Nazmul Hasan
INSTITUTE/ DEPARTMENT/PROFESSIONAL UNIT	UWTSD Institute of Inner-City Learning (IICL), Birmingham Campus
POSITION (E.g. Lecturer/Senior Lecturer/Principal Lecturer/Director of Discipline/Other (please specify))	Academic Director
ROLE (E.g. Lecturer/Programme Manager/Admissions Tutor/Module Leader/Other (please specify))	Business Management and Computing Programmes Lead
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	15 th February 2024
Mentor	Caroline Lewis

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

I ~~currently~~ work as Academic Director at University of Wales Trinity Saint David (UWTSD), Institute of Inner-City Learning (IICL) ~~—Birmingham-Campus~~. I oversee seven ~~academic~~ programmes in Business Management and Computing and line-manage a team of 14 permanent and 40 hourly paid academics. I am a member of UWTSD's Research Ethics Committee. I chair UWTSD's Academic Discipline Boards ~~for Business Management and Computing programmes~~ and co-chair IICL Birmingham's Pre-Exam boards.

Before starting my current role in April 2023, ~~I~~ worked part-time at IICL Birmingham as Weekend Academic Lead from September 2021 to April 2023. In this ~~capacity, I~~ managed approximately 30 part-time lecturers and over 500 students. I established a robust system to uphold quality and consistency in academic delivery between weekdays and weekends. This system proved effective and was subsequently adopted by the current Weekend Academic Manager.

Previously, I have held academic appointments (2014—2023) at University College London (~~UCL~~), Royal Holloway ~~—University of London~~, University of Northampton and University of Bath. I have experience in programme leadership and validation and curriculum development and management. I am External Reviewer for selected ~~MSc~~ programmes at University of Exeter and External Examiner ~~for selected MSc programmes~~ at De Montfort University. I am also a Visiting Academic in Research Methods at University of Warwick.

I have published my research in leading journals and received research grants. My research has informed policies ~~in the UK and abroad~~. I have supervised PhDs ~~students~~ and internally examined PhD upgrades. I have externally examined PhDs ~~theses~~ at research universities in the UK. I am Associate Editor of two reputable journals: 'Environment, Development and Sustainability' (~~Springer~~) and 'Annual Review of Social Partnerships' (~~Routledge~~). I also review for numerous leading journals on an ad-hoc basis.

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;

Leadership in programme and module development

While employed at University of Northampton (August 2017–January 2020) as a Lecturer in Sustainable Business, I led the BA Business Studies programme, the largest undergraduate programme at the University-(A1). Through my leadership, the BA Business Studies programme underwent a transformative shift, with a focus on sustainability and a practical orientation embedded within its curriculum design, facilitated by the University's Changemaker Hub (University of Northampton, 2023a)-(K1-K2). At the time of taking leadership of the programme, a strategic decision was made to overhaul all programmes within the Faculty of Business and Law to incorporate issues related to the Sustainable Development Goals (SDGs). Additionally, the University forged a partnership with Northampton Borough Council to collaboratively address social needs in the Northamptonshire area, such as providing skill development training to disadvantaged individuals and enhancing the competitiveness of local businesses.

To support that strategic initiative, I was asked by the Head of Department to redesign the contents of the BA Business Studies programme due to my expertise in sustainability-(A1). Leveraging my research and teaching background in sustainability, I quickly recognised the necessity of such a redesign-(K1-A5). Collaborating closely with the module leads, I conducted two workshops in June 2019 to facilitate discussions on the optimal integration of SDG issues into the modules-(K2-V4). My approach was guided by UNESCO's Education for Sustainable Development (ESD) framework (UNESCO, 2017), which later served as the basis for the current QAA ESD guidance (QAA, 2021). The revamped programme featured modules informed by research and oriented towards solutions, addressing critical sustainability challenges from various subject-specific perspectives while unified under a central theme: How can businesses contribute to addressing the complex sustainability challenges we face? This included topics such as climate change, sustainable urbanisation, poverty and homelessness. Specifically, I emphasised on the role of businesses in the UK and globally in advancing the SDGs-(A1-V4-A5).

To further reflect on this reoriented focus of the programme, I collaborated with the module leads to design practical assignments closely aligned with sustainability outcomes. I took the lead in designing the assessments and module-specific activities to foster a 'Changemaker Mindset' among students. Additionally, as the programme lead, I encouraged the module leads to develop learning materials that would equip students with the applied and cognitive skills necessary to become forward-thinking and employable graduates (University of Northampton, 2023b)-(A3-A2-K3). I conducted two additional workshops with the module leads to design

assessments that encourage students to think innovatively and illustrate how components of the SDGs could be integrated into non-sustainability modules (e.g., Strategy, Accounting).

The revised ~~BA Business Studies~~ programme obtained the Chartered Management Institute (CMI) accreditation in July 2019 under my leadership. In addition, I mapped the learning outcomes of 'Business in Society' and 'Social Responsibility of Business' modules with that of the Principles for Responsible Management Education (PRME)-(A5). PRME is a United Nations-supported body that aims to develop the responsible decision-makers of tomorrow to advance sustainable development (PRME, 2023). This mapping led to the accreditation of these modules by PRME in July 2019, further reinforcing the University's commitment to fostering graduates with a 'Changemaker Mindset'-(K6). I designed the activities and assessments in these two modules to inspire students to envision a better and more sustainable world-(A3-K3).

The restructured ~~BA Business Studies~~ programme was also delivered at several partner institutes of University of Northampton under my leadership. The updated programme content and its increased emphasis on sustainability were well-received by both the University's partner institutes and colleagues at Northampton-(V2-V4). The inaugural cohort of students who completed the revised programme graduated in June 2023. However, since I left the University in early 2020, I did not have direct access to the National Student Survey (NSS) outcomes to observe the programme's impact firsthand, as the NSS survey for this cohort was conducted in early 2022. Nevertheless, module-specific surveys conducted during the initial term of the revised programme (September 2019-~~to~~ December 2019) indicated a high level of student satisfaction, with a rate exceeding 95%-(K5). Importantly, the initiatives I led during the restructuring process (as mentioned above) inspired my academic colleagues to ~~more explicitly consider the integration of sustainability~~consider the integration of sustainability more explicitly into their teaching materials-(K6-K1).

Innovative teaching to inspire learning

I consider teaching as a learning journey that I take together with my students. In most cases, this is a 10-week journey, depending on the type and mode of teaching. I normally divide this journey into three sequential phases, namely the 'developing interest phase' (first 2-3 weeks), the 'information phase' (weeks 4-~~to~~ 6) and the 'application phase' (weeks 7-~~to~~ 10)-(A1).

In the developing interest phase, my primary objective is to cultivate a positive interest in the topics I teach. I provide students with compelling reasons to engage with the module by discussing its broader applicability and relevance. This ~~initial~~ phase requires a considerable investment of effort to ensure that my students are mentally engaged from the outset, a crucial

foundation for the successful implementation of subsequent phases. Drawing from my experience, I recognise that students often exhibit reactive learning tendencies, opting for a 'surface approach' to learning. Therefore, my aim during this phase is to encourage a 'deep approach' to learning, wherein students endeavour to understand topics independently and thoroughly (Entwistle and Peterson, 2004) (K2-K3). Moving into the second phase, I streamline the delivery of core module content, focusing on depth rather than breadth, and provide ample opportunities for experiential learning. Finally, in the concluding phase, I assess students' understanding through intellectually stimulating, creative activities and assessments (A1-A3-A4).

I assess my teaching for effectiveness through a simple method: I use a shoebox to collect anonymous feedback from students at the end of each session. In 2023, while teaching a quantitative module at IICL Birmingham, the students praised the SPSS data visualisation techniques and Hans Rosling videos I incorporated, helping them overcome their fear of statistical analysis (K5-K4). Occasionally, I receive constructive suggestions through this feedback. During a Research Methods (MSc) class at University of Warwick last November, my students noted that I sometimes went too fast when demonstrating Stata (a statistical software) formulas. I adjusted by allowing more time for instructions in subsequent sessions (K5-K4).

I use 'Padlet' (a collaborative software) for designing quizzes and timed activities to assess student knowledge and adjust my teaching accordingly. At IICL Birmingham, I have encouraged my team to use similar tools, e.g., Ceros (an interactive content software), to regularly assess student learning in class. This proactive approach helps us gauge student progress towards learning outcomes before formal assessments (K4-K5-A2).

~~Since I joined IICL Birmingham,~~ I have led several initiatives at IICL Birmingham aimed at inspiring students through innovative curriculum development. I incorporated my overarching pedagogical approach, ~~as mentioned above,~~ while leading these initiatives with colleagues whom I supervise, alongside other senior colleagues ~~within the University~~. Currently, I manage four Business ~~Management~~ programmes: ~~BA Business and Management, BA Leadership and Management, Certificate in Business Skills and Master of Business Administration. All of these~~ All these programmes underwent major revalidation in 2023. I utilised this revalidation period as a window of opportunity to streamline the module-level content ~~of these programmes,~~ aiming to better address the demands of mature, widening participation students at IICL Birmingham. This includes a preference for experiential learning and guided debates in the class on contemporary issues (V1-A1). As part of this streamlining process, I reduced the overall teaching content for each module from ten weeks to seven weeks. This was done in collaboration with the Quality team, reflecting on our students' feedback, as they have

commitments beyond their studies at the University. This planned reduction in overall teaching content for each module allowed additional time for the lecturers to offer guest speaker sessions, invite professional services staff to promote their services, organise industrial trips ~~for the students~~, provide space for experiential learning and conduct assessment workshops. The outcome of this initiative is reflected in the module evaluation surveys conducted between July 2023 and February 2024, showing an average positive response rate of 94% (V2-K2-K3).

During the revalidation, I redesigned the assessments to reflect the current challenges facing the Higher Education (HE) sector, such as the dominance of Artificial Intelligence (AI) platforms and the rise in cases of academic misconduct. I directed the module leads to design experiential assessments ~~for students at all levels~~, such as panel discussions, role-playing and in-class debates. The introduction of such assessments has significantly reduced instances of academic misconduct and generated a positive interest among the lecturers, particularly the hourly paid lecturers (HPLs), and our mature students (A3). This led to a ~~much-improved~~ much-improved external examiner feedback ~~for the Business Management programmes~~. Particularly, the external examiner praised our efforts in encouraging students to think 'outside the box' while completing their assessments, as well as our commitment to designing diverse, experiential assessments (K2-A3).

I have enhanced student feedback mechanisms by introducing real time verbal feedback for assessments such as presentations, debates, role-plays and discussions. I noticed that written feedback on such assessments, provided via Turnitin, was often overlooked by our students, resulting in minimal impact on improving their future assignments. I implemented this initiative of providing real time verbal feedback for particular assessments following a number of ~~discussion~~ discussions with the programme managers and the Quality team in May 2023. This initiative, as mentioned during the student-staff committee meetings, has benefited our students by enhancing their understanding of their performance in practical assessments and identifying areas for improvement moving forward (A3-K3-A4).

To improve student performance in assessments, I have asked the lecturers to create instructional videos using Panopto, a video editing tool, for all assessments across the seven programmes I oversee. I ensured that concise 3-minute video instructions for each assessment are uploaded to the Moodle site, clarifying expectations for students. This initiative has proven especially beneficial for students with disabilities, who may find lengthy assessment briefs challenging to navigate. The introduction of these accessible video explanations has resulted in a notable 25% decrease in non-submission rates between May and November 2023 (K4-V1).

I ~~also took~~ the initiative to digitalise all exams within the BA Business Studies programme in September 2023. I directed the programme manager in collaborating with the Quality and Assessment teams to transfer all paper-based exam questions to the Moodle site. We utilised the 'exam freeze mode' function on Moodle, which helped us maintain exam integrity by preventing students from accessing unauthorised online resources during exams. This digitisation, through using Moodle as a learning technology, has streamlined the exam administration process and lightened the load on colleagues responsible for conducting exams. During the March 2024 student-staff committee meeting, the students provided positive feedback on the new computer-based exam process that I introduced for the first time ~~in the Spring 2024 term~~ at ICL Birmingham-(K4-A3).

Support student learning and development

I launched two specific initiatives at ICL Birmingham to further improve the quality of our academic delivery, namely the Masterclass Series and a Journal Club-(A1-K6-A5).

I initiated the masterclass series in May 2023. There are two streams to this initiative: one is inward-~~faceing~~facing, and the other is outward-facing. The inward-facing masterclass series includes guest lecturer sessions by industry experts and academics whom I invite to deliver either 'skills-based' sessions, such as data analysis workshops using -software such as NVivo and SPSS (K4) or 'topic-based' sessions, such as developing emotional intelligence, nurturing mindfulness and understanding the dynamics of sustainable entrepreneurship. As part of this inward-facing masterclass series, I have invited twelve guest speakers since May 2023, who delivered engaging sessions across all seven programmes I oversee. ~~For example,~~ I have invited an award-winning career coach, the author of a best-selling textbook on professional development, leading academics from research-intensive universities and an industry-leading expert in Data Analysis software, to name a few. These inward-facing masterclass sessions are linked to one or more modules our students are studying as part of their degree, which helps them gain practical insights into the topics they study-(K6-A2-K3). I designed a student feedback survey consisting of ordinal and open-ended questions to assess the effectiveness of these sessions. These surveys are distributed to students after each session. I encourage the programme managers to use the feedback data to improve future sessions. A copy of the feedback is shared with the guest lecturer to aid their reflection on their teaching (K5-A5). I share a positive student feedback below as evidence.

This 2-day session was simply outstanding. I will never think about quantitative data the same way I used to think before. The group activities helped me to learn the interpretation of

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quantitative data and now I am more confident about talking about statistics. The [completion] certificate at the end was a great bonus, now I can mention this on my profile [CV]

– A Level 5 ~~BA~~-Business ~~Studies~~-student (feedback given in June 2023)

The outward-facing masterclass series consists of industry visits where we take our students outside the campus to visit businesses and relevant organisations. This allows them to engage with and learn from the professionals-(A4-K3). For example, we took our students on an overnight trip to the Eden Project (one of the world's largest indoor rainforests), Sheldon Country Park and Old Rectory Farm and the National Museum of Computing, among other places-(A2-K6). These trips are usually accompanied by academic members and are generously supported by IICL Birmingham's student experience budget.

UWTSD launched a new initiative in 2023 to foster meaningful collaboration between colleagues and students, called POD, which stands for Peer-led, Organic Development. In response, I initiated the idea of a Journal Club in June 2023 and formally launched it in October 2023 after some refinements. The Journal Club is open to both academic staff and students, aiming to meet three times each term to discuss contemporary issues using academic papers selected by the lecturers. This joint student-lecturer exercise involves spending 45 minutes to discuss and debate relevant contemporary issues related to the modules students are studying, in a friendly setting during scheduled class time-(A4-A5-K3).

The Journal Club is currently (Spring 2024) running in four classes, of which I attend one each week as part of my own CPD. Verbal feedback from our students thus far has been outstanding, and this exercise is also benefiting the lecturers by updating their own knowledge base as they have to study contemporary topics for facilitating the discussion and debate-(A5). I firmly believe that such debates and exchange of ideas between the students and lecturers can better support learning for both parties. Many mature learners at IICL Birmingham are appreciating these interactions as they allow them to reflect on their practical experiences-(V1-V2).

On a more strategic level, UWTSD's IICL campuses in Birmingham and London launched the 'Learning Gain' project in 2023 to evaluate the overall effectiveness of teaching. Led by the IICL Assistant Dean, this initiative measures a student's progress in four aspects: knowledge, skills, personal development, and work readiness through diagnostic tests. I volunteered to lead the 'knowledge' aspect due to my background in quantitative research and my experience designing similar diagnostic tests for a research project in my previous role at University of Bath. I have recently designed six baseline surveys tailored to specific programmes delivered at IICL campuses. These surveys will assess the knowledge of widening participation students (those

admitted without any formal qualifications) at IICL campuses after each study level. The outcomes of these surveys will indicate whether, and to what extent, our overall approach to learning and teaching at IICL Birmingham and London has been successful, informing future strategic decisions in this area (K5-V3).

Creating and exchanging knowledge through research and other scholarly activities

I research sustainability, business ethics and ~~public and planetary~~ health in urban development context-(K1). Previously, I collaborated with colleagues to write teaching case studies on sustainable business (Shil and Hasan,-2015). My teaching case studies on sustainable business were published in bestselling textbooks edited by leading scholars in sustainability (Hasan, 2019; Hasan and Islam,-2016), making them widely used in university teaching across the UK (A2-A5-V3). My case studies present interesting perspectives on sustainability from developing countries and thus contribute to the current initiatives on decolonising university curriculum across the UK (Shain et al.,-2021).

My contribution to ~~the body of~~ knowledge through high quality research ~~at the highest level~~ is often utilised by colleagues in their teaching. ~~For example, a~~ critical commentary that I published (with colleagues) in the journal 'Cities & Health' (Black et al.,-2020) during the early days of Covid-19, where we discussed how we could possibly reassess and communicate public health risks to minimise impact, is currently being used in teaching in ~~one of the~~ Level 4 modules at IICL Birmingham called 'Introduction to Public Health'. My research ~~(with colleagues)~~ has demonstrated the importance of including health outcomes more explicitly into urban transport and housing policies in the UK (University of Stirling,-2023; Bates et al.,-2023) and is currently being used in teaching in a Level 6 module ~~at IICL Birmingham~~ called 'Strategic Management and Sustainability'-(A2-A5-V3).

I am Associate Editor of two reputable journals. ~~In my role as~~ Associate Editor of 'Annual Review of Social Partnerships', I conduct interviews with industry practitioners who are actively engaged in addressing social issues (Hasan-2017, Hasan-2018). Recently, I collaborated with one such practitioner, who directed the UK government's 'Help to Grow: Management' programme at University of Derby. I invited him to deliver an interactive masterclass session on 'generating research questions from contemporary business issues' in November 2023 for MBA and BA Business Studies students at IICL Birmingham-(A2-A5). The session received outstanding student feedback.

I regularly engage in other scholarly endeavours, including delivering invited talks at universities, evaluating PhD theses as an external examiner and playing a crucial role in upholding

educational standards and consistency across various UK universities through my roles as an external examiner and reviewer. Between February 2019 and December 2022, I delivered invited talks on '~~ethical issues in management~~' for academic audiences at University of Iceland, Coventry University and Bayes Business School. Such activities allow me to share the knowledge I generate through research with various audiences. My invited talks focus on specific topics within my area of expertise. During these sessions, I am expected to help participants to (1) gain a conceptual understanding of the topics I discuss and (2) identify solutions through collaborative activities. I utilise a digital collaborative platform called 'Miro', which enables real-time interaction among participants. Using Miro, they can project their ideas through drawings and diagrams. The platform also allows everyone to see each other's contributions simultaneously, facilitating the gathering of diverse perspectives on a topic within a short period. Miro is particularly valuable to me because most of my invited talks revolve around contemporary social issues from a management perspective. This requires me to enable participants to brainstorm ideas and provide them with a deeper understanding of the topics I discuss. Miro assists in achieving this by allowing participants to work collaboratively and explore issues from a systems (holistic) perspective (K4-A2).

I have supervised PhDs ~~students~~ and internally examined PhD upgrades. I ~~regularly~~ serve as ~~an~~ ~~E~~external ~~E~~xaminer for PhDs ~~theses~~ at public research universities. I recently encouraged two programme managers in my team to attend research ~~degree~~-supervision training at UWTSD and provided them additional time to co-supervise DBAs ~~students~~ from May 2024. I serve as External Reviewer for ~~the~~ MSc in Business Management programmes at University of Exeter and as External Examiner for ~~the~~ MSc International Business suite of programmes at De Montfort University. Through these responsibilities, I ~~directly~~ contribute to the quality enhancement of UK universities-(A5-K6).

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 - Reorienting the Induction for New Academic Staff and Supporting Professional Development

~~In this case study, Here~~ I discuss the changes I implemented in the induction process for new academic staff at IICL Birmingham and its subsequent impact. Additionally, I present the initiatives I undertook to develop the professional skills of my academic colleagues.

~~IICL Birmingham is a teaching-focused university campus with a busy schedule. The campus was opened in March 2018 with only 200 students, and now it has over 2500 students. Along with such expansion came additional challenges, such as the need to frequently recruit new academic staff to support teaching. IICL Birmingham is a rapidly expanding university campus that faces additional challenges, such as the frequent need to recruit new academic staff to support teaching.~~ The campus did not have any formal structure for inducting new academic staff prior to my appointment as Academic Director. New academic staff were given information on their first day about the university's expectations and work schedules. In May 2023, I introduced a reoriented induction process focusing on a people-centred approach rather than an organisation-centred one-(A5-V4).

The way organisations induct newcomers has a significant impact on staff satisfaction and retention. Research suggests that organisations that take a traditional, procedure-centric approach to inducting new staff usually experience low staff satisfaction and retention, as this process focuses on informing newcomers about the organisation and its policies (Cable et al., 2013). On the other hand, a people-centric approach to inducting newcomers has a proven, positive impact on staff retention and satisfaction (Grant et al., 2014). In the revised approach to inducting new academic staff at IICL Birmingham, I adopt a people-centric approach. On their very first day at work, I arrange an informal meeting with the new staff. Instead of delivering a lengthy presentation about the University, its work schedule and our expectations, I engage them in conversation, asking about their background, expectations from us, expertise and existing ~~good practices~~ good practices. This approach instantly shifts the focus to the individual, making the new staff feel welcomed at the University. I inquire about their strengths and how they envision contributing to the success of the ~~University, and~~ University and try to align their work schedule according to their expectations and expertise-(K6). This reoriented approach to new staff induction is already yielding significant positive outcomes within my team, as I elaborate below.

After the initial meeting on their first day at work I send a Welcome email to them and copy all the academic members of staff. In the email, I share a brief bio of the new staff being inducted and introduce them to their colleagues. This provides further reassurance to the newcomer that

they are ~~welcomed~~welcomed, and their expertise has been recognised and shared-(V4), as recently mentioned by one of the new recruits: *'I really liked the way you introduced me and informed colleagues about my expertise, I feel valued and appreciated'*.

I have created a 'New Staff Information' pack by compiling information from the university website and from colleagues based at other UWTSD campuses. This New Staff Information pack is more suitable for IICL Birmingham's academic staff, as the activities we conduct here differ from those at the other campuses. Prior to my development of this pack, we did not have any formal induction materials to share with new academic staff, which posed a challenge for them as they had to search for important information on their own. At a multicampus university like UWTSD, this can consume a significant amount of staff time. The pack I created contains valuable information on staff development and other relevant topics such as funding for professional development, research support and annual academic calendar-(A5).

I encourage the newcomers to go through these documents, which mainly focus on their development and support, and request them to come back to me should they have any queries. This pack helps the new academic staff to access information quickly as and when needed and provides them with an overview of the support available for their development and professional growth. It also contains contact details of the key people both within IICL Birmingham and across the other campuses-(V3-A5). Additionally, I set up monthly coffee meetings with the new staff during their first six months of employment until their first Performance Development Review (PDR) meeting to give them the opportunity to share any concerns with me in an informal setting. This allows them to express their feelings about the job, discuss the issues they are encountering and share good practices-(A5).

I consider continuous professional development (CPD) as a key aspect of academic staff development. I regularly update my pedagogical knowledge by participating in NEXUS conferences and mandatory CPD training at UWTSD. I share my experience of participating in such events with my team during our subject group meeting that takes place once a term. I hold a PGCE in Skills of Teaching to Inspire Learning (Commendation) and a PGCert in PhD Degree Supervision-(A5). I regularly train HPLs based on peer observation and student feedback. I regularly lead IICL Birmingham-specific workshops to discuss teaching best practices, enhancing my own skills and ensuring all IICL Birmingham lecturers can confidently engage mature learners-(A5).

I ensure that new academic staff are given the opportunity for their CPD. Over the past twelve months, I directly guided two new lecturers in my team to gain HEA fellowship. I reviewed their fellowship applications, helped them to select examples of their academic practices to reflect on

and provided them references. One of my team members has been nominated as a Leadership in Education Awards Programme (LEAP) fellow in December 2023. LEAP Fellows receive a variety of training and networking opportunities, and take up projects in Learning, Teaching and Enhancement. I am directly supervising the LEAP fellowship holder in my team in leading an innovative project on using AI to enhance teaching and learning at IICL Birmingham. We recently had our first IICL Birmingham Teaching and Learning Conference in February 2024, where the LEAP fellowship holder presented this project and received positive feedback from the professional and academic staff. I have managed to inspire all academic members of my team to register for their HEA fellowship. I also encouraged those with limited teaching experience to sign up for the PG Certificate in HE Teaching ~~in HE~~ course at UWTSD-(A5). My team members have provided numerous positive comments due to my support for their CPD. I provide one example below.

Hasan has provided me with excellent support in developing the programme and enhancing my own professional skills. I achieved HEA fellowship recently and Hasan offered valuable feedback on my drafts and provided references. I attribute much of my success to Hasan's approach, which brings out the best in people and has helped me discover who I am when I am at my best.

-A current programme manager (feedback given in February 2024)

I allocate work based on expertise and previous experience, which helps the new academic staff in my team contribute more positively to our teaching, as they can draw on their subject-specific knowledge. This has a direct benefit to our students, reflected in over 95% positive feedback on all of our business management and computing modules taught between May 2023 and November 2023-(K5). Students also feel more inspired when they know their lecturers are subject experts and are passionate about the modules they are teaching; this also lends more credibility to the lecturers-(K3). In May 2023, I initiated the process of collecting module-level statistics for each class to assess the teaching performance of lecturers. I provided training to the module leads on how to extract essential module-level statistics to pinpoint areas for improvement. These statistics encompass details such as class size, submission and pass/fail rates and instances of academic misconduct-(K5).

Peer observation was a standard practice at IICL Birmingham but was suspended due to Covid-19. I reintroduced it in September 2021 during my tenure as Weekend Academic Lead. I ensured every new Weekend lecturer was observed during their first term to maintain quality. Subsequently, peer observation was reinstated for both weekend and weekday deliveries (K5). In my current role, I emphasise conducting peer observation as a meaningful developmental opportunity, not just a routine task. In June 2023, I asked an experienced lecturer to observe a

newly appointed HPL with limited teaching experience. The observer noted the HPL lacked confidence in managing mature Level 4 learners. Consequently, I assigned another experienced lecturer to shadow her sessions and support her to gain more confidence in teaching. I also adjusted her teaching assignments to Level 5 and 6 students, who are more professionally oriented in their approach to learning, to further develop her skills before reintroducing her to Level 4 students in May 2024 (K5-A5).

I ~~also~~ provide professional development support to the HPLs. I typically engage in conversations with the new HPLs to understand their expertise. I then provide them with opportunities to deliver guest lectures that are related to their expertise, and also relevant for our students-(A5). Many of our HPLs are new to academia and are pursuing PhDs on interesting topics. I invite them to deliver guest lectures on the areas they are researching, customising these sessions to the level of our students, with the aim of providing students with a more specific view on particular topics. I recently invited two HPLs to conduct sessions on business process simulation and supply chain optimisation. Our students enrolled in the BA Business Studies programme enjoyed these sessions as they gained practical insights on these topics from individuals actively researching them (A5-V3-K3).

In summary, my people-centric approach to inducting new academic staff and, more broadly, developing the professional skills of academic staff in my team has yielded many positive outcomes over the past 12 months, including a 0% turnover rate for HPLs, less than 10% turnover rate for permanent lecturers and over 80% NSS response rates (as of March 2024). Below is one example of the many positive feedback I received from colleagues.

I would like to praise Hasan of how he is monitoring the teaching/campus and I would like to thank him for how well he communicates, engages and involves me with the teaching delivery. I felt that it was important to make you aware of the excellent job he is doing as credit should be give when is due. He has my full support now and in the future, as he is a great colleague and team player.

-A current programme manager (feedback given ~~via email~~ in May 2023)

Case Study Two - Improving the 'Reasonable Adjustment' Process for Students with Disability

~~In this case study, Here~~ I explain how I led a 'revised' process for delivering Reasonable Adjustment support to students with disabilities at ICL Birmingham, examining its impact on both student performance and the lecturers guiding them. Reasonable Adjustment includes a range of in-class academic assistance tailored to students with diagnosed learning difficulties and various mental and/or physical health challenges. ~~For clarity, I have structured this case study into the following sections: Context, delineating the significance of Reasonable Adjustment support for students at ICL Birmingham; Identification of issues within the previous process of providing Reasonable Adjustment support; Description of the revised process and my role in leading its implementation; and Key outcomes achieved.~~

ICL Birmingham predominantly provides education to Widening Participation learners. Most of them face financial difficulties and mental health challenges due to strained family life, prolonged illness, or traumatic past experiences. They join university after a long period of detachment from formal education, making it challenging for them to adapt to the pressure of transitioning to a university study schedule. Consequently, we receive a high volume of Reasonable Adjustment support requests from students. It is therefore crucial for the University to ensure that these large numbers of students receive sufficient support for their academic progression and smooth transition to university life.

Until March 2023, the Disability team maintained a central record of students who needed Reasonable Adjustment support. At the beginning of each term, the Disability team used to email the lecturers with information about individual students in their class needing Reasonable Adjustment support. The emails contained information such as the name and ID of the student, a summary of their disability with consent to share, a summary of Reasonable Adjustment they needed in class (e.g., regular comfort breaks, more time to discuss and understand complex topics), on campus (e.g., Personal Emergency Evacuation Plan), and in assessments (e.g., additional time, no presentation in front of other students).

That process, based on a single point of written contact via email between the Disability team and a wide pool of predominantly HPLs, proved ineffective. Firstly, the HPLs received several Reasonable Adjustment emails from the Disability team and rarely managed to read them ahead of their class due to having academic appointments at other universities. Secondly, many HPLs did not have the required pedagogical knowledge to offer Disability support in the class. Finally, due to the above two reasons, students who needed Reasonable Adjustment support hardly

received any support in the class, which led them to complain to me on many occasions. Their complaints were mainly along the lines of 'my lecturer doesn't know that I have learning difficulties', 'my lecturer was asking questions in front of the class and was asking me why I was not getting it after several explanations', 'my lecturer didn't approve my assessment extension request', and 'my lecturer asked me to present in front of the class despite me having anxiety problems'. These complaints made it clear to me that the single-point, email-based communication process was not helping the students with disabilities. Therefore, I took the lead on the initiative of a 'revised' process of communicating information about students with disabilities and worked alongside colleagues from the Disability team to implement it (V1-V2).

I had several meetings with colleagues from the Disability team in May 2023, and we formally launched the revised Reasonable Adjustment support process in July 2023. In the revised process, the responsibility for disseminating Reasonable Adjustment information to relevant lecturers shifted from the Disability team to the programme managers and module leaders. Instead of relying solely on emails from a central spreadsheet populated by the Disability team at the beginning of each term, programme managers now discuss the support needs of students with disabilities during their pre-term meetings with the lecturers. Subsequently, the module leaders discuss individual Reasonable Adjustment cases, extracted from the central spreadsheet, during module-specific fortnightly meetings. To ensure adherence, I made attendance at these meetings mandatory for lecturers teaching the module. In essence, the revised process ensures that the programme managers and module leaders actively engage with the lecturers to discuss individual Reasonable Adjustment cases, thus preventing oversight of this crucial support (V2).

I encountered initial resistance from the programme managers due to the additional administrative burden imposed by the implementation of the revised process. To address this challenge, I facilitated multiple meetings among the programme managers, the other Academic Director, the campus Dean and colleagues from the Disability team in June 2023. During these sessions, I repeatedly highlighted the potential benefits of the revised approach for our students. Additionally, I emphasised the guidelines provided by the Office for Students on supporting students with disabilities (OFS, 2022) and highlighted the processes adopted by other universities. These efforts were instrumental in persuading the programme managers to accept the revised process (V4).

In the revised process, prior to the commencement of each term once teaching timetables have been released, the programme managers send an email to the lecturers for each class, providing an overview of the existing Reasonable Adjustment information for students within that

class. The subject line of the email is structured as follows: Course Name, Group and Intake. To indicate that the information has been disseminated for the term, the programme managers highlight the student information on the spreadsheet in a specific colour. Subsequently, the programme managers monitor the group tabs on the spreadsheet on a weekly basis, checking for any additional students who may have been added and are not yet highlighted, or if the colour has been removed for an existing student by a Disability Adviser, indicating revised Reasonable Adjustment information. Additional students are added by Disability Advisers as and when new Reasonable Adjustment requests are created. In the event of any changes, the programme manager sends out a follow-up email within the same thread as the initial email, including all student information for that group, including any newly added students. The lecturers are informed as follows: "Please see updated reasonable adjustments below, including revised and/or additional student information for your group". I directly monitor this entire process to ensure that the lecturers have all the necessary information consolidated within one email thread for the Reasonable Adjustments pertaining to their respective classes (V1-V2).

Additionally, I encourage the lecturers to create a Reasonable Adjustments email folder for the specific class/es they lecture each term. This allows them to consolidate emails in one easily accessible location. It also aids in identifying students during module-specific fortnightly meetings when module leaders discuss the support needed for individual students with disabilities studying that module (V1).

In the initial months following the launch of the revised Reasonable Adjustment support process, it became apparent to me through peer observation that many of our lecturers lacked adequate pedagogical training in handling students with learning difficulties, particularly those with complex, hidden disabilities. Therefore, alongside leading the implementation of the revised process, I prioritised the enhancement of pedagogical training at IICL Birmingham. This involved ensuring that our lecturers received comprehensive training to deepen their understanding of various disability types and equip them with the tools to apply appropriate teaching methods to better facilitate the academic progress of students with disabilities (A5).

Collaborating closely with colleagues from the Disability team, I introduced two mandatory training sessions for lecturers to attend each term: 'Autism and Hidden Disabilities' and 'Offering Academic Support to Students with Long-Term Health Conditions and Dyslexia.' These sessions cover a range of disabilities, including Specific Learning Differences, Autism Spectrum Condition, Vision and Hearing Loss and Physical or Mobility Difficulties, through interactive activities designed to enhance lecturers' ability to support students with disabilities effectively. Additionally, these sessions provide insight into the student referral process to the Wellbeing

team. I make recordings of these training sessions available to the lecturers for future reference to ensure accessibility and flexibility. Participation in these training sessions has empowered our lecturers, including me, with a deeper understanding of how to support students facing academic difficulties and tailor pedagogical approaches to meet their specific needs. This represents a crucial advancement in their professional skills development and underscores my commitment to fostering an inclusive learning environment at IICL Birmingham (A5-V2).

The implementation of the revised process has yielded significant improvements in class attendance, assessment submission and progression rates among students with disabilities. Prior to the introduction of the revised process, module-specific data indicated that students with disabilities exhibited notably lower rates in these areas compared to their peers. In February 2024, I collaborated with colleagues from the Disability team to assess whether these statistics had improved post-implementation. I was pleased to learn that not only have students with disabilities achieved similar rates of assessment submission and progression as their peers, but their performance has also reached parity (V2-K5). This positive outcome demonstrates the effectiveness of the revised process in fostering inclusivity and academic success for all students at IICL Birmingham.

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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	Khaza Ahmed
Job Title	Lecturer in International Business
Fellowship Status	Fellow (FHEA)
Institute/Centre/Discipline/Unit	University of Northampton
Email address	k.ahmed@uwtsd.ac.uk
In what capacity can this individual comment on your professional practice?	
Previous peer colleague and I was his mentor for professional development.	

Second Referee:	
Name	Dr Aliyu Sambo
Job Title	Senior Lecturer in Computing
Fellowship Status	Associate Fellow
Institute/Centre/Discipline/Unit	UWTSD IICL, Birmingham Campus
Email address	a.sambo@uwtsd.ac.uk
In what capacity can this individual comment on your professional practice?	
Previous peer colleague and I am currently Aliyu's line manager.	

SECTION FOUR: Declaration

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

Signature	
Date	25/03/2024

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.