

Fellowship

Supporting Statement Template

Your Name	Dr Iain Jones
Institution/organisation/other	UWTSD
Job Title	Senior Lecturer, Education
Email address	i.jones@uwtسد.ac.uk
Your Fellowship Status (if appropriate)	N/A
Relationship to Applicant	Colleague
How long have you worked with the applicant (insert dates)	Since October 2022
Declaration	In submitting your supporting statement, you are confirming that the applicant's submission relates to their higher education professional practice and that your statement is your own work and has been written specifically for this applicant. If the professional integrity of the supporting statement is in question it will not be accepted. I confirm that I have read and agree with the declaration above.  Date: 28 June 2024

Supporting Statement

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

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

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

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

Introduction and context

I can confirm I have carefully read all details and examples submitted by Dr Carolyne Obonyo in support of her application for Fellowship and each of the sections of her application.

I have worked and taught with Carolyne since October 2022. In 2022-23, we taught two modules together on the taught EdD programme working with PT EdD students and FT students. In 2023-24 I have continued to work with Carolyne, with PT EdD students and have moderated her marking and benefited from her support in her Faculty role as Co-chair of Athrofa Ethics Committee

Please see specific comments and sub-headings below:

Designing and planning learning activities and/or programmes of study

In 2022-23, I was able to observe Carolyne's attention to detail in her preparation of module teaching materials for ECDE7015 and how those materials were incorporated onto the module moodle page and then used as the basis for Carolyne's teaching with FT International students.

Teaching and/or supporting learning

What was distinctive about this practice, in ECDE7015, was that Carolynne had to adapt and apply materials that were originally designed for PT students, largely based in Wales, and consider how to make the material relevant and engaging for FT International students from China. She met this goal by drawing on her own experiences of living and working in Kenya, California and New Zealand. Carolynne was able to provide a range of relevant examples from both her own teaching practices and research that made this experience relevant and the concepts engaging and relevant to students and their own lived experiences.

Assessing and giving feedback to learners

I also observed how Carolynne built formative feedback into her taught sessions within EdD modules and referred to specific areas for development that related to student preparation for their summative feedback within modules. Her care to detail is a distinctive feature of the feedback that Carolynne provides- as well as guiding specific students in areas for development in future assignments. In specific instances Carolynne needed great patience in working with students by identifying areas for their development .

Developing effective learning environments and approaches to student support and guidance

Within taught face-to-face sessions, Carolynne ensured that a variety of activities were a distinctive feature of her work with the whole of a group and small groups of students too. I also observed Carolynne's commitment to providing detailed and supportive comments for students as they worked on different stages in the development of their assignment from initial preparation, to draft and final submission.

Engaging in continuing professional development, research and the evaluation of teaching and learning related professional development

I have read Carolynne's statement and the range of CPD and scholarly activities that she engages in. This commitment to her own personal and professional development has, also, been shared where appropriate with groups of and individual EdD students.

This commitment to a distinctive range of CPD and lifelong learning is motivating for students as they see the benefits that Carolynne has gained and the different strategies she has deployed in her own professional development, including the range of publications.