

Fellowship

Supporting Statement Template

Your Name	Dr Besty Jose
Institution/organisation/other	IICL, UWTSD Birmingham
Job Title	Senior Lecturer
Email address	b.jose@uwtsd.ac.uk
Your Fellowship Status (if appropriate)	None
Relationship to Applicant	Colleague
How long have you worked with the applicant (insert dates)	05/01/2023
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: 24/06/2024

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.

This reference is for Hamdi Hussain for her fellowship in Higher education application. I am Dr Besty Jose, and I am a Senior Lecturer in Health & Social Care and Programme Manager for the Certificate in Skills for Workplace (Health and Social care) at IICL, University of Wales Trinity St David, Birmingham. I have known Hamdi Hussain for 1.5 years in the capacity of a Lecturer and Programme Manager. During this time I have been consistently impressed by her dedication to teaching and learning in higher education.

I worked closely with Hamdi when she was leading one of the level 4 modules. She was the module lead for LCHS4007 – Digital Skills & Research Methods module (K1). She was leading a team of 8 lecturers. As discussed in A2, Hamdi made positive changes to the module content to integrate technology to the learning of the students (K2, K4). This received positive feedback from lecturers and students (V3, K5). Hamdi also supported newly joined lecturers in her team and they commented that her support was invaluable for them.

Hamdi took over the MSc Public Health & Social Care Practice programme management. Hamdi's proactive approach (discussed in A3 and A5) to improving the MSc programme demonstrably benefited her students and the structure of the programme (K6, V4). As illustrated in A1, Hamdi realised in the early days of her role as a programme manager, the need to adjust the dissertation module. The time frame to complete the module was

not enough for the students. So she discussed it with me and other colleagues and identified the need to adjust the practice-based research module. Hamdi after discussion with students and staff members made positive changes to the practice-based research module which prepared the students for their dissertation module (V3). This resulted in higher-quality dissertations as students had the opportunity to think about their chosen topic and work on it at an earlier stage (K5).

Hamdi made a very positive effort in supporting the international students in her programme (V1). She understood the needs of international students by liaising with them (discussed in A4) and implemented some additional academic support for the students to equip them to understand the UK education system and dissertation expectations (K3, V2). These extra support sessions were well received by the students and they helped the students to be equipped with the resources and tools required to complete their dissertations successfully.

Throughout my interactions, I am impressed by Hamdi's contribution to teaching and learning.