

Fellowship

Supporting Statement Template

Your Name	Dr Shelley Doolan
Institution/organisation/other	Assistive Technologies Innovation Centre (ATiC), University of Wales Trinity Saint David
Job Title	Project Manager
Email address	Shelley.doolan@uwtsd.ac.uk
Your Fellowship Status (if appropriate)	Fellowship of the HEA: Recognition reference PR201545 HEA Fellow
Relationship to Applicant	Manager
How long have you worked with the applicant (insert dates)	18.2.2019 - present
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: 20 June 2023 

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.

Yolanda's teaching experience includes lecturing (L5 and L6) on Digital Skills [K4] within the Design Crafts programme, as well as developing and delivering work experience workshops for Level 3 students as part of her role in the Assistive Technologies Innovation Centre (ATiC) [A2] [V2]. She has worked with colleagues, course leaders and lecturers to develop lessons, tailored to the specific needs of learners – in terms of content as well as adapting to differing learning styles. [A1] [K3] [V1].

Yolanda has extensive subject knowledge, informed in part by her research role within ATiC, which encompasses the innovative application of a host of digital hardware and software tools to address research questions. This often requires non-standard uses of such tools and a flexible adaptive way of working. Additionally, her prior education and training as an Architect, and previous employment in a Fab Lab environment have given her a strong foundation in the subject matter. [K1]

Yolanda has demonstrated an enthusiasm for continuing professional development both formally and informally. For example, she has undertaken a PGCE PCET programme to formalize and further develop her teaching experience and skills development in this area. She has a strong research-driven approach to expanding her subject knowledge, for example learning new software and applications such as developing virtual reality environments. Additionally, she takes opportunities to attend and present at conferences, keeping up with sector and subject developments. [A5] [V3].

She is able to bring this research and learning into her own teaching, and to reframe and contextualise content to make it relevant to the learner cohort. For example, rather than a dry and exhaustive delivery of a computer aided design (CAD) lesson, she has demonstrated an understanding of those aspects of the subject that are most relevant and useful to the learners and how the lessons will contribute to the wider module and learning outcomes. Additionally, and importantly, she demonstrates a sensitivity to and an understanding of the wider debates around the subject matter. For example, within the sphere of Craft and Craft education, there is some sensitivity to the use of technology in a domain historically associated with the 'handmade'. Her ability to contextualize the subject and to articulate how the digital tools may complement rather than displace, traditional craft knowledge, ensures an inclusive approach that provides reassurance and encourages engagement and participation by learners for whom the subject may otherwise be uncomfortable or daunting. [V1, V4].

Her lessons make use of a multi-method approach including practical tasks, lectures, tutorials and student-led activities. [K2] Throughout lessons she facilitates and supports student engagement and demonstrates an awareness of the students' progress and comprehension. This is supported through her use of group discussions, and interactive problem-solving activities that enable in-lesson assessment. [A4] [K5].

She is able to give feedback to learners and has shown a willingness to be adaptive in delivery, for example, by changing pace if required, or providing additional context to the learner to enable them to see the relevance of a particular task or to adapt to accommodate differing learning styles [K3] [V1]. She has worked with lecturers and the Course leader to take part in assessment of student work and to provide feedback to learners. [A3] [K5].

Yolanda has demonstrated an ability to create effective learning environments that support the development of learner confidence through hands-on engagement with processes – learning by doing – as well as one-to-one sessions where required. She encourages students to take ownership and supports their progress towards independent learning and greater autonomy, for example, by encouraging them to operate machines such as 3D printers. [A4]

Yolanda has demonstrated the ability and confidence to work across different platforms, using learning technologies appropriate to the subject matter and learner cohort. She effectively combines group lectures with computer-based activities and one-to-one tutorials. She has made use of hyFlex to facilitate distance learning where appropriate. For example, whilst students are encouraged to attend all lessons in person, theory-based lessons are made accessible online using virtual learning environments (VLE) (e.g., MS Teams), with the use of hyFlex to increase accessibility. Additionally, Yolanda has made effective use of MS Teams to provide content and teaching materials. [K4]

She has demonstrated an understanding of the importance and implications of quality assurance and quality enhancement for teaching. For example, the value and use of NSS and UKES survey outcomes; and student-completed module evaluation forms in informing future programmes. She has shown an awareness of benchmarking statements, such as The Quality Assurance Agency for UK Higher Education (QAA) Subject Benchmark Statement for Art and Design (December 2019), The UK Quality Code for Higher Education (Quality Code) and the Graduate Attributes Framework; and how her own teaching practice aligns to these [K6].