



Senior Fellowship

Supporting Statement Template

Your Name	Dipo DUNSIN
Applicant Name	Suresh Shanmugasundaram
Your Institution/organisation/other	University of Wales Trinity St. David Institute of Inner City Learning London
Your current role	Programme Manager for MSc Cybersecurity and Digital Forensics & Senior Lecturer in Computing
Email address	d.dunsin@uwtsd.ac.uk
Your Fellowship Status (if appropriate)	Fellow
Relationship to Applicant	Colleague
How long have you worked with the applicant (insert dates)	Since October 2025
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: 08/07/2026



Supporting Statement

Please provide your statement to verify and endorse the applicant's submission for Senior Fellow in the following section. You are required to comment on the applicant's recent higher education practice (usually within the last 3-5 years) providing examples to support your statement wherever possible.

In completing this Supporting Statement you are confirming that you have read the [Advance HE Senior Fellow Guidance for Referees writing a Supporting Statement](#). In association with the Descriptor 3 criteria of the PSF 2023 as a guide, it is important that you comment on the following in your Supporting Statement:

- + your own personal experience and knowledge of the applicant's effective, inclusive and comprehensive HE practice;
- + your perspective on the practical examples provided within the application to illustrate the requirements of Senior Fellow, focusing on the way(s) in which the applicant has effectively influenced or led on other colleagues' HE practice.

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

I am pleased to provide this supporting statement for Suresh in support of his application for Senior Fellowship. I have read his Account of Professional Practice and, based on my knowledge of his work in higher education, I believe the submission gives a fair and accurate account of his recent professional practice.

Suresh has developed a strong and wide-ranging profile as an educator in computing, with experience across several higher education settings. His practice is not limited to classroom teaching. He also contributes to programme leadership, curriculum delivery, assessment design, student support, digital learning, and the sharing of effective practice with colleagues. In my view, this is important evidence of the way he works beyond his own teaching and influences the teaching and learning practice of others.

One clear strength in Suresh's practice is his commitment to supporting diverse groups of students. In his current role at UWTSD London campus, he teaches



students from varied educational, cultural, and professional backgrounds, including mature learners, international students, and students who may be new to higher education expectations. His work as Programme Manager for the CertHE Computing Skills for the Workplace programme shows that he understands the challenges students face at transition points, particularly at Level 4, and that he responds with practical and inclusive teaching approaches.

I particularly recognise the value of the feedback literacy intervention described in Suresh's application. He identified that students were often looking only at marks and not engaging properly with feedback. Rather than treating this as a student weakness, he redesigned the learning experience so that feedback became part of weekly teaching. By modelling how students could interpret comments, linking feedback to assessment criteria, and gradually encouraging students to take more responsibility for acting on feedback, Suresh helped students build confidence and independence.

The impact of this work is also significant because it moved beyond one group of students. Suresh developed a framework that could be shared with colleagues across the programme and then delivered a workshop for module leaders and lecturers. This is a good example of influence at programme level. Colleagues were able to adapt the framework in other modules, including areas such as digital learning, computer architecture, problem solving, and networks. This demonstrates that Suresh is not only improving his own teaching but is also helping others rethink how formative feedback and learner independence can be built into weekly teaching practice.

Suresh's approach to assessment and feedback is also consistent with effective higher education practice. He shows a clear understanding that assessment should support learning, not simply measure it. His use of scaffolded activities, peer discussion, simplified marking guidance, and feedforward opportunities gives students repeated chances to understand expectations and improve. This is especially important for students who may not yet be familiar with academic language, assessment conventions, or the purpose of feedback in higher education.



I also support Suresh's evidence around digital learning and computing education. His work with The Open University on M269, particularly the Python refresher intervention, shows a strong understanding of how students learn in an online and distance learning environment. He identified that some students were struggling with the programming knowledge needed to engage with algorithms and computability, and he responded by designing an online bridging activity using Jupyter Notebooks and live coding. This helped students build confidence before engaging with more demanding module content.

Again, Suresh's influence was not confined to his own teaching group. By sharing the Python refresher materials and approach with other tutors, and by briefing colleagues on the rationale and structure of the intervention, he contributed to a more consistent and supportive student experience across tutor clusters. This is a useful example of how Suresh works with and through colleagues to improve teaching and learning practice.

Suresh's application also shows a clear awareness of the wider context in which higher education operates. In computing, this is especially important because the subject changes quickly and students need learning that connects with current professional and workplace practice. His work on database teaching, web development, programming, and the responsible use of generative AI shows that he is thinking carefully about employability, academic integrity, digital skills, and students' future professional needs.

I also note Suresh's contribution to quality assurance and enhancement. His programme management responsibilities, involvement in module planning, assessment practices, programme boards, staff-student discussions, and cross-campus coordination all show engagement with institutional processes. These activities support consistency in teaching delivery and assessment, and they show that Suresh understands the importance of shared standards and enhancement across modules and campuses.



In my view, Suresh demonstrates effective, inclusive, and comprehensive higher education practice. He designs and plans learning activities carefully, teaches and supports learning using appropriate approaches, assesses and provides feedback in ways that help students improve, supports and guides learners from varied backgrounds, and continues to develop his own practice through reflection and professional learning. His practice also shows engagement with scholarship and evidence-informed teaching, particularly in relation to feedback literacy, scaffolding, active learning, and online learning design.

Most importantly for Senior Fellowship, I believe Suresh demonstrates a sustained record of leading and influencing others who teach or support learning. His influence can be seen in the feedback literacy framework shared with colleagues, his workshop for lecturers and module leaders, his cross-module and programme-level work, his digital learning support for Open University tutors, and his wider contribution to curriculum and assessment discussions. These examples show that his practice extends significantly beyond direct teaching.

For these reasons, I am pleased to endorse Suresh's application for Senior Fellowship. I believe he meets the expectations of Descriptor 3 of the Professional Standards Framework 2023 through his recent higher education practice, his inclusive and evidence-informed approach, and his clear contribution to leading and influencing teaching and learning practice across his professional contexts.