

**UNIVERSITY OF WALES TRINITY SAINT DAVID
CONTINUING PROFESSIONAL DEVELOPMENT SCHEME
FOR RECOGNITION BY THE HEA AGAINST THE
UK PROFESSIONAL STANDARDS FRAMEWORK**

**APPLICATION FOR FELLOW
(WRITTEN RECORD)**

SECTION ONE:

NAME	Dr Jamiu Adetayo Dauda
FACULTY/CENTRE/SCHOOL/ DEPARTMENT	Architecture, Built and Natural Environments Wales Institute of Science and Art (WISA)
POSITION (E.g. Lecturer/Senior Lecturer/Principal Lecturer/Head of School/Other (please specify))	Lecturer
ROLE (E.g. Lecturer/Programme Director/Admissions Tutor/Module Leader/Other (please specify))	Programme Manager and Modules Leader
LENGTH OF SERVICE AT UWTSD (Applicants must have at least one year's service to evidence a CPD record)	YEARS: 1 MONTHS: 3

APPLICATION FOR FELLOW

In your application for recognition as a 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 2**, Fellow status, as outlined in the *Guidance Handbook*, relating to the Dimensions of the UK Professional Standards Framework (UKPSF), that is, **Areas of Activity**, **Core Knowledge** and **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 account. Make clear how you **apply** appropriate Core Knowledge and how you **demonstrate** your commitment to appropriate Professional Values set out in the Framework.

General Principles to consider in preparing your application

- You will need to incorporate relevant **subject and pedagogic research and/or scholarship** in your approaches. 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.
- 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.
- Ensure that you explicitly incorporate how you have successfully engaged, where appropriate, in **continuing professional development** activity related to teaching, learning and assessment responsibilities.
- 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.
- **By applying to become a 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.
 - Gain national recognition for your role as a teacher and/or supporter 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**.

For each of the Areas of Activity you should demonstrate **why** you chose to undertake the approach, activity or technique and show how they relate to developing learner understanding. Whilst directly addressing the **Areas of Activity**, you should **demonstrate** how you meet all aspects of the **Core Knowledge** and all aspects of the **Professional Values** and map these as appropriate.

Your application should show successful engagement in appropriate teaching practices related to the Areas of Activity, successful incorporation of subject and pedagogic research as part of an integrated approach to academic practice, and successful engagement in professional development in relation to teaching, learning, assessment, scholarship and, as appropriate, related academic or professional practices. **The form will expand as you enter your information.**

A1: Designing and planning learning activities and/or programmes of study (700 words)

Identify how you contribute to the design and planning of effective, valuable learning experiences

Engagement in a variety of learning activities, at a variety of levels e.g.

- Micro: individual/one-to-one or small groups
- Mesa: module sessions, course or programme level
- Macro: policy, HEI, professional body level

Evidence might include:

- Development and enhancement of session plans
- Identifying and planning different kinds of interaction with learners in various contexts
- Design or redesign curricula, modules or programmes
- Involvement in validation panels
- Use of individual's learning materials by others (e.g. within/beyond own institution)
- Contribution to the creation of learning resource packs and computer-based or open learning materials or the development of virtual learning environments

Write your evidence here

As a lecturer, I have designed and planned several learning activities to provide teaching in varieties of small and large lectures, using appropriate and engaging pedagogical teaching techniques. However, the transition to online delivery due to the outbreak of Coronavirus provides opportunities to redesign my learning activities. As such, I reviewed the previous modules' feedback as strongly recommended by Gibbs (2010) to identify and sustain the best practises that worked well for me, this is an evidence-informed learning approach (V3). The review also allowed me to resolve the concerns from the modules' feedback as part of my CPD reflection. This is vital to improve my teaching and students' engagements (K5, V3) as supported by Cordingley et.al (2018) that tutors' CPD impacts students' outcomes.

I am teaching STEM modules and I always engaged in demonstration activities in class to explain certain engineering concepts to students and prepare them for acquiring necessary skills for workplace. This is referred to as experiential learning by Arend and Davis (2013) which is based on the concept that teaching should be learning-centered (K2, K4, V1). With this approach, my students are fully involved in their learning through active participation and reflection. I particularly used experiential learning because over 70% of my students have practical experience in construction subjects that we discussed in class. So, I used my learning sessions to develop their reflective ability to introspect from their experience and develop new solutions to construction issues in the real world. This has proven to be largely successful with annual reviews showing good students attainment and progression (K6, V4).

However, the rapid switch to online delivery as a response to COVID-19 lockdown makes the delivery of STEM modules very challenging. In addition to the technical barriers, lack of interactions and students' engagements makes teaching many of my modules very difficult. Therefore, I redesigned my learning activities using a combination of inquiry-based (e.g asking students to explore modern methods of construction to reduce carbon emission) and project-based (e.g giving students tasks to produce structural design and explain their design assumptions). The inquiry-based (Weller, 2011) allowed me to fully engage my students (K1, K2, K4, V2) and provide an interacting student-centered learning environment where students are invited to be my partners and share their ideas in learning to meet their full potential (K3, V1, V2). I am accustomed to the project-based learning method (Larmer, 2013) because it allowed me to encourage students to learn skills that are used in real engineering worlds and apply that to solve real-life problems (K1, V3). The inquiry-based method encouraged my students to ask questions and thus create channels through which every class member participate in the learning, encouraging students' widening participation (K3, V1, V2). This allowed students to develop skills on how to analyse and evaluate problems.

For instance, in delivering Engineering Survey last academic session, I created a scenario where students carried out levelling survey for construction of new road. The students used extensive resources and comes up with working plans on how to carry out the survey exercise. Their plans include the equipment needed, steps, the data to be collected, and how to process and analyse the data. All students' submissions met all learning outcomes with some students even provided assumed data with clear rationale. This shows a high level of attainment in subject knowledge, critical thinking, and creativity (K5, K6, V4). This approach also ensure that the learning outcomes were met with additional opportunities for students to develop further critical thinking skills in analysing and applying engineering principles.

In addition, the student's submissions for their assessment compared to the previous years I have taken the module show that my students have acquired appropriate levels of learning for their level (V1). Most of the submissions evident the revised Blooms Taxonomy of learning framework (Anderson et. al, 2011) by showing their knowledge in the first-scale (remember) and second-scale (understand) and advancing their arguments to the third-scale (apply) and fourth-scale (analyse) and created a smooth transition to the fifth (evaluate) and sixth (create) scales (K5, K6, V4).

Finally, I use blended learning approaches by applying technology to incorporate graphs, charts, videos in my contents to aid students learning during my sessions (K1, K4, V3).

A2: Teaching and/or supporting learning (700 words)

Identify how you engage with learners, whether in groups or individually. These encounters may be in a wide range of environments such as classrooms, seminar rooms, lecture theatres, labs, learning support centres, offices, etc.

Engagement in appropriate teaching and learning strategies including:

- Use of a arrange of teaching approaches and modes of delivery
- Use of relevant assessment approaches with a variety of groups
- Selection based on educational evidence and values

Evidence might include:

- Lecturing, tutorial or seminar work
- Studio, clinical, laboratory or work-based teaching
- Distance learning
- Peer assessment of teaching and or teaching observations
- Student feedback/evaluations
- Reflective diary/blog
- Learning outcomes-related indicators (e.g. relevant session plans/module materials)
- Material from online training
- Learning activities supported through the VLE (Moodle)
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Write your evidence here

I have experience in teaching and student support across a range of courses by creating appropriate resources to facilitate the delivery of the learning sessions to ensure that learning outcomes are reached. My experience has been mainly drawn from teaching at undergraduate and postgraduate levels. Most importantly, I have carried out all my teaching with an engaging pedagogical approach in recognition of the Teaching Excellence and Student Outcomes Framework that demands students should receive an excellent teaching experience (Department for Education, 2016). I have always taken an informed teaching approach and pastoral support for students to encourage original thinking to drive up engagement and prepare them for the real world of work (K2, V1, V4).

I have used many technology-enhanced teaching approaches to engage and enthuse students. In addition to the use of Moodle during the recent lockdown, I have supported students' learning using tools and platforms such as Teams, Panopto, Kahoot, and Poll Everywhere to encourage students' interest and participation in the classroom and beyond. These approaches provide means for students to interact and collaborate (i.e peer-to-peer learning and assessment) which thus enhances teaching and learning in the university as corroborated by Andrews and Clark (2018)(K3, K4, V2, V3). Most importantly, I always ensure that I offer a variety of physical and virtual learning environments that respect and support students' diverse learning needs (K6, V1, V2).

In my early years as a lecturer, I have always been passionate about impactful learning and my teaching sessions are traditionally focussed mainly on meeting the learning outcomes as identified in module specification (K1). However, this led to me having too much content in my lecture which sometimes doesn't allow me to interact well with students. An experienced colleague, who observed one of my teaching cycles pointed out that I talked too fast and rush in the delivery which makes students pick too little from the contents I delivered. The observer suggested that students not engaging or asking questions but answering yes, all-time to the lecturer (happened to me in my early days) is a red flag to lack of proper understanding. Campbell and Norton (2007) submitted that continuous training and reflective practises are key to improving teaching and learning strategies, thereafter I completed a Foundation in Teaching course which significantly improved my teaching style with students interacting well in my sessions (K5, V3).

Currently, I am applying knowledge construction process where new information is incorporated appropriately with pre-existing understandings (Biggs & Tang, 2011) in all my teaching sessions. I used this process to check the current understanding of my students before introducing them to a new lesson. This is usually done in an interactive session by allowing students to answer some generic questions on the previous lesson, many of these questions were picked from the questions students asked in the previous session or on online collaborative platforms. Then, the new session will be delivered using the planned lessons which are mostly based on the inquiry-based and problem-based learning methods (Weller, 2011). During the sessions, I always introduce some activities like conducting Kahoot Quizzes and Poll to promote engagement and check students' understanding. I always ensure that I use this strategy moderately to avoid overstimulating the students so that I can stay in control of the learning session (K1, K5, V3).

My main strength is the ability to always adapt my teaching style to the kind of students I have (K4, V1). This is an inference I took from Race (2014) works that emphasised that adaptation of teaching to different learners is very important in diverse learning communities to ensure that all learners are provided with equal opportunity (K2, VA, V2). I am an advocate of inclusive learning and I always prepare my teaching to accommodate all students' curiosity, allowing students to discuss extensively and share their thought while staying in control by providing closing remarks to highlight all the learnings from their discussion. My interactive teaching styles has earned me good complement and positive feedbacks from my students with many of them testifying that the use of visuals, Kahoot game, quizzes make my sessions more engaging and thus improve their understanding (K2, K6, V4).

A3: Assessing and giving feedback to learners (700 words)

Show how your assessment strategies and activities are appropriate to learning experiences; your approaches to marking and moderation and how these approaches ensure that assessment is reliable and robust; and your approaches to feedback and the extent to which students are involved in the feedback process. The assessment may be formative or summative, formal or informal.

Engagement with appropriate assessment strategies including:

- Use of assessments relevant to learning outcomes
- Appropriate assessments for the student profile
- Engagement in formal quality assurance processes relating to assessment
- Selection and use of appropriate feedback mechanisms

Evidence might include:

- Appropriately targeted assessment tasks
- Student evaluations
- Peer reviews
- Observation feedback
- Learning materials
- Moderation documents
- External examiner activity
- Innovative approaches to assessment and feedback
- Student responses to feedback

Write your evidence here

I am involving in assessing and giving feedback to learners at both undergraduate and postgraduate levels. I have acted as the departmental internal compliance officer verifying assessment specifications to ensure that assessments are at the appropriate level of the QAA Framework for Higher Education Qualifications. In doing this, I applied my knowledge and understanding of issues around appropriate assessment for learner levels, marking standards, clarity of assessment criteria, academic regulations, and the market needs to meet the benchmarks of quality and excellence in education assessment pointed out by Dearing (1997) (K2, V4). These have ensured me to set appropriate assessment criteria that meet subject-specific competencies and soft skills required for preparing students for their workplaces (K6, V4).

Most of the modules I am teaching use varieties of assessment methods such as practical exercise, fieldwork, coursework, examination, and verbal presentation. When using any of these, I have always set or moderated assessments to ensure that tasks are clearly explained and conform to the description in the module's specification (K2, K5, V4). In my early years of teaching, students mentioned in the module feedback that they performed poorly because they did not understand the tasks given to them and the assessment criteria. As part of my problem-analysis-reflection-action loop recommended for every lecturer (Race, 2014), I improved on setting assessment tasks and prioritise setting accurate, brief, and clear assessment tasks. These ensured students' submission and participation to be specific, reflective, meet learning outcomes, and conform with the industry standard in most practice-based tasks (K5, K6, V1, V4).

I equally ensured that I set valid, reliable, fair, and objective assessments criteria that meet learning outcomes at the appropriate subject level. These ensured that the outcome of the assessment is the same regardless of the situation and the assessor (K1, K2, V1). The concept of assessment validity as explained by Biggs and Tang (2011) ensures that the assessment test what is within the module contents and evaluates how well that correlates with the external and professional requirements at specific level (K1,V4).

I utilise both formative and summative modes of assessment. According to Sambell et.al (2012), the formative assessment allows me to engage in continuous assessment and support students by providing them with relevant and timely feedback identifying their strengths and weakness before going for summative assessment which counts towards the level of their attainment. I am passionate about providing individual constructive formative feedback because it gives opportunities to students to know exactly where they are in their learning and to address issues in their further learning (Duff, 2003). I provide formative

assessments and feedback to improve students' understanding and subsequently their grades. On modules with fewer students, I keep track of students' attainment in every formative task. Where students' attainment is not improving, I provided additional one-on-one support to motivate and specifically coach them on how to approach similar tasks in the future (K2, V1, V2). This method has proved very effective because I observed that students who considered some of the formative feedbacks given to them got additional marks that moved them up on the grade scale. I use technology to provide formative feedback on students' posts on Blog, Padlet, draft submission on Turnitin, and Teams to enhance students learning (K4, V2 V3).

For the final summative assessment, I always used the generic marking criteria set by the university with alignment to some module-specific criteria where needed. The module-specific criteria provide students with the flexibility to approach their work thoughtfully and connect to the specific module learning objectives (K2, V1, V4). Notably, when acting as either the first or second marker, providing moderations, I always provide students with constructive feedbacks clearly stating their strengths and the areas for further development as identified in their submission. The internal moderators and external examiner have always agreed with my marking and in a particular instance provides further comments such as *"agreed marks and very good feedback that identify opportunities for improved performance has been provided by the marker"*. In addition, the module feedbacks I received from my students have shown that they have benefitted from my approach to setting and marking assessments and thus improved the student's attainment and progression in my department (K1, K6, V4).

A4: Developing effective learning environments and approaches to student support and guidance (700 words)

This Area of Activity is about how you make effective use of both the formal and informal learning environment to facilitate learning. Show how your contribution to the design and development of learning environments has impacted positively on student learning and the practices you undertake to support learners including for example, tutor systems, advising, guidance and involvement in widening participation and inclusive initiatives and activities.

Engagement with:

- Different media and technologies, both physical and virtual
- Different kinds of learners e.g. international, culturally diverse, special educational needs, disabled learners, home-based, full-time, part-time, etc.
- Different modes of learning e.g. distance-based, blended, work/practice-based, etc.
- Personal and academic tutoring
- One-to-one advice
- Counselling

Evidence might include:

- Reflective logs/diaries
- Peer review
- Formal and informal/unsolicited feedback from students and colleagues
- Observations of teaching/learning activities
- Evidence from electronic forms such as blogs and discussion forums

Write your evidence here

I have delivered learning sessions in varieties of environments such as physical locations, online, and most recently hyflex arrangements combining both the in-class and online learners at the same time. When planning and designing any of these sessions, I prioritise students' needs and focus on a way to make the learning environment more conducive for students to inspire their participation and concentration during

learning (K1, K3, V1, V2). This is in line with the Hierarchy of Human Needs which says the basics need of humans should be met before focusing on the higher-order needs like learning (Maslow, 1987).

Before starting teaching in classrooms, I always remind students about the university safety regulation, especially with Covid measures in the current situation. This ensured that students can feel safe and concentrated in the classroom to maximise the available learning opportunities (K2, K3, V1). When delivering online, I provide additional support to students by welcoming and making them feel part of the team to encourage widening participation. I usually start online sessions by asking about learners' safety and reminding them to check if there is anything that can disturb them while learning. I also promote inclusiveness in learning by making random calls to students to participate in the class discussion and providing timely and encouraging feedback to learners to boost their confidence and esteem needs as suggested by Bates (2015) (K4, K5, V2). I use online platforms such as Team, Blackboard Collaborates, Padlet to create friendly, supportive, and engaging platforms for students to interact with one another and me via online platforms beyond the classroom or learning sessions. These approaches promote widening participation, equality of opportunity for learners and encourage peer-to-peer learning needed to enhance students learning as pointed out by Andrew and Clark (2018) (K2, K6, V1, V2).

I have experience of dealing with both traditional and mature students as I teach on various programmes including Certification in Higher Education which are majorly for experienced students that have industrial experience but with no formal education. I also teach adult learners that have left university years ago but come back to enroll in our degree Top-Up programme. Dealing with adult or mature students (andragogy) is different from traditional students that are coming from high school or colleges (Knowles, 1990). The mature students are most often grounded in the practical application of the subjects while the traditional students are vast in the theory of the subjects but need additional support to bridge the gap between academic and the real-world of work. So, I use flexible approaches in developing the learning sessions and supporting them (K2, V3, V4).

For instance, in the ongoing academic sessions, I have a mixture of both experienced students studying part-time and traditional full-time students enrolled on my Digital Surveying module. In the first learning session, each student completed a SWOT analysis identifying the strengths, weaknesses, opportunities, and threats to their learning. Through this, I identified the current level of each student and subsequently divided them into tutorial groups comprising a mixture of both experience and traditional students to enhance peer-to-peer learning. The students have remarked that this grouping idea helps them to offer and receive mutual support from peers. It also helps them to develop good team working skills that will be needed in their workplaces after graduation, as teamwork is an essential skill in the built environment profession (K3, K6, V3, V4).

Finally, I have experience in supporting students in their academic issues as a mentor and level advisor. My responsibilities involve liaising with colleagues to help address students' queries and problems. I also provide pastoral care for students to improve their participation (Reid, 2003). For instance, I supported struggling first-year students in engineering mathematics and mechanics, helping them to identify materials from the library and doing tutorials for them. Moreso, I supervised students' research, assisted them in identifying research gaps, and developed attainable research objectives for each student. I constantly mentored and supervised them through either the experimental and/or numerical phase of their work. Through research supervision, I support students to encourage original thinking that drives up engagement and prepares them for the real world of work (K1, K6, V3, V4).

A5: Engaging in continuing professional development, research and the evaluation of teaching and learning related professional development (700 words)

Show how your continuing professional development in your discipline and pedagogy, incorporation of research and scholarly activity, and evaluation of your professional practices supports and enhances learning. You should demonstrate explicitly connections between your research and/or scholarly activity and your professional practice, as well as how you evaluate the effectiveness of that practice.

<u>Engagement in:</u> ▪ Self-reflective practice ▪ Proactive planning ▪ Participation in a range of activities to extend professional learning ▪ Successful involvement in/completion of relevant teaching-related qualification(s) ▪ Presenting or participating in conferences on teaching and learning (often discipline specific) ▪ Attending workshops or training events ▪ Engaging in peer observation or peer review of teaching ▪ Regular departmental meetings where the discussion is about learning and teaching issues ▪ 'corridor' discussions about teaching ▪ Bidding for and involvement in projects or research on teaching and learning ▪ Implementing new approaches ▪ Subject and other network activities ▪ Reading ▪ Visits to other institutions/organisations	<u>Evidence might include:</u> ▪ Portfolios related to academic/professional development ▪ Reflective logs ▪ CPD records ▪ Exemplars of proactive changes in teaching/supporting learning based on own learning and research/scholarly activity ▪ Evidence of changes in practice following engagement with initial and/or continuing professional development, including events, conferences, training, learning, seminars, workshops, etc. ▪ Conference papers/presentations/etc. ▪ Bid and project documentation
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Write your evidence here

I am very keen to advance my teaching, research, and professional career by acquiring the skills relevant to the delivery of teaching, learning activities, and academic leadership. I have therefore attended several teaching courses to improve and validate my teaching experience. For instance, I completed courses in Stepping into Learning Environments and Student Support in 2017 and Foundations in Teaching in 2019 at the University of Leeds. Through these courses, I developed and strengthen my skills in supporting teaching and learning in various formats. I focus on my self-development through continued reflection, education, and research to constantly stay ahead of the curve (Cordingley et.al, 2018). Continuing professional development has been the cornerstone of my pedagogy, and it has helped me to develop requisite skills and build confidence in my teaching, research, and presentations to achieve positive learning outcomes (K6, V4).

The research, theory, and practice within the built environment are continually evolving with a lot of innovation and I strive to stay abreast of these innovations. Hence, my teaching is always research-based which creates awareness for my students on the need to constantly adapt to changes in the trends within the field (K1, V3). As evident by areas that are currently being funded by various research councils (including Royal Society, Innovate UK, EPSRC, etc.), BIM and digital technologies are becoming increasingly adopted within my field. Based on this, I have attended training, conferences, and read to boost my knowledge in key areas. I have also learnt about BIM communication Protocols and Intelligent Parametric Modelling. I understand how to implement BIM within engineering projects using such tools as ASTA project-wise. As a result, I facilitate teaching in technological aspects of BIM (K1, K4, V3, V4).

Based on the increasing digitalisation of the global economy and all facets of professional fields, I have developed myself to gain competencies in the application of digital technologies such as 3D printing, Non-Destructive Testing (NDT) of structure using CT scanners, impact hammers, and the use of robots/drones for building survey. Therefore, I regularly update my teaching materials to enable students to gain valuable knowledge for effective competition in the world of work (K1, V2, V3). Apart from my ability to integrate the latest technology into teaching and curriculum design, I am also teaching students how to use various software tools (e.g ABAQUS, ANSYS, REVIT) that are used in workplaces as the practice of civil engineering and construction has progressed rapidly from the use of hand drawing and manual calculation to the use of advanced software solutions. I have developed myself and facilitated teaching in current thinking about developments in research, theory, and practice in the field of civil, construction, and built environment (K3, K6, V3, V4). I have published seventeen (17) articles and currently have additional three (3) articles under review in reputable journals and conference proceedings ([Jamiu-Adetayo-Dauda - Google Scholar](#)).

Specifically, below is my account of three most recent CPD events:

1. Effective demonstration of Hyflex Teaching (September 2021): I participated in two hours discussion on how to effectively conduct a Hyflex learning session. Through this, I developed competency in delivering teaching to online learners and face-to-face students who are in class at the same time. In planning Hyflex teaching, I leverage technology to find what works for both the online and in-class learners so that both learners can have equal engagement levels (K2, V1, V2).
2. Using Drones & Thermal Sensors in Building Survey (August 2021): This is an event that was basically on the evaluation of old buildings. The training provides me with the foundation knowledge on how to use drones to survey buildings. The training has helped me to subsequently revise my digital surveying module teaching materials with the most updated information on the use of drones and artificial intelligence in carrying out buildings surveys (K1, V3).
3. Academic Management and Leadership Training (July and December 2021): Taking a new role as programme manager, this training provides me with the necessary management and leadership skills needed as a programme leader (K6, V4). I learnt about the proper way of delegating tasks within the team, and I have started using some of the learnings in my teaching & research engagements.

Reference

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- Weller, M. (2011). *A pedagogy of abundance*. Spanish Journal of Pedagogy, 249, 223-236.

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 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	Lara Hopkinson, FHEA
Job Title	Senior Lecturer/Programme Director
Faculty/Centre/School/Department	Architecture, Built and Natural Environments Wales Institute of Science and Art (WISA)
Email address	lara.hopkinson@uwtsd.ac.uk
In what capacity can this individual comment on your professional practice?	
Qualifies to comment on my teaching and contribution to academic programme within the school of Architecture, Built and Natural Environments.	

Second Referee:	
Name	Allan Nantel, FHEA
Job Title	Lecturer/Programme manager
Faculty/Centre/School/Department	Architecture, Built and Natural Environments Wales Institute of Science and Art (WISA)
Email address	alan.nantel@uwtsd.ac.uk
In what capacity can this individual comment on your professional practice?	
Qualifies to comment on my teaching and contribution to academic programme within the school of Architecture, Built and Natural Environments.	

SECTION FOUR: Endorsement from the Institution

You are required to provide an institutional endorsement which should come from a professional who has senior responsibility for professional development, learning and teaching within the institution, for example:

- Head of Personnel
- Head of Learning and Teaching
- Head of Academic Registry
- Dean of Faculty
- Vice Chancellor
- Senior Provost

Institutional Signatory	
Name of Applicant	Dr Jamiu Adetayo Dauda
Name of Signatory	Dr Gregory Owen
Job Title	Academic Director, Head of Learning and Teaching
Faculty/Centre/School/Department	Wales Institute of Science and Art (WISA)
Email address	gregory.owen@uwtsd.ac.uk
Dear Sir/Madam Please sign below to confirm that you endorse the application for Fellow status recognition from the person named above: Signature: <u></u> Date: <u>11/02/2022</u>	