

Fellowship

Supporting Statement Template

Your Name	Dr Patronella Ganza
Applicant Name	Naomi Doerge
Your Institution/organisation/other	UWTSD Inner City Learning – London campus
Your current role	Associate Lecturer
Email address	p.ganza@uwtsd.ac.uk
Your Fellowship Status (if appropriate)	FHEA
Relationship to Applicant	Colleague – Was Programme Manager for the modules she taught
How long have you worked with the Applicant (insert dates)	2 years
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: 9th Dec 2025

Supporting Statement

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

In completing this Supporting Statement you are confirming that you have read the AdvanceHE Guidance for referees writing a Supporting Statement. In association with the Descriptor 2 criteria, as a guide, you should comment on the following in your supporting statement:

- your own personal experience of the applicant's recent and effective HE practice;
- if you have been involved in peer observation of the applicant's teaching and/or support of learning, please draw on relevant examples from this;
- any inclusive practice and/or contribution to developments by the applicant in teaching and/or supporting learning within their context as appropriate;
- your perspective on the practical examples provided within the application to illustrate the Fellowship requirements.

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

I am pleased to provide this reference for Naomi's Fellowship application. In my role as the Programme Manager for the CerHE Health and Social Care (London Campus), I have worked very closely with Naomi. When she joined the University, she did not hesitate to take the module leading role for one of the six modules that the Level 4 Health and Social Care students must complete. In her role as module leader, Naomi designed assessment briefs that scaffolded the learning in order to support students understanding, with a marked development of this scaffolding as terms progressed. As a portfolio module, this was necessary as students often were put off by the 3000 words (weighing), which previously resulted in a high percentage of non-submissions. With her background in Applied Linguistics and English Language Teaching, the module has shown steady progress in students' submissions and pass rates. Naomi organises her lesson plans/activities and supports other lecturers to disseminate the same content to students through regular meetings, marking standardisation meetings and weekly emails with an extremely detailed plan to assist any new lecturers joining the module. This helped in maintaining consistency in the quality of materials used, and in the delivery of these materials. As witnessed in my peer observation of Naomi during the June 2024 term, Naomi uses appropriate approaches in her teaching style and provides support to

students. She is sensitive to the differing needs and abilities of our Level 4 students and tailors her teaching to support them effectively. Naomi's combination of subject knowledge varied pedagogical teaching methods, and the creation of a supportive learning environment contributes to a positive and engaging classroom atmosphere. Naomi's use of scaffolded, interactive tasks, alongside clear, detailed guidance for colleagues, has ensured that all students benefit from consistent, high-quality learning experiences, regardless of who is delivering the lesson. She shared knowledge of how to create a positive and engaging classroom atmosphere with fellow lecturers who taught on the module she led in the aforementioned emails, which often included tips on reassuring nervous students about assessments, procedures, and guidance on how to coach students through the learning of more challenging skills. The needs of the students are addressed, and even those who are less engaged find themselves participating. This is evidenced by the feedback that is given by the students at the end of the term.

Some of the students' feedback collected anonymously:

"I have found academic learning challenging for me because of my English. I am not so confident, but this term in the university I have enjoyed the Academic skills module as Naomi explains well and I can understand. I am looking forward to continue learning and develop my knowledge. I am very positive now".

"I think this first term has gone really well. My lecturer Naomi, has been very good and taught us well. Assessment has been easy to follow as it is simplified to my understanding. Thank you for the support, as I didn't think I could even finish the term."

There is so much in-depth thought process in Naomi's teaching and curriculum design, for example, the importance of diversifying assessments, using presentations, videos, in-class reflective pieces, and not solely report-based assessments. Naomi is highly reflective in her practice; she routinely evaluates her activities, refines materials to enhance clarity and accessibility, and adapts her strategies to improve student engagement and confidence. This is evidenced by the way in which her Assessment Briefs have developed since her first term as Module Leader. During detailed discussions with myself, the Birmingham Programme Manager, and the Birmingham module leader,

Naomi demonstrated an ability to reflect on her own assessment design and shown a willingness to consider different perspectives and consider where she herself could improve. Her emphasis on reducing academic anxiety, promoting peer collaboration, and incorporating digital tools to support independent learning has had a demonstrable impact on both student performance and the overall learning environment. She works collaboratively well with Birmingham counterparts and at no point have I worried about the Academic and Employability Skills module. As of the June 2025 exam board, the Academic and Employability skills module has a lower resit list, the rate of academic misconduct has drastically declined, and the module is no longer in a cause of concern. This is due to Naomi's leadership and careful thought and consideration. It is with no doubt that Naomi has great practical experience in her teaching and curriculum design.

This is evident in the External Examiners' August 2025 feedback below :

"There are a range of learning outcomes assessing broad academic and practical skills appropriate to the level and subject area, including written and oral presentations. These also recognise the diverse student population. Considerable work is reflected in the quality of written feedback to students, and I would want to congratulate the team on providing broadly consistent, good-quality feedback to a large student cohort."

