

UNIVERSITY OF WALES TRINITY SAINT DAVID

CONTINUING PROFESSIONAL DEVELOPMENT SCHEME

APPLICATION FOR FELLOW

SECTION ONE:

NAME	Abida Perveen
INSTITUTE/CENTRE/UNIT	Institute of Inner City Learning (IICL)
POSITION (E.g. Lecturer/Senior Lecturer/Principal Lecturer/Director of Discipline/Other (please specify))	Lecturer
ROLE (E.g. Lecturer/Programme Director/Admissions Tutor/Module Leader/Other (please specify))	Lecturer, Module leader, and Programme Manager (PM) of CertHE Computing Skills for Workplace
Referees Please could you tick the box if you have sent in your referee's statement? (Please be aware if we do not receive your referee's statement at the time of the submission or a maximum of 2 days after the panel submission date then your application will be passed to the next Panel meeting).	Yes ☒ No ☐
Date of Training	April 2024 (video training)
Mentor	Dr John Deane

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:

CONTEXT STATEMENT

Context Statement

Briefly introduce yourself and outline your role(s) and responsibilities in teaching and/or supporting learning in higher education (**300 Words**)

My teaching journey commenced in February 2016 when I joined Birmingham City University (BCU) as an assistant lecturer. There I played a pivotal role within the academic team, delivering and overseeing various computing modules for both undergraduate and postgraduate students. Concurrently, I was deeply involved in research within my field of expertise, resulting in several publications. I completed my PhD from BCU in 2022.

I joined UWTSD as a Computing lecturer in September 2021. In this capacity, I oversee program management and teach computing modules across levels 4 to 6. Additionally, I contribute to curriculum development, support student learning, manage assessments, and supervise dissertations.

Specifically, I lead modules "Analysing and Solving Problems" and "Advance Networking," employing a diverse range of teaching strategies. These strategies encompass a fusion of traditional and innovative methods such as peer teaching, flipped classrooms, active and problem-based learning, team-based activities, and technology-driven approaches utilizing virtual learning environments (VLE) tools, as well as simulations like Cisco Reakit exercises. I integrate contemporary literature and real-world examples into my lectures to enrich the learning experience, prioritizing learner-centered and inclusive teaching methodologies to foster active participation and critical thinking. I am actively engaged in assessing student work, providing timely feedback, academic support, and career guidance to facilitate their progress. I'm currently leading several initiatives geared towards fostering a more enriching experience for computing students. This includes inviting experienced lecturers to conduct special sessions on current computing topics, promoting upcoming MSc programs, and organizing field trips to enhance the overall student experience and academic success.

I remain committed to my professional development through continuous participation in CPD activities focused on teaching, learning, and assessment. By attending workshops and training sessions, I stay abreast of pedagogical advancements, ensuring that I uphold high teaching standards and enrich the learning experiences of my students.



SECTION THREE: 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.**

Your application for Fellowship consists of a 3,000 word reflective account shared across all five Areas of Activity plus citations (overall maximum of 3,500 word)

Citations should be included in an overall list at the end of section 3 of the document.

A1: Designing and planning learning activities and/or programmes of study (600 words)

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

As a PM, I manage a **diverse** student body, each with unique learning needs (Blazar et al., 2020). For students returning after huge **study gaps** or encountering **language barriers** and **limited ICT skills**, I organize **Springboard Programme** each term. Which provides introductory insights into their programme and university culture. I planned various introductory activities for students such as poster creation on A3 paper (for teamwork) and short verbal presentations (to boost confidence). Throughout the term, I employ varied teaching strategies, hosting workshops and seminars in traditional and online formats, for small groups and large lectures, tailored to individual student needs. I design and employ various engagement techniques i.e. small quizzes for networking classes, coding practice for programming modules, discussion sessions for analysis modules, number conversion or logic gate practice for computer architecture, and also use of interactive platforms/VLEs like Moodle and MS Teams recording for distance learning. For students who require additional assistance, particularly those with **learning or physical disabilities or pregnancy**, I create individualized learning plans, tailor the content (different font or colors) and pace of the sessions to meet their specific needs i.e. flip-flop sessions, 1-2-1, lecture recording, other reasonable adjustments for assessments. Since May 2022, I have led and taught "Computer Architecture" module to Term 1. Based on GIBBS model, I noted that this module is technical for beginners and should be in later terms (Adeani et al., 2020). In November 2022, I underwent UWTSD validation process to **modify the module curriculum**. Now, we have a **balanced curriculum** in CerTHE Computing with two foundation modules in Term 1 and one technical and one theoretical module in Terms 2 and 3. K(1-4), A(1-4), V(1-4).

Periodically, I engaged in **updating teaching materials, assessment briefs** (changing scenario in web, database and programming every term), **and refining session planning and design** based on nature of the students and modules (Aljawarneh et al., 2020). My approach involved allocating **three hours** to content delivery and **one hour** to



assessment work in each session. This approach contributed to the **retention rates** in CertHE Computing and helped us to have good graduate grades. From regular students, we received **97% and 96% of submissions** in "Computer Architecture" and "Programming" modules with **80% and 90% pass rate**. From last Exam Board, 60%, 30%, and 10% of students graduated with distinction, merit, and pass. (K1-5, A1-4, V1-4).

I am contributing to the **revalidation** of BSc Applied Computing, ensuring alignment with the QAA framework. I **created new modules** like "Analysing and Solving Problems" and "Software Solutions," overseeing their validation process. I made these modules more practical and engaging by integrating coding exercises on latest tools such as Pycharm and Replit. The Analysing module has maintained an **80% student satisfaction** rate over the past three terms due to my engaging and up-to-date hands-on teaching methods. Each term, I also **internally review all assessment** briefs and contents, adhering to IICL standard. I've developed various **study-skill materials** for computing students, such as "Computing Reference Guide" and "AI in Computing". I meet with co-lecturers and module leads monthly to **assess progress, address challenges, and exchange teaching practice** suggestions. We review the **necessity for minor adjustments in materials, assessments, or delivery methods**. E.g. we are reducing web pages in the web assignment from five to three pages to make assessment more manageable for students next term. K(1-6), A(1-4), V(1-3).

During pandemic, I created VLE materials (**pre and post-session activities for programming and networking modules**) and team groups for student support. Recorded lectures were provided on Moodle for post-session learning for special students. Tools like Microsoft Whiteboard and Jamboard promoted collaboration, while virtual labs, quizzes, and individualized plans addressed specific needs, fostering innovation in online teaching (Aljawarneh et al., 2020; Martin et al., 2022). V4, K(1-4), A(1-4), V(1-k).

A2: Teaching and/or supporting learning (600 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.

Inspired by the study (Roberts et al., 2023), I employ various teaching and engagement strategies, A(1-4), K(1-5), V(1-4):

- In smaller settings like seminars, I promote active and problem-based learning (Ren et al., 2021). Specifically, in Programming module, students apply theoretical concepts to practical scenarios, I employ the **flip-flop approach** in these sessions, I explain coding steps on the board, and students write codes in the simulation tool and see their outputs. I create a **game-like atmosphere** in lessons, i.e. competition among groups to **"write an optimum Pseducode on a tip calculator"** and receive reward in terms of chocolates. This makes learning more fun and engaging (Castro et al., 2019).
- In lecture settings like Learning in Digital Era, I **employ lectures** to establish foundational knowledge. In presentations, I utilize compelling **visuals** i.e. **diagrams of LMI** to show how important digital skills are for job market today (Murawski et al., 2014). I integrate multimedia resources like **blogs on employability skills** and short-chips on digital portfolios. I facilitate peer discussions, known as table talks, to encourage the exchange of ideas on various digital skills.
- In networking labs, I **individually guide students through hands-on experiments**, using tools like Packet Tracer and Cisco simulations. This reinforces theoretical learning with practical application, specifically in **LAN or WAN configuration**, enhancing problem-solving skills for a comprehensive understanding.
- For practical modules like "Introduction to Web", I facilitate **technology-driven learning**, allowing students to apply their knowledge in real-world scenarios, such as designing "FoodHub" webpages in HTML and CSS in classes, bridging the gap between theory and practice (Cojocariu et al., 2022).
- In all my modules after completing the weekly work, I also **engage students on the assignments** (Bryan et al., 2019). In the programming module, I allocate the last 40 to 60 minutes of class for tasks such as variables, pseudocode, and traceable tasks outlined in the programming assessment brief. This approach significantly



enhances submission rates. In specific modules like 'Network and Cyber Security Essentials,' in-class quizzes and exams not only assess knowledge and problem-solving skills but also foster active student engagement.

- In **study skills and academic support sessions**, I provide individualized assistance, addressing specific needs and difficulties, and provide feedback on assessment. These personalized 1-2-1 sessions allow students to discuss their progress, goals, and any challenges they may be facing (Dos Santos et al., 2016). I also harness the **power of VLEs**, like Moodle, Microsoft Team, and Padlet, to **facilitate online support and learning** (Castro et al., 2021).
- Based on students' needs, especially **students with disabilities**, I change my engagement strategies. I offer extra support, aiding motivation by working on tasks together in class, providing additional resources and activities, and assigning weekly homework for those unable to finish in class (Dos Santos et al., 2016).
- The Higher Education (HE) program focuses on producing **industry-ready students** through a strong emphasis on practical knowledge. For example, **trip to the National Museum of Computing**, Milton Keynes, (last visit 10-2023, next scheduled on 06/2024), fostering real-time experience in cryptography and AI. I made all **necessary arrangements to accommodate two disabled students** during the last trip.
- Our **collaborations with industries** aim to enhance employability skills, with plans for **short-term industrial internships** for term 3 students, as discussed in the recent employability meeting. Another plan by me is to create "**UWTSD IICL Employability Hub**" to screen students' employability skills and take further actions in terms of updating the curriculum (Idea is approved by the campus Dean).

As PM, I tailor learning methods to module and student needs, prioritizing individual requirements. Through self-reflection and professional development, I refine strategies aligned with learning objectives, including peer observations and ongoing training to stay updated on teaching methodologies and technologies A5, K(5-6), V(1-4).

A3: Assessing and giving feedback to learners (600 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.

During **admission process**, I assess students on **admission criteria** to determine; whether they meet minimum requirements for receiving an offer or not. Afterward, I conduct **weekly progress assessments** in class for inclusive learning. This stage is important for me in terms of actions as each student has different learning power and circumstance. 3rd stage is **grading after submissions**. Throughout, I employ **informative and formative or summative assessment methods**, such as personal observation, quizzes, exam papers, presentations, essays, case studies, projects, coursework, and portfolios, to evaluate their skills. These assessments are tailored to nature of the modules and students' needs, ensuring alignment with the descriptor and programme handbook (Bryan et al., 2019). I developed the assessment brief of the programming module, in which students do a comprehensive analysis of the problem (i.e. Scrabble game) and foster skills they learned from the theoretical part of the module into their solutions to make pseudocode. I additionally create a **short video** detailing the essential components and marking criteria of the assignment to upload on Moodle for students to access anytime. I incorporate **peer reviews** into my assessment strategy. By inviting colleagues to evaluate my assessment tasks, I gather their feedback to ensure that my assessments remain **unbiased, clear, and tailored to the student's level of understanding**. I also evaluate their assessments and adopt best practices from them. E.g. my colleague created an Excel template for marking purposes. I created a similar template for consistent programming assessment markings. I **actively engage in formal quality assurance processes** through regular attendance at IICL quality assurance meetings. I internally **invigilate assessments** every term and collaborate with other campus teams to ensure consistency and alignment with university standards. Simplifying the assessment brief for "Software Solution", based on external comments, led



to improved submission rates (**i.e. 89% from 65%**) in **Jan2024 term from regular students**. I'm **collaborating with London team** to simplify Web assessment briefs by reducing number of elements. A(1,5), K(1-6), V(1-4).

I **arrange mock tests** for the **networking exam** to help students prepare for the final written exams. These mock tests aim to alleviate any exam-related anxieties by familiarizing students with the exam format, boosting their confidence, and addressing any concerns or uncertainties they may have. In the web development module, I **promote self-assessment and peer assessment** in the classroom **to evaluate web projects** (Shepard et al., 2019). This not only empowers students to take ownership of their learning but also fosters a collaborative learning environment. I encourage students to **submit a draft** work before final submission, allowing me to provide useful comments for their improvement. Students **work on the assessments in classes** to have **weekly feedback**, which leads to **retaining 89% attendance** in **programming classes** (Brown et al., 2022). A3, K(2,3,5-6), V(2-4).

I book **one-on-one feedback sessions**, allowing students to discuss their assessments for improvement, especially for weak students. After submission, I provide constructive **summative feedback** highlighting strengths and development areas. I arrange **post-assessment review** sessions with students to discuss their answers and reflect on errors they made. I value student responses to feedback as a means of gauging the effectiveness of my strategies (Gómez et al., 2019). I offer **collaborative feedback** to group assessment (group presentations in LDE that assess students' teamwork and time management skills). By analyzing **how students implement feedback** in subsequent assignments, I assess the impact of my guidance and make adjustments. Every term **module evaluation report** and **UKES** provides essential insights on my teaching, resources, and assessments, guiding enhancements and aligning teaching methods with student expectations. UKES survey outcome for my students in 2023 showed a positive response rate of over 95%. **External Examiners' reports** on moderation and marking of "Programming" and "Networking" have underscored the fairness and consistency of my grading procedures. (K1-6, V1-3, A1-4).

A4: Developing effective learning environments and approaches to student support and guidance (600 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.

I use diverse teaching methods (see Section A2) to support different learners, acting as both lecturer and facilitator (Blazar et al., 2020). For learners who have a huge gap in their studies and have limited ICT skills, I **utilize different media and technologies**, both physical (use of traditional whiteboards) and virtual (use of whiteboard from Microsoft Team), in the learning environment (Castro et al., 2019). I also have integrated **multimedia resources, online discussion forums, and interactive simulations** into the curriculum to engage **visual, auditory, and kinesthetic** learners effectively. I employed virtual classrooms and learning management systems for a seamless learning experience throughout and **post-pandemic**. I **prerecord** lectures to assist online, distance, and disabled students in **accessible note-taking and preparation** (Martin et al., 2022). Recognizing that numerous students are engaged in **part-time work and have family responsibilities**, I provide **ongoing moral support and additional academic assistance** to boost their educational engagement and motivation. I also **supervise undergraduate dissertations**. This requires teaching the student to think critically and challenge preconceived notions as well as guiding them through the nuances of academic research. A(2,4,5), V(1-3), K(2-4).

Every term, I organize **Springboard Programme** for foundation students to have introductory knowledge about their programme and university culture. I direct students to the proper **support services** offered by UWTSU, such as disability team for reasonable adjustment of the disabled students, student engagement and union for general queries, and career teams for career development. I ensure from day one student should have an awareness of the variety of **academic and non-academic concerns** and their accountability. I also handle academic and non-academic misconduct cases. I also **organize events and study trips** for computing students, such as the Hackathon event in 2022 and a trip to National Museum of Computing, to enhance students' practical knowledge of computing technologies. I am currently leading various initiatives to enhance the NSS outcomes of Computing students. I've invited experienced lecturers to **conduct special sessions** on computing topics and promoted



upcoming MSc programs. One of my new projects is to have an **employability hub** at IICL Birmingham to screen students' employability skills V(1-4), K(1-3,4,6), A(1-5).

I provide **personalized support** to students through personal and academic tutoring. I actively engage in one-to-one advising sessions where I offer guidance on academic matters (Module-related issues, assessment briefs), career development, and personal challenges. These sessions create a safe space for students to express concerns and seek assistance tailored to their individual needs (Blazar et al., 2020; Rajabalee et al., 2021). As a PM and lead, I maintain **reflective logs and diaries to track student progress** and plan interventions when necessary. This ensures that students receive continuous support and guidance throughout their academic journey. I have been involved in initiatives and activities aimed at **supporting learners with special educational needs and disabled learners**. I work closely with UWTSD disability services to provide necessary accommodations, such as accessible materials, alternative assessment formats, reasonable adjustment for the exam, and extended submission deadlines, ensuring that every student has an equal opportunity to succeed. E.g last term I had a pregnant student in my class. I actively engage in activities that encourage underrepresented groups to participate in education, fostering diversity and inclusivity. Last term I had a 67-year-old student with a short memory issue. For her, I used the flip-flop strategy in the lecture and helped her with note-taking. I also regularly attend **student-staff committee meetings** every term, where class representatives discuss their issues and seek solutions. I welcome both **formal and informal feedback from colleagues and students** to create a more effective learning environment. (Zeng et al., 2020). Student comment "Your exceptional teaching skills and patience level are really impressive, Thanks a lot." A(3-5), K(4-6), V(3,4).

A5: Engaging in continuing professional development, research and the evaluation of teaching and learning related professional development (600 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.

My professional development journey focuses on self-reflection (Ashwin et al., 2020; Brown et al., 2022). I maintain **reflective logs** to document my teaching experiences and strategies effects. I've created a **PDP**, where achieving fellowship status is a key goal, **Leap fellowship is next** on the list. I **consistently engage with literature** related to my field and pedagogy to stay updated on research and educational trends. This updates my teaching practices and keeps them aligned with the latest best practices (Roberts et al., 2023, Sancar et al., 2021). I am also an active committee member of the **British Computing Society** (V4). I also have **HE teaching-related qualifications and membership** (AFHEA, QTS level 3, and SEDA). My pursuit of a "**PG Cert in Research Practice**" underscores my commitment to continuous professional development. I **attend various workshops and meetings** to stay up-to-date with the policies and standards. Recent workshops I attended are Monitoring and Evaluation Process, UWTSD Admission Assessment, Engagement Policy 2023, and Academic Discipline Borad Computing. V (3-4), K6, A5. Based on the new admission policy now we are conducting admissions face-to-face. Given the new engagement policy, I emphasized the use of Microsoft team groups in each module under my programme to facilitate student engagement and collaboration outside of formal classroom settings. Which increased student motivation and active participation (V1-2). I also **conduct workshops**. Such as workshops on "Marking, Moderation, and Feedback" and "Academic Misconduct" every term for new computing lecturers. I am also a **personal mentor** of a full-time lecturer. As a PM, I also **follow a plan to facilitate the programme requirements** under HE operations, which keeps me updated on what I am doing and what needs to be improved (V4).



Tasks	Doing	Planned to Improved	Planned to do (new tasks)
Internal collaboration (Birmingham, London, Wales)	✓	✓	
External collaboration (Trips, events, Workshops and Seminars by the industry experts)	✓		✓
Programme developments (CertHE, BSc, & MSc)	✓	✓	✓
Undertake appropriate administrative tasks such as student admissions, marketing, springboard and open days.	✓	✓	✓
Cross Campus Work (MSc Project Supervision)	✓		✓

I evaluate my teaching effectiveness using a multi-faceted approach, incorporating student feedback, self-assessment, evidence of student outcomes, and peer observation (Gómez et al., 2019). My involvement in exam board panels and collaboration with external examiners has fostered constructive feedback exchanges, enriching the learning environment and enhancing the overall student experience. I actively gather input from students through **surveys (UKES and Module surveys) and informal discussions**, adjusting both my teaching methods and assessments accordingly. I analyze **student performance data (submissions, attendance, results)** to gauge the impact of pedagogical changes and the effectiveness of our teaching (K1-6, V3-4). An example of this is dedicating weekly time to support level 4 term 1 students with their assessments, and addressing their queries and concerns. This practice has led to assessment brief improvements based on student challenges, ultimately enhancing pass rates and retention. **Peer observation** is integral to professional development (Zeng et al., 2020). I collaborate with colleagues to provide constructive feedback on each other's teaching practices. I have been peer-observed by a colleague recently. **Based on the feedback I need to refine a few soft skills (A5, K4, V4).**

I am an **active researcher** also. My research work has been recognized through the publication of high-ranked journal articles (Springer) and conference papers (ICC, VTC). I am currently in the process of submitting an article titled "SCAN: Machine Learning based Slice Congestion and Admission Control in Future Networks" to the IEEE Journal of WCMC 2024. These publications not only demonstrate my commitment to advancing knowledge but also my ability to engage with and contribute to the academic community. I integrate up-to-date knowledge into the curriculum, keeping teaching methods and materials relevant. Accordingly, I bring the latest developments and insights into the classroom, providing students with a dynamic and up-to-date learning experience, such as the **development of Cisco Lab** at the UWTSD Birmingham campus for research on communication protocols. This is also helping me in the supervision of **two postgraduate dissertation projects on "AI and Neural Networks"**. V(1-4), K(3, 6), A5.

Citations (500 words)

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Zeng, L.M., 2020. Peer review of teaching in higher education: A systematic review of its impact on the professional development of university teachers from the teaching expertise perspective. *Educational Research Review*, 31(100333), pp.1-16.



SECTION THREE: Referees

Your application must be accompanied by **two supporting statements** 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	MD Nazmul Hasan
Job Title	Academic Director
Fellowship Status	Fellow of the Higher Education Academy (FHEA)
Institute/Centre/Unit	University of Wales Trinity Saint David (IICL - Birmingham)
Email address	md-nazmul.hasan@uwtsd.ac.uk
In what capacity can this individual comment on your professional practice? Hasan is an academic director of computing at UWTSD Birmingham and my line manager. He is giving comments on my professional practices as a line manager.	

Second Referee:	
Name	Yohan Mendis
Job Title	Senior Lecturer
Fellowship Status	Fellow of the Higher Education Academy (FHEA)
Institute/Centre/Unit	University of Wales Trinity Saint David (IICL - Birmingham)
Email address	y.mendis@uwtsd.ac.uk
In what capacity can this individual comment on your professional practice? Yohan is a senior lecturer at UWTSD Birmingham. I have been working with Yohan from last few years. He is giving comments on my professional practices as a mentor and colleague.	



SECTION FOUR: Declaration

Please sign and date in the box below to confirm that the application you are submitting is your own work.

Signature	Abida Perveen
Date	17 April 2024

GDPR on data sharing with ADVANCE HE

Following the implementation of GDPR you should be aware that following successful recognition at UWTSD, personal data including your name and email address will be supplied to Advance HE. This is in order to trigger your fellowship registration and certificate being recorded on their MyAdvanceHE database.

<https://www.heacademy.ac.uk/my-academy-manage-your-higher-education-academy-experience>

Advance HE will make use of this data in the course of providing their Accreditation Services to UWTSD, and potentially in any reviews they might carry out of our accredited provision.

By submitting your coursework and appendices you are confirming you agree to this data sharing.

S