



UNIVERSITY OF WALES TRINITY SAINT DAVID CONTINUING PROFESSIONAL DEVELOPMENT SCHEME

APPLICATION FOR FELLOW

SECTION ONE:

NAME	Dr Hamdi Hussain
INSTITUTE/CENTRE/UNIT	University of Wales Trinity Saint David (UWTSD), Institute of Inner-City Learning, Birmingham Campus
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))	Programme Manager, MSc in Public Health and Social Care in Practice.
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). If your supporting statements are not included with your application, you must ensure your referees send their supporting statements to the Academic Office by the deadline. The Academic Office will not chase referees.	Yes ☒ No ☐
Date of Training	8 th March 2023
Mentor	Julie Thomas

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**)

Write your evidence here

My current role as a Lecturer at UWTSD and previous Research Fellow position at the University of Warwick have significantly expanded my Higher Education (HE) teaching experience. I have taught a mix of home and international students, aged 18 to 50+. Over the past 9 years, I have delivered my sessions in different settings such as lectures, seminars for small and large student groups, tutorials, laboratory-based teaching sessions, and 1-1 support sessions either in-person or remotely.

During my 4-year post as a Research Fellow, my teaching role was part-time. I taught a range of students, including those studying Medicine, Public Health, and Biological Sciences at both undergraduate and postgraduate levels.

As a lecturer at UWTSD, I started as a Module Lead on a Level 4 module for The Certificate of Higher Education in Health and Social Care. This course's student demographic is those recruited from a widening participation route. It consists of mature students from ethnic minorities from inner-city areas, younger students from lower socio-economic backgrounds, and European students who have acquired the immigration status of settled in the UK. Often, the students in this programme have not engaged in education for a prolonged period or have acquired some higher education experience in their home countries. In contrast, some students have not engaged in higher education or been exposed to professional surroundings.

In my current role as Programme Manager for the MSc in Public Health and Social Care in Practice (PHSCiP), I teach various modules and provide pastoral support to the students. I am also responsible for managing the curriculum design, supporting the teaching staff on the course, and all programme development aspects. We are currently auditing several modules on the curriculum, and I am leading the redesign and development of modules on the MSc programme.



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

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

- Micro: individual/one-to-one or small groups
- Meso: 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

In term 2 for the MSc in PHSCiP, students engage in a module titled Practice-Based Research (LCHS7001) (K1). LCHS7001 assignments require students to develop a research proposal on a physical health activity and conduct a focus group on eating behaviour in postgraduate students (K2). The assignment structure for LCHS7001 is challenging for the students, as they are all working on the same research topic. In contrast this module would be better spent preparing students to research and decide on their own research topic for their dissertation in term 3.

Through conversations with dissertation supervisors in Autumn 2023, it was evident that students had insufficient time in term 3 to conduct effective research and complete their dissertations (K5). This aligns with existing research which indicate a short time frame has a significant impact on the quality of research produced by postgraduate students (Carter and Kumar, 2017) (K3, V3). Most mature students in higher education have additional responsibilities, such as caring for children and working full-time, therefore, I was conscious the students were not receiving adequate time and support required to produce effective research for their dissertation (V4). In addition, I was concerned the international students on the programme, many of whom required



additional academic writing support, were not given appropriate time to conduct research to their highest level (V1). As indicated by The Quality Assurance Agency for Higher Education [hereafter QAA], (2022), a short time frame for dissertations may lead students to contract their work to third parties to help complete their dissertations, which clearly violates academic integrity and standards (K6).

I conducted a focus group in January 2024 with existing students to evaluate the effectiveness of the structure for the LCHS7001 module (K1, K5). This demonstrates my commitment to utilising a curriculum co-design approach to improve student engagement on the programme (V2, K5). The students stated they had insufficient time to complete their dissertation to a high standard, which caused them higher stress levels. After discussions with the MSc Programme Manager in London, we agreed the assignments for LCHS7001 would need to be revised by providing students more time to research and better prepare for their dissertation research topic (K3). The proposed changes for the assignment brief for LCHS7001 included students to complete a poster presentation and a research proposal on the chosen research topic for their dissertation in term 3. I engaged with the Quality Team at UWTSD to complete appropriate forms providing a rationale for the proposed changes and ensure compliance with the university's quality framework (K6). The proposed changes have been approved and we currently have the first cohort of students on the revised module. To assess the effectiveness of the implemented changes, students will be requested to share their feedback via an online questionnaire as this can be completed by students at a convenient time for them and continuous discussions will be held with the teaching staff on the module (K4, K5).

As most of the students on the MSc programme are mature students with many competing responsibilities, careful planning of learning activities is required to ensure effective engagement in class (V1). For example, when planning my teaching sessions, I utilise a flipped learning approach where students are provided early access to the teaching content (K2). This self-directed learning approach is compatible with adult learning as it ensures they are familiar with the teaching content before class and a significant proportion of the session can be spent on group work activities and asking for clarity on specific content (Akparibo, Osei-Kwasi and Asamane et al., 2021) (K3, V3). As the content is shared via digital platforms such as Moodle or Microsoft Teams channels, students are provided opportunities to enhance their digital skills as they learn to navigate these tools, with additional support provided by the IT team to students who are less digitally literate (K4, V2). This demonstrates my commitment to enhancing students' employability attributes as digital literacy is a key skill required for a career in the healthcare sector (Health Education England, 2019) (V3, V4). From the mid-module feedback in February 2024, students highly praised the flipped learning approach used in my teaching sessions as it allowed them to "review the teaching material in my own time and pace and helped me feel more confident to engage in class".



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.

Engagement in appropriate teaching and learning strategies including:

- Use of a range 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)

Write your evidence here

Given the variety of students I teach at UWTSD, I have adopted a range of pedagogic approaches, such as Adult Learning Theory (ALT) proposed by Knowles (1968) and Vygotsky's model of Zone of Proximal Difference (1978), to inform my teaching practice and ensure it is inclusive to all students (K3, V3). The ALT framework explains adult learning is more effective when mature students can learn through their lived experiences and needs to be tailored to different life phases and developmental stages of the students (Knowles, 1980) (K3). For example, in July 2023, when teaching concepts around communication with healthcare professionals in the Level 4 Health and Social Care module, I encouraged my students to share their lived experiences of communicating with various healthcare professionals (K2). This ensured the students were engaged and motivated to participate in class discussions and demonstrates my ability to utilise appropriate evidence-informed methods to enhance student engagement and learning (V2, V3).

Vygotsky's model places significance on the teacher, a more knowledgeable other, to facilitate and empower students to gain understanding and critical analysis skills relevant to the subject material. For example, when teaching on the MSc programme, I recognise students learning is most effective when engaged in a problem-based learning environment as this promotes critical thinking and teamwork, which also are core employability attributes required in the Public Health sector (K3, V4). In January 2024, I incorporated weekly group activities in my teaching session where students were assigned a public health scenario and asked to prepare a digital health promotion intervention to tackle the health problem (K1). Not only does this activity teach subject-specific knowledge required to work in the Public Health sector but highlights my commitment to using appropriate evidence-informed practices to motivate the students to become active participants in their own learning process (K2, V3). The effectiveness of such activities on students' learning was clear when students submitted their assignment reports on developing a digital health promotion campaign and received higher than average marks (K5). Also, students demonstrated better engagement in class discussions following the group activities as they had the opportunity to engage in a collaborative learning environment with their peers and elaborate on core concepts covered in class. In addition, in response to module feedback questionnaires, students often praised such group activities as one of their favourite teaching elements on the MSc programme and encouraged more of similar activities to be included across other modules, which now have been implemented to ensure the quality enhancement of teaching delivery (K5, K6).



To demonstrate my commitment to inclusive teaching practices, I always record my teaching sessions, providing captions and additional notes and resources using appropriate technologies such as Panopto or Microsoft Teams (K4). These recordings are valuable to a variety of students including those with additional needs and ensures the teaching content is accessible to all students (V1). I also recognise that mature students with additional responsibilities may not always be able to attend in-person classes. The availability of recorded lessons is essential in ensuring all students can continuously engage with their learning even when life circumstances prevent them from joining in-person (V2). For students who lack digital literacy and confidence in accessing the recorded sessions, I would arrange 1-1 support sessions on campus to cover questions or teaching content as required by the students, demonstrating my respect for diverse learners and commitment to ensuring all students are provided equal access to learn within higher education (V1, K3).



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.

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
- Innovative approaches to assessment and feedback
- Student responses to feedback

Write your evidence here

Research has consistently demonstrated the importance of assessments and providing feedback to mature students as this significantly enhances their learning process (Chapman, 2015). In the interest of fairness and to equip students with a clear understanding of the expectations upon them, they are provided early access to the assignment briefs which outline how marks are awarded for the different assessments on the modules, which is further expanded upon in class (K5, V2).

Standardisation procedures ensure academic standards are upheld and reduces students' complaints and dissatisfaction with their modules (Bloxham, Hughes and Adie, 2015). To demonstrate my commitment to consistency and transparency in marking and moderation, I regularly organise and attend various marking and standardisation meetings to discuss university-wide practices and standards (K6). From my experience of moderating modules on several programmes, these standardisation meetings are very effective in ensuring consistent marking standards are applied by lecturers, which promotes fairness, ensures students build confidence in the assessment process and promotes positive learning outcomes (K5, V3).

Students' limited engagement with their feedback may have detrimental impact on their learning (Carless and Boud, 2018). To enhance students' engagement with feedback, in March 2024, I participated in the inaugural Feedback Week organised by colleagues from the Assessments team. From discussions with various students, many found the language used in their feedback inaccessible, whereas others felt their feedback provided insufficient detail on how they may improve next time (K5). Also, some students reported they did not receive feedback in time to act before their next assignment was due – this practice is inconsistent with standards emphasising the importance of providing feedback to students in a timely manner (QAA, 2013) (K6). In particular, mature students perform effectively when they develop independent learning skills and are provided the time to develop different approaches to support their learning process (Tett et al., 2012) (V3, K3). The discussions with students made me cognisant of the importance of timely feedforward and using unambiguous language in feedback to students, which I have made conscious efforts to improve upon in subsequent feedback (K2, V3).

In addition to employing summative assessments to assess students' learning, I embed various formative assessments methods such as quizzes and problem-based group activities into my teaching sessions (K2). I also recognise that students learn in different ways and no singular formative assessment method can accurately capture the level of understanding of students (K3). As such, adapting your assessment method to fit the students may be appropriate to promote



positive learning outcomes. This is particularly relevant for mature students whose learning is most effective as active participants in their learning and when provided continuous formative feedback (Tett et al., 2012) (V1, V3). To support this, I combine group-based activities with the Initiation, Response and Feedback (IRF) questioning approach to assess students understanding and promote self-directed learning (Medina, 2001) (K2, V3). Providing students time to engage with their peers to digest key concepts before assessing their learning and providing rapid feedback helps with building mature students' confidence and engagement in class (Rabourn, BrckaLorenz and Shoup, 2018) (V1, V3). The importance of continuous and rapid feedback in class was underscored by one student commenting that "feedback in class motivates me to work harder and do even better" (K5). In addition, when giving feedback to students, I provide comments which highlight employability skills relevant to the learning outcomes for each module (K2). This practice allows students to enhance their understanding of employability skills and to self-assess their progress with employability attributes which aligns with HE standards of improving employability (QAA, 2023b) (K6, V4).



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.

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

The MSc programme at UWTSD contains a mix of home and international students, however, based on submitted assignments, the international students generally underperformed relative to their home counterparts. Following discussions with the teaching staff on the programme and the international students, it became clear the students required additional support with UWTSD referencing guidelines and with their academic writing, as this was impacting on their ability to perform to their true potential (K5, V1). Research has shown providing tailored academic support to international students as a key indicator of students' positive learning experience, as a lack of familiarity with academic standards may have a significant impact on their academic achievement and on their overall wellbeing (Lillyman and Bennet, 2014). To resolve this, I organised additional sessions with the Academic Liaison Librarians to support the needs of the international students, both as a group and in 1-1 support sessions (V1, V3). In the interest of fairness and equality, I also created additional referencing support sessions for the home students who requested extra support (V2). To aid the support sessions, I uploaded additional resources onto a Microsoft Teams channel accessible to all students to review at their convenience (K4). After the submission of their next assignments, the international students showed a considerable improvement in their mark, and this was contributed by the students to the additional support sessions provided by the support services (K5, V2). Raj mentioned: "without the additional support sessions, I do not think I would perform as well as I have – thank you for providing us the support we need". In the student-staff committee meeting from February 2024, student representatives highlighted the positive impact the support sessions have had on the international students and hoped further sessions would be arranged. For the following term, I organised support sessions in week 1 and 2 for the international students and the home students who requested it – this aligns with research which highlights the importance of early support and intervention as integral for international students to achieve their full academic potential (QAA, 2023a) (K6, V3).

As most of the students at UWTSD are non-traditional adult learners with additional responsibilities, various learning approaches need to be utilised to maximise their learning. From previous experience, embedding different technologies into the learning environment has been very successful in supporting students' learning (V3). For example, I use Microsoft Teams channels in my teaching sessions, where students can find a range of material relevant to their modules such as recordings of teaching sessions and additional resources relevant to their modules (K4). Also, I utilise the Moodle learning platform for all modules where students can



access and engage with self-paced quizzes, essential reading list and further material relevant to each module (K2). This allows students to access a plethora of resources beneficial for their learning at their own pace and in their own time (V2). On the occasions where I deliver online sessions, I encourage collaboration and engagement through the breakout rooms which allows students to participate in group activities and learn how to professionally conduct themselves in a virtual environment (K2, K4). This aligns with enhancing adult students' digital competency, which is a clear employability attribute for various job sectors (Department for Education, 2023) (K6, V3).



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.

Engagement in:

- 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

Evidence might include:

- 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

Write your evidence here

One of my key roles for the MSc programme includes supervision and oversight of the dissertation phase for the students in term 3. Given the students have time constraints to complete their dissertations, effective supervision and guidance is crucial to deliver a well-written thesis in a timely manner (Carter and Kumar, 2016) (K1, K2, V3). To improve the supervision process, I have attended training, seminars and workshops on best practice in formative feedback and read several research articles discussing this topic. One practice highlighted the effectiveness of dual-phase feedback by first providing written feedback to students, followed by a face-to-face meeting to discuss the feedback in more detail (Yang and Carless, 2012). This method allows students appropriate time to reflect on the written feedback, followed by the opportunity to discuss it further in a meeting (K3). I recognise this practice would particularly suit the international students who often required time to process feedback and comments as non-native English speakers (V1, V2). When I implemented this practice, I quickly realised the effectiveness of the method as the students were able to make significant progress with their dissertations as evidenced by the quality of work produced in subsequent drafts (K5). To ensure consistency in practice for all students on the dissertation phase, I discussed the benefits of this practice with all the dissertation supervisors and encouraged them to implement it in their practice (K6, V3). This practice has contributed to higher quality dissertations produced as evidenced by the increased proportion of students achieving merits and distinctions in March 2024 (K5).

Another effective practice for supporting dissertation students is implementing peer-review activities by encouraging students to share drafts of their dissertation chapters (Carter and Kumar, 2016) (V3). Not only does this practice promote students to gain experience in providing and understanding feedback but allows them to resolve errors with their academic writing prior to submitting the work to their supervisors (K2, K3). In some of the dissertation workshops, I encouraged students to work in pairs to peer-review sections of their work. After the session, students disclosed the effectiveness of the activity as they were able to exchange different skillset



and knowledge, which enhanced the students' learning (K5). The effectiveness of this practice was also evidenced by the increased attendance and engagement in dissertation workshops where peer-review activities took place. In addition, following peer-review activities, students submitted drafts with improved academic writing as common errors were picked up by fellow students in class. This practice demonstrates my commitment to using appropriate evidence-informed practices to promote positive learning outcomes for postgraduate students (V3).

To support students' career ambitions, I have engaged in several institute-wide events and seminars on how the university can enhance student's employability skills (K6, V3, V4). A consistent theme which emerged from the different sessions included that lecturers need to better define and flag employability skills appropriate to the modules taught. Research has also suggested improving student's understanding of core employability skills as a key factor in improving engagement in class (Kornelakis and Petrakaki, 2020) (V3). To support this practice, in my lesson objectives, I include reference to key employability skills relevant to working in the Public Health sector (K2). The effectiveness of this practice is evidenced by more students being more enthusiastic and motivated to engage in class when they become aware of the impact the teaching material will have on enhancing their future job prospects (K5, V4).



Citations (500 words)

Akparibo, R., Osei-Kwasi, H.A. and Asamane, E.A. (2021) 'Flipped learning in the context of postgraduate public health higher education: a qualitative study involving students and their tutors', *International Journal of Educational Technology in Higher Education*, 18, article number 58. Available at: <https://doi.org/10.1186/s41239-021-00294-7>

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Carless, David and Boud, David. (2018) 'The development of student feedback literacy: enabling uptake of feedback'. *Assessment & Evaluation in Higher Education*. 43(8), pp. 1315-1325. Available at: <https://doi.org/10.1080/02602938.2018.1463354>

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Carter, S. and Kumar, V. (2016) "Ignoring me is part of learning": Supervisory feedback on doctoral writing", *Innovations in Education and Teaching International*, 54(1), pp. 68–75. Available at: <https://doi.org/10.1080/14703297.2015.1123104>

Department for Education (2023) *Adult Education Devolution*. Available at: <https://www.gov.uk/government/publications/adult-education-devolution/adult-education-devolution> (Accessed: 26/02/24).

Health Education England (2019) *Preparing the Healthcare Workforce to Deliver the Digital Future*. Available at: <https://topol.hee.nhs.uk/> (Accessed: 05/03/24).

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Knowles, M. S. (1968). Andragogy, not Pedagogy. *Adult Learning*, 16(10), pp. 350-352.

Kornelakis, A. and Petrakaki, D. (2020) 'Embedding employability skills in UK higher education: Between digitalization and marketization'. *Industry and Higher Education*, 34(5), pp. 290-297. Available at: <https://doi.org/10.1177/0950422220902978>

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Medina, P. (2001) 'The intricacies of initiate response evaluate in adult literacy education'. *Adult Education Research Conference*, East Lansing.

Rabourn, K. E., BrckaLorenz, A. and Shoup, R. (2018) 'Reimagining Student Engagement: How Nontraditional Adult Learners Engage in Traditional Postsecondary Environments'. *The Journal of Continuing Higher Education*, 66(1), pp. 22–33. Available at: <https://doi.org/10.1080/07377363.2018.1415635>



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The Quality Assurance Agency for Higher Education (2013), *Responding to Feedback from Students: Guideline about providing information for students*. Available at: https://www.qaa.ac.uk/docs/qaa/quality-code/responding-to-feedback.pdf?sfvrsn=8d46f981_8 (Accessed: 29/01/24)

The Quality Assurance Agency for Higher Education (2022) *How to Address Essay Mills and Contract Cheating*. Available at: <https://www.qaa.ac.uk/docs/qaa/guidance/contracting-to-cheat-in-higher-education-third-edition.pdf> (Accessed: 12/02/2024).

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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	Dr Tracy Cruickshank
Job Title	Assistant Dean (Quality and Enhancement)
Fellowship Status	Senior Fellow
Institute/Centre/Unit	University of Wales Trinity Saint David, Birmingham
Email address	t.cruickshank@uwtsd.ac.uk
In what capacity can this individual comment on your professional practice?	
Colleague at the IICL in Birmingham.	

Second Referee:	
Name	Dr Besty Jose
Job Title	Senior Lecturer
Fellowship Status	None
Institute/Centre/Unit	University of Wales Trinity Saint David, Birmingham
Email address	b.jose@uwtsd.ac.uk
In what capacity can this individual comment on your professional practice?	
Colleague at the IICL in Birmingham.	



SECTION FOUR: Declaration

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

Signature	
Date	25/07/2024

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.