



UNIVERSITY OF WALES TRINITY SAINT DAVID
CONTINUING PROFESSIONAL DEVELOPMENT SCHEME

APPLICATION FOR FELLOW

SECTION ONE:

NAME	Dr. Sujeewa Herath
INSTITUTE/CENTRE/UNIT	University of Wales Trinity Saint David (UWTSD)
POSITION (E.g. Lecturer/Senior Lecturer/Principal Lecturer/Director of Discipline/Other (please specify))	Lecturer in Business Management and Programme Manager for BA Leadership Management at UWTSD, Birmingham Campus.
ROLE (E.g. Lecturer/Programme Director/Admissions Tutor/Module Leader/Other (please specify))	Lecturer and Programme Manager
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	
Mentor	Dr. Tracy Cruickshank

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

I completed my Doctorate in Business Management from the School of Management at Cardiff Metropolitan University in November 2019. Since January 2020, I have been employed as a lecturer at University of Wales Trinity Saint David (UWTSD) on an hourly paid basis. In May 2022, I commenced my position at UWTSD as a permanent lecturer and Programme Manager (PM). Between January 2020 and May 2022, I held a position as an hourly paid lecturer at Global Business Banking: Leeds Trinity. I am currently employed as a research fellow at the Dublin Centre for European Strategy.

In both universities as a lecturer, my main roles and responsibilities are designing, planning, and delivering lectures, seminars, and tutorials(A1,A2). This includes creating lesson plans, preparing teaching materials, and utilizing various instructional methods to engage students(A1). Assessment and evaluation are also part of my job(A3). I have been involved in developing, administering, and grading exams and assignments. Providing constructive feedback (formative activities) to students to support their academic progress is one of the main purpose of engagement with students(A3).

I have also completed a Master of research degree in Social Science Research methods from Keele University in UK. 15 years back, I laid my foundation at back home to pursue my dream job as a lecturer by working as an assistant lecturer and visiting lecturer at University of Colombo in Sri Lanka. In addition, I have obtained a Master of Research degree in Social Science methods from Keele University in the United Kingdom. Fifteen years ago, I established my career by starting as an assistant lecturer and visiting lecturer at the University of Colombo in Sri Lanka, in order to pursue my desired profession as a lecturer.



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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
- 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

The BALM programme was revalidated in September 2023. I designed new module descriptors with the help of revalidation team. Precisely, defining learning outcomes for module descriptors was one of the major challenges I faced as those learning outcomes should map with employability skills. Main consideration was given to establish clear, measurable learning outcomes that align with the overall program goals and student needs. Based on the revised module descriptors, I have developed new modules since Sep 2023.



I asked a few questions when building module content for learning outcomes. How to stay relevant? What learning activities should my pupils do? What activities would achieve learning outcomes? What content is needed for learning outcomes?

Firstly, to ensure relevance, I have incorporated current industry trends, research, and the best practices to keep the module content up-to-date and relevant to the real world(K1). For this, in designing and planning module content, I collaborated with other lecturers (expertise for different subjects) and academic staff to ensure consistency and integration across the curriculum. I have also established connections with industry professionals to provide practical insights and real-world relevance to the module(K1). The contents needed to achieve learning outcomes was decided based on the principle of relevance.

Secondly, in selecting appropriate teaching and learning strategies(activities) to enhance the learning outcomes in module planning, I initially designed the content for delivering through presentations (lecture strategy)(K2), often created slides to convey key points and theories and made them available on Moodle. This was to ensure all students have access to the necessary resources, including those who missed the classes and needed additional support(K1). Designing teaching materials and uploading them on the Moodle ensured consistency in teaching across different sessions and lectures. One of the lectures emailed me saying that ""The progression of the teaching materials closely followed the learning outcomes, helping students build on their knowledge systematically."

I conducted brief research to answer my third question. What kinds of activities would lead to achieving the learning objectives? Analysis of the research indicated that traditional teacher centric teaching style in higher education generally fail to encourage a profound attitude to learning, except among a small percentage of students (Gow and Kember, 1990). Student-centred pedagogy emphasises understanding, learning and developing reflective, critical, and responsible thinking skills. The students in a teacher-centred classroom are passive and react to external stimuli. The teacher has complete control over the learning process, limiting pupils' critical thinking and problem-solving skills (Serin, 2018). Therefore, the main principle I applied in designing module content is promoting student centric interactive learning.

I applied this principle by incorporating questions, discussions, and live polling to module content (K2). I embedded a variety of technological tools, including our Moodle for interactive quizzes and



You tube videos to cater to different learning styles in content development. These activities helped to improve student engagement. For example, I have designed an interactive lecture for Innovation Management module using tools like Kahoot to conduct live quizzes. This has been reflected in module evaluation forms by the participants saying that "Kahoot helps break the boredom of lectures. Competing with my classmates makes me more motivated to learn the material(K2,K3)".

To know that the learning outcomes are effective, I analyzed results regularly. Assessment result analysis proved that the students have met the learning outcomes for new modules (LCLM 5001, 5002,5003,5004). I have looked for patterns in the data that might indicate strengths and weaknesses in student learning. I have also used benchmarking to determine how learning outcomes are being met at expected levels. The number of students in performance proficient and exemplary categories (above 50%) are higher than the needs improvement category (40 to 50%) for each module.



**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

A study conducted by Johnson and Migheten(2005) compared different teaching strategies. More specifically, they compared the lecture notes combined with group discussion versus lecture only strategies and supported the notion that lecture **notes combined with group discussion**(V5) as a teaching method is more effective than lectures only strategies. Following this, I added a group discussion on a specific topic in every week(A2,K2). This encouraged students to articulate their thoughts and engaged in debates and brainstorming(A2,K2). Identifying and planning different kinds of interaction with students in widening participating context was important in teaching. Group discussion was a powerful interactive learning tool that enhanced learning outcomes in Business Management students.

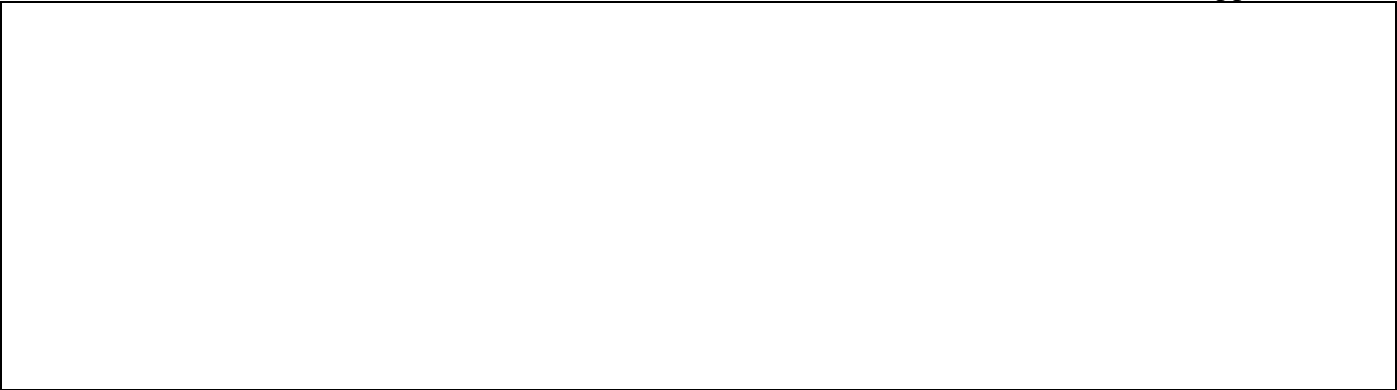
By embedding structured and well-facilitated group discussions to module content(A2), I have created an engaging and dynamic learning environment that not only deepens students' understanding of the subject matter but also develops essential skills (communication, critical thinking, problem solving, confidence) for their future careers(V4). The students mentioned that learning to handle constructive criticism during the group discussions builds resilience and the ability to cope with obstacles. This practice has helped them to positively deal with criticism at the workplace as well. They have learned to use criticism as an assessment(K3).



Supporting reflective practices in higher education is crucial to prepare students for their professional careers (Alt, Raichel and Naamati-Schneider, 2022). For example: I encouraged students to keep a reflective journal where they can document their daily experiences, challenges, decisions made, and lessons learned. After each formative and summative submission activity and a field visit, a Moodle activity was provided to reflect on what worked well, what could have been done differently, and what they learned from each situation(K3).

I also provided case studies and simulation exercises that replicate real-world business scenarios. After completing the case study or simulation, the students were assigned to reflect on their decision-making process, the outcomes, and what they would do differently in similar situations in the future. The reflective learning improves student's critical evaluation skill, self-awareness and emotional intelligence, etc(V4). Upon completion of a group task in a business module, the students were asked to reflect on improving team collaboration skills. The objective of this reflective task was to help business students critically evaluate their experiences in team projects, identify strengths and weaknesses in their collaboration skills, and develop strategies for improvement. This task encourages self-awareness, critical thinking, and the application of theoretical concepts to real-world scenarios(V4,K4).

As the PM, I have organized peer evaluations for my new colleagues. I have also received peer evaluation. This evaluation process includes criteria such as clarity of presentation, engagement with students, organization of materials, and effectiveness of communication. Positive comments I received included that actively interacting with students; providing constructive feedback after activities, demonstrating expertise and engaging students, effective use of teaching aids to enhance learning, communicating ideas effectively, etc. I have also received constructive feedback from a peer evaluation saying that "while your presentation style is engaging, incorporating a variety of teaching methods (e.g., multimedia, case studies, simulations) could cater to different learning styles and enhance overall learning outcomes, you need to prioritize providing clear and detailed instructions for assignment to reduce confusion among students". Subsequently, I allocated a dedicated 15-minute time slot during each 4-hour lecture within a 10-week teaching cycle to elucidate the assessment guidelines and facilitate a question-and-answer session. I have also provided additional one to one session to support assessment completion. Students appreciated the interactive nature of one-to-one sessions, and these sessions allowed them for personalized attention and in-depth discussions.





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

As the PM for BALM, I involve myself in developing 12 assessment briefs in each academic term. Once I completed designing (with the support of the academic staff) and verifying (internally), I send them across to quality team and then to the external examiner(K5). In order to ensure that the assessment briefs are engaging, practical, and reflective of real-world scenarios, I have arranged to include a range of assessment for these 12 modules depending on the module learning outcomes for each module.

For Example:

1. Case Studies and Simulations:
2. Group Projects and Presentations:
3. Reflective Journals:
4. Peer Assessments:

In addition to this, I have ensured different marking and moderation approaches to ensure reliability and robustness in the assessment process. Setting up rubrics and clear criteria is used to ensure robustness. According to Allen and Tanner, 2006(p.203), “when used as teaching tools, rubrics not only make the instructor’s standards and resulting grading explicit, but they can give students a clear sense of what the expectations are for a high level of performance on a given assignment, and how they can be met”. Given that our students have a limited experience in a certain assessment activities due to their background of widening participation, these rubrics can be highly significant(K5).

With the support of the assessment team and the academics, I have provided detailed rubrics provided for each assignment to ensures consistency and transparency in marking, with clear



standards that all students can understand and aim for. I sometimes use double marking to increase marking accuracy and fairness, as discrepancies are resolved through discussion or third-party review. External examiners agreed that the assessment tasks have been designed to cover the learning outcomes and allocated appropriate weights to assessment components based on the importance of the outcomes they measured.

I have used few approaches to feedback. Enhancing Student Involvement is one of the main objectives of these approaches(V2). For example, Formative Feedback Sessions have been embedded to each module as regular, scheduled feedback sessions throughout the course. This provides opportunities for students to discuss their progress and understand areas for improvement before final assessments. This has helped to improve submission rate and avoid contractual cheating (This reflects in reduced AMC cases). All the lectures on my programme are required to provide a detailed written Feedback on draft submission links on Turnitin. This feedback should highlight the strengths and areas for improvement. According to the student feedback, this enables students to reflect on specific aspects of their work and understand how to enhance their performance. For the module with group work assessment components, I have used Peer Feedback Mechanisms. These were implemented in the form of structured peer review sessions where students provide feedback to each other. I use interactive feedback workshops where students can ask questions and seek clarification on feedback received. This is to follow up with written feedback sessions. This promotes a two-way dialogue, ensuring that feedback is understood and acted upon effectively. On week 10 which is the last week of each term, I have organized Feedback Reflection Tasks on Moodle. This task requires students to reflect on the feedback received and outline their action plans for improvement. According to the student feedback on this activity, this encourages proactive engagement with feedback, fostering a culture of continuous improvement. The impact of these activities was reflected in improved results. Out of the 18 students who graduated in January 2024, there were 5 students who received distinction passes, 9 students who received merit passes, and 2 students who received general passes. There are just two students enrolled in repeat modules. These are the most optimal outcomes for BALM over the past three years.



**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

I included group projects in project management and information management courses to promote teamwork and business application(V5). These initiatives teach collaboration, critical thinking, and problem-solving by simulating corporate difficulties. I designed an online platform (K4) where students can connect, share information, and collaborate regardless of their location to support these group activities. Attendance rate is very poor for the some of the activities organized as face-to-face meeting. This is due to the obligations that older students have towards their career and family. Nevertheless, their level of involvement in these online activities is remarkably high (V1, V4).

I have developed a multi-faceted support system. This includes weekly office hours, virtual drop-in sessions, and a dedicated discussion forum on MS team. These avenues provide students with multiple ways to seek help and engage with the course content. I also offer one-on-one academic advising sessions to assist students with course selection, career advice, and personal development plans. In addition to academic support, I have initiated workshops focused on developing soft skills crucial for business success, such as leadership, communication, mindfulness and time management. These workshops are conducted in collaboration with the university's career services and industry professionals, providing students with practical insights and networking opportunities. One of my students commented that "The session you set up for



us was very beneficial and I think it was a great opportunity for us to experience meditation and self-awareness rather than always talking. Giving time to your self-living in the present moment hearing your own breath. It benefited me I'm practising it at home too as you know I have health conditions and small children some days are harder than others, but this truly has helped. Thank you once again for teaching me"

As a part of resource development, I have created and curated resources that enhance learning, such as online materials, labs, or study guides for each module such as "resource list on Moodle". For example, as a Programme Manager for the undergraduate BALM programme, I have spearheaded initiatives to create an inclusive learning environment. I introduced a peer mentoring scheme where senior students support first-year students, fostering a supportive learning community. Additionally, I worked with the disability services to ensure all our learning materials are accessible to students with disabilities. These efforts have significantly enhanced student satisfaction and retention rates in our programme as noted in NSS 2022(83%) and 2023(87.3%). To ensure our learning environment is inclusive and accessible, I have collaborated with the university's accessibility services to make course materials available in various formats(V1,V2). This includes providing lecture notes and reading materials in digital formats compatible with screen readers and offering subtitles for all video content.

In order to enhance the educational process, I have compiled a collection of additional materials, such as industry publications, market analysis tools, and simulation software(K4). The training incorporates these tools, enabling students to apply theoretical knowledge to real-life situations. In addition, I have organised and guided guest lectures and webinars with prominent professionals in the field, providing students with valuable insights into the latest industry developments and practical business strategies. Ultimately, I have implemented an ongoing feedback system to oversee and enhance the educational setting. By conducting regular surveys and engaging in focus group discussions, I collect input from students regarding several parts of the course, such as the delivery of content, accessibility of resources, and availability of support services. This feedback provides valuable insights that contribute to continuous enhancements and guarantee that the learning environment remains adaptable to the demands of the students.



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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

As a part of Disciplinary CPD, I regularly attend conferences such as the British Academy of Management (BAM) (BSA) annual conferences. For example, at the last BAM conference, I got an opportunity to listen to high level keynote speakers, paper presentations and professional development workshops. I have completed several professional development courses, including a certificate in Advanced Quantitative Methods, which has enhanced my ability to teach statistical analysis in Business courses. As a part of Pedagogical CPD, I participate in workshops offered by my institution's quality team. A recent workshop on classroom management strategies inspired me to introduce mindfulness practices to student learning to reduce their stress. I have successfully finished a training programme that included the utilisation of learning management systems (LMS) and educational technology, including Moodle and Turnitin. This programme has equipped me with the skills to proficiently utilise these technologies to optimise student



engagement and streamline evaluation procedures. This helps me to set clear grading rubrics on Moodle when I worked at GBS. I got involved in a forum at 4pm every Thursday, where the Learning and Teaching team (L&T) had continued the tradition of bringing together teaching Staff from across all GBS campuses to share, challenge and develop ideas about teaching and learning. I presented 2 topics to the platform.

Incorporation of Research and Scholarly Activity in my teaching is another priority in my CPD. As a part of research integration, my research focuses on ethnic inequality and community development. I bring this research into the classroom by incorporating case studies and data from my fieldwork into lectures and discussions. For instance, I use examples from my research on ethnic entrepreneurs in UK to illustrate theoretical concepts in the innovation management module. I involve students in my research projects, providing them with hands-on experience in data collection and analysis. This approach not only enhances their understanding of research methods but also contributes to their professional development. For example, several students have co-authored conference papers with me, gaining valuable experience in academic writing.

As a part of engaging in scholarly activities, I have published articles in peer-reviewed journals and present my findings at academic conferences. These activities keep me engaged with the latest research in my field and allow me to bring cutting-edge knowledge to my students. I collaborate with colleagues on interdisciplinary research projects, which broadens my perspective and enriches my teaching while working as a research fellow at Dublin Centre for European strategy. For example, a recent project with colleagues from a different university on corporate sustainability has provided new material for my courses on sustainability. As part of my assessment of professional practices, I utilise end-of-course assessments to get input from students regarding their educational experiences. This feedback is essential for identifying specific areas that need improvement. For instance, the recommendations from students prompted me to integrate additional real-world case studies and practical applications into my programme. I conduct mid-semester surveys to gauge student satisfaction and make real-time adjustments to my teaching methods. This practice ensures that I can address issues promptly and improve the learning experience as the course progresses. Few of my students secured part time job opportunities as research assistants through these networking and research activities(V4).

Finally, the continuous advancement of my professional skills in both my field of expertise and teaching methods, together with the incorporation of research and scholarly work, greatly improves my teaching approach. Through the ongoing assessment and improvement of my strategies, using input from students, colleagues, and self-reflection, I guarantee that my teaching remains efficient and adaptable to the needs of my pupils. This devotion not only conforms to the



UK Professional Standards Framework but also cultivates a stimulating and nurturing learning environment for my students.



Citations (500 words)

Allen, D. and Tanner, K., 2006. Rubrics: Tools for making learning goals and evaluation criteria explicit for both teachers and learners. *CBE—Life Sciences Education*, 5(3), pp.197-203.

Alt, D., Raichel, N. and Naamati-Schneider, L., 2022. Higher education students' reflective journal writing and lifelong learning skills: Insights from an exploratory sequential study. *Frontiers in psychology*, 12, p.707168.

Johnson, J.P. and Mighten, A., 2005. A comparison of teaching strategies: lecture notes combined with structured group discussion versus lecture only. *Journal of Nursing Education*, 44(7), pp.319-322.

Kember, D. and Gow, L.Y.N., 1990. Cultural specificity of approaches to study. *British Journal of Educational Psychology*, 60(3), pp.356-363.

Serin, H., 2018. A comparison of teacher-centered and student-centered approaches in educational settings. *International Journal of Social Sciences & Educational Studies*, 5(1), pp.164-167.



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. Md Nazmul Hasan
Job Title	Academic Director
Fellowship Status	Fellow
Institute/Centre/Unit	Birmingham Campus: University of Wales Trinity saint David
Email address	md-nazmul.hasan@uwtsd.ac.uk
In what capacity can this individual comment on your professional practice? witnessed my unwavering commitment to teaching excellence and ongoing professional development.	

Second Referee:	
Name	Yohan Mendis
Job Title	Programme Manager and the mentor
Fellowship Status	Fellow
Institute/Centre/Unit	University of Wales Trinity Saint David (UWTSd), Institute of Inner-City Learning (IICL) – Birmingham Campus
Email address	y.mendis@uwtsd.ac.uk
In what capacity can this individual comment on your professional practice? He was my mentor when I undertook my role as the PM for BALM at Birmingham campus.	



SECTION FOUR: Declaration

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

Signature	Sujeewa Herath
Date	19/07/2024

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.