



UNIVERSITY OF WALES TRINITY SAINT DAVID CONTINUING PROFESSIONAL DEVELOPMENT SCHEME APPLICATION FOR FELLOW

Before you start, you will need to refer to the following documents/guidance:

The Advance HE **Fellowship Category Tool** will help you to determine whether Fellow is the most appropriate category of Fellowship for you at this point;

- + The [Professional Standards Framework for teaching and supporting learning in higher education](#) (PSF 2023) – the award of Fellow is based on the criteria of Descriptor 2 (PSF 2023) being evidenced;
- + [Fellowship Applicant Guidance](#) and [Guide to the PSF 2023 Dimensions - Fellowship \(D2\)](#).

Fellow is based on meeting **Descriptor 2 (D2) of the PSF 2023**.

Your application for **Fellow** consists of:

- a **3,000-word reflective narrative shared across all five Areas of Activity plus citations**

There is a **3,000 word limit** plus citations (overall maximum of 3,500 words). Please note that Academic Office checks the word count as part of the submission process.

In addition, **Supporting Statements from two referees** (see Applicant Guidance) will need to be submitted with your application. The **Supporting Statements** will verify and endorse that what you write about in your Account of Professional Practice represents your practice in a genuine way.

Descriptor 2 is suitable for individuals whose practice with learners has breadth and depth, enabling them to evidence all Dimensions. **Effectiveness of practice in teaching and/or support of high-quality learning is demonstrated through evidence of:**

D2.1: Use of all five Professional Values

D2.2: Application of all five forms of Core Knowledge

D2.3: Effective and inclusive practice in all five Areas of Activity

You will need to **continue to refer to the applicant guidance and Descriptor 2 of the PSF 2023** as you draft your application to ensure that you are writing to meet the requirements. You must structure your Reflective Narrative around **all five** of the PSF 2023 Areas of Activity. You will be able to use the relevant boxes below to complete your draft application

When you have finalised your application you will need to send the completed form to your referees so that they can write their Supporting Statements. Please direct your referees to the Fellowship Guidance for Referees writing a Supporting Statement. The referees need to return their Supporting Statements for you to upload with your application.

Your application is submitted first to the Academic Office **via the appropriate submission link on Moodle (Advance HE Fellowship module)**.



SECTION ONE:

NAME	Dr Sana Hoor Jokhio
INSTITUTE/CENTRE/UNIT	University of Wales Trinity Saint David - IICL Birmingham
POSITION (E.g. Lecturer/Senior Lecturer/Principal Lecturer/Director of Discipline/Other (please specify)	Lecturer in Computing
ROLE (E.g. Lecturer/Programme Director/Admissions Tutor/Module Leader/Other (please specify)	Lecturer, Programme Manager and Team Leader for BSc - Applied Computing, Module Leader (in various courses), Mentorship and career development, Academic Misconduct Committee Coordinator, Admissions Interviews Team Member, Final Year Project Supervisor
Referees Please could you tick the box if you have sent in your referees' statements (Please be aware if we do not receive your referees' statements 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	Feb 2025
Mentor	Dr Beverly Cole



Context statement:

Write your Context statement here (up to 300 words)

I am the programme manager (PM) for BSc Applied Computing at University of Wales Trinity Saint David (UWTSD) – ICL Brimingham, where I teach modules in the BSC-AC and CertHE-CSW (Computing Skills for Workplace) and supervise projects. I joined UWTSD after moving from Australia in 2023. Before joining UWTSD, I served as an HPL at various universities across the UK. My academic career began after graduating with a Bachelor of Engineering degree in Computer Systems. As a medallist, I was offered my first teaching position at a university in Pakistan in 2002, instigating a lifelong passion for imparting knowledge and fostering learning. I pursued my master's degree in Communications and Networks Engineering. Later, completed my PhD at the University of Leeds, UK, in 2010.

Over the course of my teaching career, I've developed, instructed and coordinated various courses in computing, IT and computer science. These teaching experiences span undergraduate and postgraduate level courses in Pakistan, Australia and UK. I've worked as an Academic Content Writer with an Australian University. I have taught both on campus and online, varying cohort sizes (25-130), to culturally and linguistically diverse domestic and international students. Key responsibilities included student advisory roles, undergraduate and postgraduate project supervision, PhD advisor, and membership of various academic committees including board of studies and departmental management review committee. I've actively organised and chaired numerous conferences and training workshops for both students and staff, designed to keep participants up-to-date with rapid technological advancements and to enhance essential skills. I've also successfully fostered a positive impact within the field of life learning, providing students with an opportunity to reach the wider community through showcasing and enhancing their technical and communication skills. Over my career, I've continued to grow, adapt and explore new ways to engage students and contribute to education.

Evidencing Area of Activity 1 (A1): Design and plan learning activities and/or programmes

Write your Reflective Narrative here.

References and citations are to be listed in a dedicated field below.

At UWTSD, the student cohort includes mature learners with varying levels of prior educational experience. Additionally, this unique cohort includes students who have declared disabilities which presents significant challenges in content delivery; however, it is important to ensure that the content has been acquired. The teaching and learning methodologies employed are subject to a process of critical reflection and are regularly updated to incorporate new techniques and activities to enhance the student experience (K1,V1).

UWTSD offers teaching and learning support workshops/seminars that address various aspects of the student cohort at the IICL. I actively engage with UWTSD's CPD opportunities, Nexus Conferences, Webinars, while exploring relevant research (V3).

I teach a module ACCA4024 on level 4. When I began teaching this module, I observed that the course content posed significant challenges for most students. With the help of my teaching experience, professional development training and relevant research (Zhou, 2020, Tech Thought, 2024) I decided to adopt a hybrid approach because it helps students inside/outside the classroom (K2,V1,V3,A5). In my session planning, I drew inspiration from Vygotsky's sociocultural learning theory and Burner's cognitive learning theories because they help me in comprehending how students learn and guide me in incorporating effective teaching methods to enhance learning. I planned and implemented various activities, including group discussions, one-to-one interactions with students and targeted workshops to provide equity of opportunity (K2,V2,A2). These workshops addressed specific challenges of the module, also enhanced students understanding .

Assessments results and module feedback demonstrated that my approach effectively engaged students with the module content and enhanced their understanding (K1,V3). I maintain a reflective journal (Mulholland, 2022) to critically evaluate my teaching pedagogies.

I plan and implement the 'flipped learning' approach (Bergmann and Sams, 2012, Lag and Saele, 2019) for assessments, which significantly enhance the quality of student's work and assists them in coping with stress management. During each session, students dedicate 30 minutes to working on their assignments (A3). Additionally, I prepare pre-session materials, including quizzes and mock exams for week 9, which are accessible on the virtual learning environment (VLE) (K4). These resources support learning and offer formative feedback (V3, A4). As a result, students effectively manage their time, engage in discussions and align their focus with the module's learning outcomes (K3,K5).

During teaching sessions, I engage students through discussion and encourage them to relate content to their own experiences as their individual contributions make the class interactive and engaging (K2,A2,V4). This not only enhances their understanding of the content but also boosts confidence and participation (V2). This approach fosters focus on the subject matter while creating an enjoyable class environment (A2). Additionally, I collect mid and end-module student surveys to assess the effectiveness of my adapted activities (K3,A3).

My session planning involves more than just class activities; it also encompasses Moodle management, resources, support sessions and module collaboration, updating content on Moodle, before the teaching session starts (K4). Colleagues and students familiarize themselves with the content in advance. Engaging with the material beforehand, leads to more interactive and focused sessions (V4, A4). Frequent module collaboration meetings with colleagues before and during the term help in teamwork management and the teaching techniques I employ (V5,K5).



As a Module Lead for this course, I continually redesign examples and activities to cater to the needs of each new cohort (K2, K5). My critical reflection on my teaching methods informs my approach to designing module activities, resources, exercises, training, and assessments (both formative and summative). This ensures content acquisition, essential skill development and effective module management (K5).

Evidencing Area of Activity 2 (A2): Teach and/or support learning through appropriate approaches and environments

Write your Reflective Narrative here.

References and citations are to be listed in a dedicated field below.

Drawing from my diverse teaching experience across various levels and cultures, and using reflective journal, I adapt different pedagogical approaches to support student learning (K2).

Level 4, S24 cohort included many students with declared disabilities, including mental and physical health issues (V3,K3), highlighting need for significant change in content delivery to enhance student engagement. I integrated the VARK model (Tomic et. al, 2023, very-well-mind, 2023) (V3,A5), multimodal teaching strategies inspired by VARK type 2 as VARK assists in identifying each student's distinct learning style, allowing them to choose an effective study strategy tailored to their goals and enhance their learning outcomes (A1,V1,A5). Here is how I applied VARK in my teaching practice (K2,K3,K4,V2):

- For visual learners: I integrate visual aids including diagrams, videos, and pictorial representations within lecture content to enhance the understanding of complex concepts and engage students effectively.
- For aural learners: I facilitate peer group and one-on-one discussions. During lectures, I record the content and share it on Moodle. Additionally, I encourage students to participate in lecture summarization to consolidate their understanding.
- For read/write learners: I assist students in comprehending course material by explaining concepts, answering questions, and providing additional resources. I also create written instructions to clarify assessment requirements and task expectations. I upload example templates to help understand the format and nature of the documents.
- For kinaesthetic learners: I guide students through step-by-step demonstrations of tasks, encouraging them to perform the actions on their own devices. I record these demonstrations and upload them on Moodle for reference. I use simulation tools (where relevant) to help students visualise task outcomes (A4). When introducing new content, I refer back to relevant material from previous modules, using their past experiences and knowledge to build upon.

I tailored my teaching methods to meet the specific needs of my students (V2). The effectiveness of this approach was reflected in their attendance and assessment scores.

The need for using multimodality varies. For module ACCA 5033 level 5, I noticed students were less engaged and interactive. To address this, I designed activities to encourage participation (A1), adopting multimodality strategies inspired by VARK type 1 because helps students in selecting their preferred learning mode in context-specific manner (V3, K1). Here is how I structured my teaching (V2, V4, K2, K3, K4, D2.I, D2.II, D2.III):

1. **Relationship Building:** I helped students connect the lecture topics to understand their significance hence creating links between theoretical concepts and real-world applications.
2. **Scaffolding and peer support:** I provided scaffolding to guide students as they worked on tasks. Additionally, peer-support encouraged collaborative learning and problem solving.
3. **Synchronous discussion:** during classroom sessions, I engaged students in short discussions related to the content. These interactions enhanced understanding and encouraged active participation.

4. **Asynchronous research questions:** After lectures, I post research questions on Microsoft Teams, aligning with the week's session and prompted students to discuss and share their insights asynchronously.
5. **Lecture recordings:** to facilitate revision, students had access to lecture recordings.
6. **Time management challenges:** while managing time effectively in smaller group is feasible, large groups present challenges. Interactive sessions require more time - I address this by timing discussions appropriately.

This was highly effective approach. Not only students actively participate but their willingness to share experiences with others has also contributed to improved attendance and attainment.

At level 5 and 6, students struggled with understanding citations and referencing, leading to an increase in academic misconduct cases. To address this issue, I organised workshops focused on referencing. Over the past three terms, we've seen almost no AM case in BSc-AC (V5,K5,A3).

Evidencing Area of Activity 3 (A3): Assess and give feedback for learning

Write your Reflective Narrative here.

References and citations are to be listed in a dedicated field below.

Providing timely, constructive and motivational feedback to students (Price et al, 2010; Evans, 2013, milliner and Tucker, 2015) and getting theirs, is part of my effective teaching (K2) and helps me assess the effectiveness of my teaching methods.

Level 4 ACCA4024 students were quite anxious about their module assessments, and this appeared to be impacting their overall behaviour and engagement. I employed a “feed forward” approach (Gonzalez, 2018) to help students understand assessments because feedforward provides an insight into how to achieve better outcomes in their assessments. I discussed assessment briefs in week 2, covering tasks, marking criteria and expectations (A1, V1, K1), these sessions were recorded for revision/revisiting as needed. This guidance helped them align their work with quality standards (A4, V2). I employed formative assessment techniques to gauge student learning (V3, K3). Strategies include summarizing subtopics, encouraging student summaries, reviewing session content, addressing student questions, signposting to library resources, and providing guidance on tasks and assessment drafts (A2, V4). I observed that this improved student engagement and helped them in managing their stress.

Level 6 ACCB6000 students struggled with time management and assessment deadlines. I used a “flipped learning” (Bergmann and Sams, 2012) approach for assignments which has helped students submit good quality work as this technique provides learner-centred approach to actively engage in their development while it makes them feel responsible for their learning journey. When describing and discussing an assessment brief, I incorporate relatable everyday examples and encourage students to contribute examples from their own lives. By doing so, I aim to enhance their understanding of the subject matter. Additionally, I focused on boosting their confidence, recognizing that tutor support plays a crucial role in the learning process. Through this pedagogic approach, I helped students identify subject areas where they could work independently and where they might require additional assistance (V1, K2). The effectiveness of this method was evident from student feedback, engagement and better assessment submission rate.

Feedback is crucial in helping students understand their performance. A colleague at level 6 encountered significant problems due to a lack of detailed feedback on assessments. Students complained about biased and unfair grading. To avoid such issues, I use professional knowledge and experience, marking/moderation training at UWTSB, along with marking guide (MG), to maintain consistency in assessing students' work (K5). Moodle serves as an efficient online assessment system for delivering feedback (A4, K4). Providing feedback through comments on handwritten scripts and Moodle (for digital submissions) allows me to offer constructive guidance. My feedback is detailed and supportive, helping students understand how their grades were determined. I highlight strengths in their submissions, emphasise fulfilled requirements based on marking criteria, and offer guidance on areas for improvement. Turnitin reports play a crucial role by not only visualising students' writing skills in terms of research and literature acknowledgement but also highlighting areas for improvement. I signpost students to lecture notes and resources on writing styles, references and formatting to enhance their learning experience [D2.III]. This has been an effective approach, is evident from students and manager's feedback.

The quality assurance processes monitor my worked scripts (K5). I consistently receive positive feedback from both my line manager and peers regarding this part of my work. I also monitor tutor peers, which is a valuable professional development activity and a method to identify best practice (A5). I also collect feedback from students through feedback forms to identify gaps and enhance the overall assessment process while collaborating with assessment team and



colleagues (V5). Using different forms of feedback such as feed-forward, feed-back, face-to-face or correspondence tuition, play vital role.

Evidencing Area of Activity 4 (A4): Support and guide learners

Write your Reflective Narrative here.

References and citations are to be listed in a dedicated field below.

Students exhibit varying skills and challenges at different levels of study. They exhibit different degrees of understanding, self-management and engagement skills (K3).

As a PM and ML, I frequently encounter issues related to student and tutor engagement, content delivery, and comprehension. To address these, I advised and utilised interactive learning within a hybrid teaching environment to assist students in comprehending the content and accessing virtual resources (V1,A1). The session was divided into manageable segments, each utilising different learning methods such as gamification, group discussions, instant feedback, and short quizzes. This variety helped maintain student engagement and catered to different learning styles, ensuring a more dynamic and effective educational experience (Smiderle, 2020). Creating varied learning environments – whether physical, intellectual, or digital – is key to engaging students effectively (V2,K4). The student satisfaction survey/feedback proves the effectiveness of this approach.

Individual students with specific physical and mental health conditions often need customised support. Some students struggled with communication. Active listening is crucial as it creates a safe space where students feel comfortable (Jonsdottir, 2020). I demonstrate understanding and openness to adjusting my teaching approaches based on their individual needs. I maintain a supportive and inclusive learning environment by communicating regularly and clearly with students about module content and assessments (V1,K2). I offer both formal and informal support to students throughout the module. My approaches include one-on-one assistance, online and face-to-face interactions, informal conversations, peer discussions, etc (V1,A2). These strategies have proven effective for mature cohort, as evidenced by their performance in summative assessments.

My reflective journal helps me outline pedagogical challenges and identify opportunities to implement best practice. I collect feedback directly from students, asking about helpful aspects of my teaching pedagogy (K5,A1,A3) and areas that can be improved. Use of VARK type 2 focusing on diverse learning needs (Tucker, 1999, Tinto, 2006) strategies have helped in retention and assessing students' capacity and willingness to actively participate in their learning process (V1,V2). The student attendance and success rate is evident.

Weekend cohort, level 4 students faced significant challenges in understanding content and assessments, with complaints about insufficient tutor support. As the module lead, I organized a team session with one student, a mother of two young children, who struggled to communicate during the meeting due to her kids. Showing empathy, I rescheduled the meeting to coincide with her baby's nap time, which greatly relieved her. This new timeslot was effective, allowing us to develop her learning plan (K4). To further address the issue, I attended the weekend session in-person to answer student queries. Immediate feedback indicated success, which was reflected in the students' improved assessment results (K3,K2,V1,V3,V4).

To foster engagement beyond the classroom, I facilitate Microsoft Teams-based exercises for debate, encouraging students to create learning spaces outside the university (V2,K3,K4,A1). Some tasks are directly linked to students' summative assessment scores (K2).

Level 6 students felt anxious about their independent project ideas. To address this challenge, I shared and discussed past student projects I have supervised, highlighting the main idea, problem addressed, community benefits, and job market relevance. This exercise helped students exploit their creativity and select feasible projects. Effective communication with supervisors is vital,



aligning student preferences with mentor expertise created a win-win situation (V5). However, this led to some tutors being overloaded with supervision duties, affecting quality and satisfaction. Therefore, this term, I have imposed supervision limits to ensure balanced workloads. I encourage students and signpost them to course opportunities (offered by UWTSD), to enhance their abilities as these may serve as valuable assets when seeking employment (K1,A5).



Evidencing Area of Activity 5 (A5): Enhance practice through own continuing professional development

Write your Reflective Narrative here.

References and citations are to be listed in a dedicated field below.

I engage in continuous professional development by attending workshops, training, and conducting literature reviews, as well as seeking feedback from peers and students. As a PM of BSc-AC, I lead a team of tutors and coordinate with them to ensure smooth Module delivery each term.

AI is now a part of everyday life. Students use AI in various ways but hardly recognise the positive/negative impacts on their assessments, leading to an increase in AM cases. UWTSD has implemented AI policies and checklist in assessments for clarity. However, many students could not understand it. I attended a webinar on "AI in assessments" organised by University of Kent, which provided valuable insights into best practices, highlighting the fine line between appropriate and inappropriate use of AI in assessments. I organised a workshop for levels 5/6 students with a library colleague, an active AI in learning researcher, to clarify the assessment brief, AI checklist, and policies. Consequently, no AM cases have been reported in BSc-AC for two terms (V3, V5, K4, K5, A3).

I collaborate with colleagues at the London and Swansea Campuses on coordination, assessment creation, module content, delivery, curriculum updates, and revalidation of computing programmes. This role gives me valuable insight into the challenges and opportunities my colleagues face (V3, V5, K4, K5). While delivering ACCB6000 for the first time in Birmingham, I faced challenges due to the need for content updates due to rapid technological advancements. With insights from a Swansea colleague, I learned effective delivery methods. However, the practical nature of the module led to software installation failures and student comprehension issues. To avoid this, I coordinated with the IT team and worked on software installation issues before start of the next term. This proactive approach proved effective, as no software issues were reported last term.

I actively participate in scholarly activities, such as attending research and NEXUS conferences, seminars and workshops organised by reputable organisations. My numerous publications in esteemed journals undergo rigorous peer review, ensuring the critical evaluation of my knowledge and its dissemination (V4). I collaborate with peers nationally and internationally on research projects to stay updated on current technologies and global, significantly impacting my teaching (V5, K5).

I teach the level 6 Independent Project module at level 6, where my research activities help students in selecting projects that are in demand in the workforce. My engagement with literature has shaped my approach to enhancing teaching and learning through adaptive learning technologies (Capuano & Caballé, 2020) (V1, V2, K2, K3). Teaching and learning workshops have provided valuable insights into the cohort's needs and guided me to relevant literature on teaching and learning for this special group at UWTSD (Harrison and Waller, 2017; Jane et al., 2024) (V3, K1). This personalised method has improved student engagement and outcomes over the past two terms. Since I took over, the program has seen improved student intake and retention numbers (K3).

I actively share my knowledge and experience with colleagues and currently mentor two colleagues BA and BSc-AC. I organise weekly and fortnightly meetings to reflect on pedagogical challenges and identify successful strategies. This practice has significantly contributed to my growth as an educator. By discussing lesson activities, student engagement, classroom management, and brainstorming strategies to improve teaching approaches, these meetings



become more purposeful and help us recognise the gains and opportunities for improvement (V5,D2.IV,D2.V).

As an AM coordinator, I train colleagues in reviewing cases, understanding policies and procedures, decision making and communication with the academic office (V4,V5,K5). I continue to grow, adapt, and explore new ways to engage students and contribute to education.

References/Citations:

Write any references or citations used in any Areas of Activity here:

Zhou, Jiayu. (2020). A Critical Discussion of Vygotsky and Bruner's Theory and Their Contribution to Understanding of the Way Students Learn. *Review of Educational Theory*. 3. 82. 10.30564/ret.v3i4.2444.

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Låg, T., & Sæle, R. G. (2019). Does the Flipped Classroom Improve Student Learning and Satisfaction? A Systematic Review and Meta-Analysis. *AERA Open*, 5(3). <https://doi.org/10.1177/2332858419870489>

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Price, M., Handley, K., Millar, J. and O'Donovan, B. (2010). Feedback: All that effort, but what is the effect?. *Assessment & Evaluation in Higher Education - ASSESS EVAL HIGH EDUC*. 35. 277-289. 10.1080/02602930903541007.

Evans, C. (2013). Making Sense of Assessment Feedback in Higher Education. *Review of Educational Research*, 83(1), 70-120. <https://doi.org/10.3102/0034654312474350>

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Lane, J. F., Altan, S., & Franzen, R. L. (2024). Exploring habits of mind associated with incremental learning theory to explain actions of teachers integrating environmental education. *Environmental Education Research*, 1–12. <https://doi.org/10.1080/13504622.2024.2326453>

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Capuano, N & Caballé, S. (2020). Adaptive Learning Technologies. *AI Magazine*. 41. 96-98. 10.1609/aimag.v41i2.5317.

Smiderle, R, Rigo, S, J, Marques, L, B. (2020) The impact of gamification on students' learning, engagement and behavior based on their personality traits. *Smart Learn. Environ.* 7, 3. <https://doi.org/10.1186/s40561-019-0098-x>

Jonsdottir, I. J., & Kristinsson, K. (2020). Supervisors' active-empathetic listening as an important antecedent of work engagement. *International Journal of Environmental Research and Public Health*, 17(21), 7976.

Your application (including the two Supporting Statements from your referees) is submitted first to the Academic Office **via the appropriate submission link on Moodle (Advance HE Fellowship module)**.

SECTION FOUR: 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 a Referee is to provide an informed peer review of your eligibility for Associate Fellow, using their knowledge of your work and the context in which you teach and/or support learning. Each Referee 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. **Your Referees should either be Fellows, Senior Fellows or Principal Fellows of Advance HE**, or an appropriately experienced member of staff working for a UK Higher Education Institution (HEI). All Referees need to be familiar with the PSF2023.

Referees should be provided with a copy of the Guidance Notes for Referees – please speak to your mentor regarding this document.

Referee 1:	
Name	Dr Aliyu Sambo
Job Title	Senior Lecturer and Programme Manager MSc Data & AI
Fellowship Status	Senior Fellow
Institution/Institute/Centre/Unit	University of Wales Trinity Saint David (UWTSD) - IICL Birmingham
Email address	a.sambo@uwtsd.ac.uk
In what capacity can this individual comment on your professional practice?	
Colleague	

Referee 2:	
Name	Dr Javed Ali Baloch
Job Title	Head of ICT and Business, Associate Professor
Fellowship Status	None
Institution/Institute/Centre/Unit	College of Higher Education, Box Hill Institute, Melbourne, Australia
Email address	Javed.baloch@boxhill.edu.au
In what capacity can this individual comment on your professional practice?	
Colleague	



GDPR on data sharing with ADVANCE HE

Following the implementation of GDPR you should be aware that 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://my.advance-he.ac.uk/>
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.

SECTION FIVE: Declaration

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

Signature	Sana H Jokhio
Date	24-04-2025