

Fellowship

Supporting Statement Template

Your Name	Jason Huxtable
Applicant Name	Mahammed Khan
Your Institution/organisation/other	University of Wales Trinity Saint David (UWTSD)
Your current role	Weekend Academic Lead and Manager
Email address	j.huxtable@uwtsd.ac.uk
Your Fellowship Status (if appropriate)	FHEA
Relationship to Applicant	Line Manager and Colleague
How long have you worked with the Applicant (insert dates)	Since April 2023, consistently to present day.
Declaration	In submitting your Supporting Statement, you are confirming that the applicant's submission relates to their higher education professional practice and that your statement is your own work and has been written specifically for this applicant. If the professional integrity of the Supporting Statement is in question it will not be accepted. I confirm that I have read and agree with the declaration above. Date: 12/05/26

Supporting Statement

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

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

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

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

I have worked with Mahammed consistently since April 2023. Together, we have formed the management team overseeing weekend-based delivery at UWTSD's Birmingham campus, part of the university's Institute of Inner City Learning (IICL). As a pivotal member of the wider weekend team, Mahammed has made valuable contributions to exceptional student outcomes for weekend students, including enhanced student retention, attainment, and progression - resulting in consistent student growth, campus expansion, and exceptional student satisfaction (e.g. significantly higher NSS than national benchmarks).

As Mahammed's line manager, working side-by-side weekly, I have a close and consistent oversight of his practise and the impact this has made, and continues to make, in supporting students and the wider weekend team. Mahammed has worked across the PSF dimensions with purpose, progressing clearly from previous AFHEA qualification to, now, FHEA. Based on my close knowledge of Mahammed's activity and impact, I endorse this application without reservation.

There are several examples I would like to highlight which have evidenced impact and relate well to FHEA benchmarks:

Connecting With Students: Mahammed has an excellent knowledge of our student group. This knowledge operates on the level of cohort demography but also at the individual level. He takes time, and sees the value, in developing positive relationships with our students. This has the effect of contributing to a welcoming, calm, and supportive atmosphere. Students regularly approach Mahammed directly with questions, concerns, and queries. His attention to forming positive relationships with individuals, coupled with his extensive experience of campus operations, means that he can support students quickly, with knowledge, collaboratively with other team members and with appropriate follow ups. Mahammed's attention to connecting with students has

more recently involved coordinating and delivering our series of 'Academic Welcome' class visits. These short class visits take place in our week 1 of every term, the purpose being to welcome students back to the university, reiterate all the support (academic/professional services) available to students, to remind students about appropriate campus behaviours and to congratulate them on their progress. This experience has deepened Mahammed's visibility and relationships with students. The positive effects of these visits include reductions in non-academic misconduct and increases in student satisfaction. Mahammed can resolve student issues at initial stages - through his consistent visibility, approachability, knowledge, and care.

Developing a holistic knowledge of team's roles: Mahammed realises that positive student outcomes are the result of holistic support delivered across multiple teams; academic, student services, wellbeing, IT services, assessment team, student union etc. This awareness has prompted him to learn more about the roles, responsibilities, and activities of the teams he oversees. He is aware that the more knowledge he has of the whole university systems and individual teams, the better he will be able to support students and staff.

This has led Mahammed to initiate a number of 'shadowing' activities where he has worked alongside teams for a period, to develop his understanding. Although Mahammed's role is primarily operational, he has also initiated CPD activity within the domain of academic support, showing initiative to engage with lecturer training and supporting our Peer-Assisted-Learning mentors. These activities have brought him even closer to the student experience and towards stronger collaborative connectivity with the academic team. His development of different teams' 'language' means he demonstrates more effective communication between and across teams, leading to more fluent and agile management.

Identifying Student/Staff Needs: Mahammed is now very well established in his role, but he continues to be attentive to emerging student and staff needs. A good example of this was his recent leadership of a Money Support workshop. He had identified that some new colleagues were not aware of the bursaries available to students and coordinated an online workshop with a Money Support specialist colleague from our central, Wales based, team. His intent to collaborate was further evidenced through the integration of our IICL colleagues in London, who also attended this workshop. Staff feedback was excellent; this experience was deemed extremely useful to them. This has helped our students who continue to develop their awareness and understanding of the financial support available to them, making applications for suitable bursaries in increased numbers. This has contributed positively to our continued progress in student retention - as the resources needed to learn (e.g. digital devices) are secured for more of our students.

Mahammed takes pride in his work, cares for our staff and students, and is always looking to improve himself and the student experience. Based on these core values he exhibits, I have every confidence that his application is appropriate for FHEA award.