



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	Mahammed Khan
INSTITUTE/CENTRE/UNIT	Institute of Inner-City Learning, Birmingham Campus
POSITION (E.g. Lecturer/Senior Lecturer/Principal Lecturer/Director of Discipline/Other (please specify))	Principal Administrative Officer (Weekend Campus Services)
ROLE (E.g. Lecturer/Programme Director/Admissions Tutor/Module Leader/Other (please specify))	Operations (IICL)
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	April 2026
Mentor	Caroline Lewis



Context statement:

Write your Context statement here (up to 300 words)

I work as a Principal Administrative Officer at the University of Wales Trinity Saint David's Birmingham campus, within the Institute of Inner-City Learning (IICL). My role is situated within professional services and supports the delivery of higher education programmes taught on weekends (Levels 4–7). I manage the day-to-day operations of weekend activities, ensuring students receive the right support and that learning takes place in a well-organised, inclusive, and responsive environment.

My main responsibilities include coordinating weekend services, resolving issues during delivery, and supporting assessment and student-facing processes. I work closely with the weekday Campus Operations Manager to plan weekend staff rotas and ensure a smooth handover between teams. I partner with the Weekend Academic Lead to align our operational resources with academic priorities, so teaching runs smoothly without disruption. I maintain a strong working relationship with my London counterpart to keep cross-campus communication clear and consistent, so students in both locations have a similar experience. I support and guide weekend administrative staff to keep our work organised, reliable, and focused on student needs.

The students I support come from a wide range of backgrounds and experiences. Many are mature or returning learners, some balance work or caring responsibilities, and others are the first in their families to attend university. My work focuses on reducing administrative barriers, clarifying information, and creating an environment where students feel supported and confident in their learning.

Over the past three years, I have focused on improving communication and processes that support students and staff during weekend delivery. This has included streamlining bursary information, strengthening coordination between weekday and weekend teams, and creating clearer systems for resolving issues in real-time. My approach is based on continuous reflection and learning from experience, ensuring weekend operations run efficiently and continue supporting student learning, inclusion, and well-being.



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.

One of the clearest gaps I noticed in my role was around bursary information. Weekend staff were regularly receiving inconsistent guidance about Digital Connectivity and Course Cost Bursaries, with a real knock-on effect for students. Many of our weekend cohort balance full-time work or caring responsibilities alongside their studies, so when financial guidance is unclear, they often delay applying, adding unnecessary stress. I felt strongly that if we could get staff confident and consistent, students would get the support they needed much sooner (Rose & Meyer, 2002; CAST, 2018).

Rather than issuing a written guide, which I felt wouldn't stick, I organised a cross-campus learning session and brought in our Wales-based Money Support specialist to lead it alongside me (V1, V2). I chose a discussion-based format because staff retain complex information better when they can work through real scenarios together, rather than reading policies in isolation (Race, 2015; Brookfield, 1995). Before the meeting, I gathered the questions students most frequently raised at the front desk and used these to shape the agenda, keeping the session grounded in weekend realities and rooted in experiential learning (Kolb, 1984).

During the session, I made sure the conversation stayed practical. The Wales specialist was excellent on the technical detail, but I kept steering things back to the specific challenges weekend staff face, something a general weekday briefing would never address. This meant we could adapt and respond in real time, which felt far more useful than a standard presentation (Schön, 1983). The feedback was encouraging; around 90% of staff said they felt more confident supporting bursary queries, and front-desk escalations dropped noticeably. What pleased me most was that the session has since become a permanent annual fixture during Springboard Week, which reflects how well it worked in practice (Biggs, 2014; Guskey, 2002). It created a fairer, more joined-up experience for students across both campuses and sits within UWTSD's wider commitment to widening participation and equitable access to support (K1–K3, V1–V4).

The second example is the Weekend Welcome induction I developed for new students. Weekend learners were consistently missing the main weekday induction events because of work commitments, often arriving at their first Saturday session without knowing how to log into Moodle, access the building out of hours, or find welfare support. That felt like an avoidable barrier, one I knew would affect how settled and confident they felt from the start (Thomas, 2007).

I designed a short, focused session for the first Saturday morning of term, keeping the content deliberately practical, covering only what weekend students need to know straight away, because adult learners engage best with information directly relevant to their situation (Race, 2015; K1). I worked closely with the Weekend Academic Lead throughout planning to make sure the operational content aligned with what was expected academically in those first weeks (Biggs, 2014; K2, K4). All materials



were written in plain English, and the session was recorded and uploaded to Moodle so students could revisit it at any point (CAST, 2018; V1, V2).

The impact was clear. Front-desk queries about basic admin dropped significantly after the first rollout, and lecturers mentioned that the new cohort settled into academic work much faster than in previous years. Knowing a relatively small planning change made that kind of difference reinforced just how much the operational side of a student's experience matters (K5, V3).



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.

Although I don't teach directly, I've always believed that the quality of the learning environment is just as important as what happens inside the classroom. If the physical or operational conditions aren't right, even the best teaching can be undermined, and for our weekend students, who attend intensive blocks while juggling full-time work, there's very little slack when things go wrong (V1, V2).

One thing that struck me early on was what happened during student breaks. Weekday security protocols meant that empty classrooms and breakout spaces were locked as a matter of course, which made complete sense Monday to Friday, but left weekend students with nowhere to sit together, compare notes, or work through problems between sessions. For a cohort that has so little campus time to begin with, that felt like a real missed opportunity. Peer discussion is a genuine part of how students consolidate learning, and the environment simply wasn't supporting it (Laurillard, 2012).

I worked with the Facilities team to redesign how spaces were managed at weekends. The result was a set of designated Weekend Study Zones, areas that remained safely accessible and monitored throughout the day, giving students somewhere to collaborate between sessions. Facilities handle the physical side, but the thinking behind the protocol and how the zones were identified and communicated was something I led on. The difference has been noticeable: the zones are consistently busy, and lecturers have mentioned that students seem more engaged in afternoon sessions, which I think reflects the conversations students are having in the breaks. This initiative also sits within the university's broader commitment to creating equitable and inclusive learning environments for all students, regardless of when they study (Tinto, 2012; Thomas, 2007; K1, K2, V1, V4).

The second challenge was how we handled operational problems during live teaching. When something went wrong, a locked room, a projector that wouldn't connect, a heating issue, the standard process was for a lecturer to email the central helpdesk and wait. During a 45-minute session, that wait often meant students sitting idle in a corridor, losing momentum at exactly the point when sustained focus matters most (Brown, Roediger and McDaniel, 2014; CAST, 2018).

I introduced WE Connect, a dedicated Microsoft Teams channel for all weekend operational staff. The idea was straightforward: rather than waiting for a ticket to be picked up, anyone on campus can flag an issue instantly, and the nearest available colleague responds. I set up the channel, established how it should be used, and ensured all weekend staff were comfortable before going live.

Some colleagues were more comfortable with email at first, so I spent time showing people how it worked in practice rather than just explaining it. Once staff saw how quickly issues were being resolved, buy-in followed naturally (Schön, 1983).



The change in pace has been significant. Issues that previously took hours to resolve are now dealt with in minutes, and lecturers have told me they can reliably start sessions on time. That might sound like a small thing, but when you're running an intensive weekend block, a disrupted start can affect the whole day's teaching. Knowing that the operational side is responsive gives both staff and students more confidence that the day will run as it should (Laurillard, 2012; Race, 2015; Ashwin et al., 2020; K3, K4, K5, V3).



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.

Assessment is an area where I've had to think carefully about what my role is. I don't mark assignments, but I've come to see that how students experience the assessment process, whether they understand their feedback, whether they know where to go for help, whether they feel confident enough to act on what they've been told, is something I can genuinely influence from an operational perspective (V1).

One pattern I noticed was that many weekend students, particularly those returning to education after a long break, found it difficult to approach their lecturers directly with questions about feedback. The formal dynamic felt too high stakes for them. Peer-Assisted Learning (PAL) sessions, held informally in the student social area, offered something different, a relaxed space where students could work through their feedback with peers, ask questions they might feel embarrassed to ask a tutor, and start to make sense of the academic language used (Nicol and Macfarlane-Dick, 2006; Sadler, 1989; K2).

The challenge was getting students there. Many assumed PAL was only for those who were really struggling, and that assumption was keeping people away who would have genuinely benefited (V2). I worked with the PAL mentor to rethink how we promoted it on campus. Together, we created Padlet posts of FAQs and short student success stories, accessible via QR codes around the building. The idea was that a student waiting for a session could scan a code and immediately find something reassuring and relevant (Mayer, 2009; Brookfield, 1995). It was a small change, but students started telling me the QR codes finally prompted them to come along.

I also began paying attention to patterns in the questions students were bringing to the front desk, something I now do deliberately to evaluate whether existing support is reaching people (K5). When I noticed that several students in the same cohort were confused about Harvard referencing, I contacted the Library Team and arranged a drop-in workshop during the lunch break, held in the social area rather than a formal teaching room. The Library Team delivered the session, that's their expertise, but I identified the need, coordinated the logistics, and timed it so students could attend without missing teaching (Topping, 1996; K3). The social area is now consistently busy during PAL sessions, which tells me the approach is working (Guskey, 2002; V3).

The second thing I tackled was the anxiety around Turnitin submissions. This came up repeatedly on weekends, when academic staff aren't available to help. Students, especially mature learners unfamiliar with the system, would see a high similarity score and immediately panic, assuming they'd done something seriously wrong (K4). That fear sometimes led to delayed submissions, which only made things worse.

I introduced a Submission Support protocol for the weekend operations team. My staff don't make academic judgements about anyone's work, but I trained them to sit with a student, walk through the Turnitin interface calmly, and explain what a similarity report shows, that it's a tool for reviewing referencing, not a verdict on their work (K2). The shift in framing matters: assessment should help



students understand and improve, not just measure them at a fixed point in time. Ensuring weekend students have equitable access to this kind of support, regardless of when they study, reflects the university's wider responsibility to uphold fair assessment practices for all learners (Boud, 2015; Winstone and Carless, 2019; V4).

To evaluate whether this was working, I kept an informal log of weekend escalations and asked lecturers directly whether they'd noticed any change (K5). The difference has been noticeable: submission panics have dropped considerably, and lecturers have commented on receiving fewer anxious weekend emails. Students now tend to approach the operations desk calmly, wanting to understand their report rather than dreading it. That feels like a meaningful shift in how assessment is experienced by the cohort (K3, V1, V2).



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.

Being the first person, a student speaks to when something is wrong carries a real responsibility.

Weekend learners often assume that welfare and support services only operate during the week, so they arrive on a Saturday already carrying problems they've been holding onto, unsure whether it's even worth asking (Tinto, 2012). Part of my role is making sure that assumption doesn't become a barrier, that students know support is available and that someone will help them access it (V1).

A student came to me recently, visibly struggling. They were trying to keep up with their studies while working full-time, and the pressure of upcoming assessments had become too much. Rather than handing them a leaflet or pointing them to a central helpline, I took them somewhere quiet, sat with them, and contacted the Welfare Team directly on their behalf to start a support plan. I've learned that when someone is already overwhelmed, asking them to navigate a referral process themselves can feel like yet another obstacle. Acting quickly and taking that first step for them is often the most practical support I can offer (Race, 2015; V2).

What struck me over time was that not all my weekend staff felt equally confident handling these moments. Some weren't sure how to respond when a student disclosed something serious or when to escalate (K3). I introduced short briefing sessions before Saturday shifts, scenario-based discussions rather than formal training, where staff could talk through how they'd handle different situations. The impact has been clear: welfare colleagues tell me referrals from the weekend team are now far more accurate and timelier, and students have occasionally come back simply to say thank you for someone taking that first step with them. That feedback means a lot (Moon, 1999; V3).

The second area is something that took me longer to spot. Students were missing assignment deadlines, not because they hadn't done the work, but because they couldn't figure out how to submit an Extenuating Circumstances request or apply for the Hardship Fund online. The central student portal is genuinely complicated, and for mature learners who didn't grow up navigating university systems, it can feel impenetrable at a moment when they're already under significant stress (K4). A student dealing with a family crisis or a financial emergency shouldn't also have to battle with bureaucracy just to access support they're entitled to.

I set up what I call a Digital Navigation Support approach within the weekend operations team. The idea is straightforward: rather than telling a student where to go online and leaving them to it, a member of staff sits with them, uses their own device, and walks through the process step by step. It's hands-on, patient, and tailored to where that student is getting stuck. My rationale is that inclusive practice means actively removing barriers, not assuming everyone has the same starting point when it comes to digital systems. This approach is also grounded in the university's wider obligations under equality legislation to



ensure all students can meaningfully access the support they are entitled to (Moriña, 2017; CAST, 2018; V2, V4).

I don't grant extensions; that's an academic decision, but I can make sure the process of asking for one doesn't defeat someone before they've even started. To evaluate whether this approach was making a difference, I began checking in with lecturers at the end of each teaching block and monitoring whether submission-related issues were reducing (K5). Since then, lecturers have noticed fewer students receiving automatic fails due to missed technical deadlines. More broadly, students seem less anxious about engaging with central services, reflecting a growing confidence that the system can work for them rather than against them (Ashwin et al., 2020; Tight, 2020; V1, K3).



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.

Reflecting on my own professional development honestly, the learning that has shaped me most hasn't come from formal courses; it's come from working through difficult situations with colleagues, thinking carefully about what went well and what I'd do differently, and being willing to bring learning from one part of my life into another.

Early on, I started meeting regularly with the weekday Campus Operations Manager to talk through the more complex welfare situations we encountered at weekends. These weren't formal supervision sessions; they were genuine conversations where we'd unpick what had happened, what the operational response had been, and whether we'd got the balance right between acting quickly and responding to the emotional reality of what a student was going through. Schön's (1983) idea of reflection-in-action resonates with me because that's exactly what those conversations felt like: careful thinking in and around real experience rather than in the abstract.

Over time I noticed some of my weekend staff were finding certain situations harder to navigate, particularly moments of conflict or distress. I wanted to pass on what I'd been learning, but in a structured way rather than just offering occasional advice. I started running short debriefs at the end of Saturday shifts when something significant had happened. I'd ask colleagues to walk through what occurred, how they responded, and what they might do differently, following the kind of structured reflection Gibbs (1988) describes. Over time, this has become a natural part of how the team processes difficult shifts. Staff now handle complex situations with considerably more confidence and are much less likely to need my immediate input when things escalate. That feels like real development, for them and for me (Lave and Wenger, 1991; V3, V5).

The second strand of my CPD has come from an unexpected place. Alongside my role at UWTSD, I work in the housing sector, where I regularly undertake formal training in safeguarding and trauma-informed practice. That training is rigorous, grounded in understanding how external pressures, financial hardship, housing instability, and family stress affect people's ability to function and engage. The more I sat with that learning, the more I recognised how directly it applied to our weekend students. Bringing this cross-sector knowledge into my practice at UWTSD also reflects my awareness of the broader policy context shaping higher education, particularly the sector-wide expectation that institutions actively support student welfare and retention (V4).

The shift it prompted in me was a practical one. When a student was repeatedly absent from an intensive weekend block, the default response was to record it as an attendance issue. But I'd learned through my housing work that repeated absences often signal something more serious beneath the surface. I introduced a support-first approach, before any formal record is made, someone checks in with the



student privately, without pressure, just to ask how they're doing. It sounds simple, but it changes the entire dynamic of the interaction (Thomas, 2007; Tinto, 2012).

The difference is something I can point to concretely. Students who might previously have quietly disengaged and eventually withdrawn have instead felt safe enough to disclose what's going on, financial difficulties, caring responsibilities, and housing problems. Because we find out earlier, we can connect them with the right university services while there's still time to protect their studies. That outcome, a student staying on and progressing rather than dropping out, is the clearest measure I have that this cross-sector CPD has been worth bringing into my practice here (K3, K5, V1, V2, V5).

Professional development isn't something that happens separately from the job. The most meaningful growth has come from paying attention, reflecting honestly, and being open to learning wherever it presents itself.

References/Citations:

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

Ashwin, P., Boud, D., Calkins, S., Coate, K., Hallett, F., Light, G., Lockett, K., McArthur, J., MacLaren, I., McLean, M. and Tooher, M. (2020). *Reflective teaching in higher education*. 2nd ed. London: Bloomsbury Academic.

Biggs, J. (2014). Constructive alignment in university teaching. *HERDSA Review of Higher Education*, 1, pp.5-22.

Boud, D. (2015). Feedback: Ensuring that it leads to enhanced learning. *The Clinical Teacher*, 12(1), pp.3–7.

Brookfield, S. (1995). *Becoming a critically reflective teacher*. San Francisco: Jossey-Bass.

Brown, P.C., Roediger, H.L. and McDaniel, M.A. (2014). *Make it stick: The science of successful learning*. Cambridge, MA: Harvard University Press.

CAST. (2018). *Universal Design for Learning Guidelines version 2.2*. Wakefield, MA: CAST.

Gibbs, G. (1988). *Learning by doing: A guide to teaching and learning methods*. London: Further Education Unit.

Guskey, T.R. (2002). Does it make a difference? Evaluating professional development. *Educational Leadership*, 59(6), pp.45-51.

Kolb, D.A. (1984). *Experiential learning: Experience as the source of learning and development*. Englewood Cliffs, NJ: Prentice-Hall.

Laurillard, D. (2012). *Teaching as a design science: Building pedagogical patterns for learning and technology*. London: Routledge.

Lave, J. and Wenger, E. (1991). *Situated learning: Legitimate peripheral participation*. Cambridge: Cambridge University Press.

Mayer, R.E. (2009). *Multimedia learning*. 2nd ed. Cambridge: Cambridge University Press.

Moon, J. (1999). *Reflection in learning and professional development*. London: Routledge Falmer.

Moriña, A. (2017). Inclusive education in higher education: challenges and opportunities. *European Journal of Special Needs Education*, 32(1), pp.3–17.

Nicol, D. J. and Macfarlane-Dick, D. (2006). Formative assessment and self-regulated learning: A model and seven principles of good feedback practice. *Studies in Higher Education*, 31(2), pp.199-218.

Race, P. (2015). *The lecturer's toolkit*. 4th ed. London: Routledge.

Rose, D.H. and Meyer, A. (2002). *Teaching every student in the digital age: Universal design for learning*. Alexandria, VA: ASCD.

Sadler, D.R. (1989). Formative assessment and the design of instructional systems. *Instructional Science*, 18(2), pp.119-144.

Schön, D.A. (1983). *The reflective practitioner*. New York: Basic Books.

Thomas, L. (2007). *Embedding equality and diversity in the curriculum*. York: Higher Education Academy.



Tight, M. (2020). Student retention and engagement in higher education. *Journal of Further and Higher Education*, 44(5), pp.689–704.

Tinto, V. (2012). *Completing college: Rethinking institutional action*. Chicago: University of Chicago Press.

Topping, K. (1996). The effectiveness of peer tutoring in further and higher education: A typology and review of the literature. *Higher Education*, 32(3), pp.321-345.

Winstone, N. and Carless, D. (2019). *Designing effective feedback processes in higher education*. London: Routledge.

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 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 who can comment knowledgeably and from first-hand experience on your current role and any other relevant activities you have undertaken recently. **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	Jason Huxtable
Job Title	Weekend Academic Lead and Manager
Fellowship Status	Fellow
Institution/Institute/Centre/Unit	IICL
Email address	J.huxtable@uwtsd.ac.uk
In what capacity can this individual comment on your professional practice?	
Line Manager	

Referee 2:	
Name	Abdallah Naser
Job Title	Lecturer (HPL)
Fellowship Status	Fellow
Institution/Institute/Centre/Unit	IICL
Email address	A.naser@uwtsd.ac.uk
In what capacity can this individual comment on your professional practice?	
Lecturer 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	Mahammed Khan
Date	13 th July 2026