

UNIVERSITY OF WALES TRINITY SAINT DAVID CONTINUING PROFESSIONAL DEVELOPMENT SCHEME

APPLICATION FOR ASSOCIATE 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 Associate 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 - Associate Fellowship \(D1\)](#).

Associate Fellow is based on meeting **Descriptor 1 (D1) of the PSF 2023**.

Your application for Associate Fellowship consists of a **1,400-word reflective narrative shared across two Areas of Activity** plus citations (overall maximum of 1,600 words - please note that the online system will not exceed this limit), along with a Supporting Statement from one referee.

You will need to **continue to refer to the applicant guidance and Descriptor 1 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 on **two of the five** Areas of Activity. Please write your Reflective Narrative in each of the boxes below and change the heading to indicate each Area of Activity you have chosen to evidence, e.g. change the blue heading 'A[]' to be 'A1' if you are choosing Area of Activity 1.

D1 is suitable for individuals whose practice enables them to evidence some dimensions. Effectiveness of practice in teaching and/or support of learning is demonstrated through evidence of:

- D1.1 Use of appropriate Professional Values, including at least V1 and V3
- D1.2 application of appropriate Core Knowledge, including at least K1, K2 and K3
- D1.3 effective and inclusive practice in at least two of the five Areas of Activity

When you have finalised your application, you will need to send the completed form to your referee so that they can write their Supporting Statement. Please direct your referee to the Fellowship Guidance for Referees writing a Supporting Statement. The referee needs to return their Supporting Statement 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	Principal Administrative Officer (Weekend Campus Services)
ROLE (E.g. Lecturer/Programme Manager/Admissions Tutor/Module Leader/Librarian/Student Support/Other (please specify))	Operations (IICL)
Referee Please could you tick the box if you have submitted 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 submission). If your supporting statement is not included with your application, you must ensure your referee sends their supporting statements to the Academic Office by the deadline. The Academic Office will not chase referees.	Yes ☒ No ☐
Date of Training	December 2024
Mentor	Christine Jones

SECTION 2: CONTEXT STATEMENT

Context Statement (300 Words) <u>Write your context statement here.</u> I am currently employed as a Principal Administrative Officer (Weekend Campus Services) at the University of Wales Trinity Saint David (UWTSD), Birmingham Campus, where I play a pivotal role in ensuring the efficient administration of the campus during weekend operations. My responsibilities encompass overseeing student services, coordinating administrative functions, and managing a team to facilitate a seamless academic experience for weekend learners. Given the diverse student population, I work closely with academic staff and professional services to maintain the same high standard of service delivery that students receive during weekday operations. My role primarily involves supporting students enrolled in undergraduate and postgraduate programs across various disciplines. Many of these students are mature or international learners who rely on
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weekend study provisions to balance their education with other commitments. I manage student queries, provide guidance on academic policies, oversee administrative processes such as assessments, and ensure smooth coordination with key university services, including student support and campus operations. Additionally, I handle general campus inquiries, troubleshoot administrative issues, and ensure that all necessary resources are available for students and staff.

A significant aspect of my role involves enhancing the student experience by providing high-quality customer service and ensuring accessibility to learning resources and support services. I also line-managed the weekend administrative team, fostering a collaborative approach to service delivery. My experience in managing student services, handling administrative processes, and supporting learning environments aligns with the Associate Fellowship (AFHEA) objectives, as my work contributes to student engagement, learning facilitation, and academic success in a higher education setting.

SECTION THREE: Your Reflective Narrative

For each of the **two** Areas of Activity that you choose, you should demonstrate **why** you decided 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 **at least K1, K2 and K3 of Core Knowledge** and appropriate **Professional Values, including specifically V1 and V2**, and map these as appropriate. Your application should show successful incorporation of subject and pedagogic research as part of an integrated approach to academic practice, as well as successful engagement in relation to teaching, learning and assessment and appropriate related professional practices.

References/citations should be included in an overall list at the end of section 3 of the document and is not included in your word count.

As you type in the document, the sections will expand.

First Area of Activity: A2

Write your reflective narrative for your first chosen Area of Activity here. References and citations are to be listed in a dedicated field below:

In my role as Principal Administrative Officer (Weekend Campus Services), I enable students to learn effectively during our intensive weekend delivery by designing and overseeing systems that reduce barriers and enhance the student experience.

A key part of this involves supporting our weekend cohort, many of whom are commuting, balancing caregiving, or returning to study after a gap. This has shaped my commitment to Professional Values **V1** and **V2**. I consistently reflect on whether our processes truly enable equal participation. For instance, when I noticed that some students were disengaging with induction content, I reviewed the delivery format. I introduced a tailored "Welcome Walkthrough" at reception, which offered a visual and conversational alternative to written materials. This supported students with literacy challenges and those unfamiliar with university systems, helping them settle in more confidently.

I approach this work through the lens of student empowerment, which aligns with **K1** and **V1 (Biggs, 2014)**. My practice is informed by the idea that students can only engage fully with their learning when the institutional systems around them are understandable, timely, and inclusive. I also ensure that information provided during the weekend—such as timetable changes or room reassignments—is communicated not just efficiently, but empathetically. For example, I brief the admin team to approach students proactively if changes affect their day. While this may seem minor, students have responded positively, noting that these small efforts reduce anxiety and confusion.

To build consistency across the weekend team, I lead short pre-shift huddles where we walk through updates, expectations, and student-specific considerations. This ensures that everyone is aligned in their approach to supporting learning. I also introduced a buddy system, pairing new team members with more experienced staff. This was partly in response to feedback from a new colleague who expressed feeling overwhelmed by the pace and unfamiliarity of weekend deliveries. To further improve our coordination and responsiveness, I created the 'WE Connect' Microsoft Teams group, which serves as a central space for the weekend team to share updates, flag urgent issues, and coordinate real-time decisions. This platform has strengthened team cohesion and significantly reduced delays in escalating time-sensitive student concerns. As a result of this intervention, our onboarding process is now smoother and more responsive to varying levels of experience.

My collaborative work with Facilities and Timetabling has also helped address previously persistent issues with classroom access. Students were occasionally delayed or relocated due to last-minute timetable mismatches. I led the design of a streamlined escalation protocol, allowing us to resolve issues within minutes and reducing disruption to teaching. To ensure consistency across campuses, I also collaborate with my counterpart in London to align weekend administrative practices, promoting parity in the student experience regardless of location or mode of study. This aligns with **K2**: adapting institutional support in real time to ensure minimal disruption to the learning process.

I evaluate the effectiveness of my approaches through a combination of informal student conversations, weekend debrief notes, and patterns, such as student queries and feedback. For instance, after trialling the walkthrough induction, I noted a drop in students asking basic navigation or support questions during their first weekend. Similarly, staff have commented that proactive communication has reduced last-minute tensions with room changes, suggesting smoother operational flow that supports student focus (**K3; Gibbs & Simpson, 2004**).

One challenge I continue to reflect on is how to support neurodiverse students more effectively. Although we receive limited disclosure data, I've noticed that some students appear overwhelmed by noise or unclear signage. I have begun consulting with the Disability Service about introducing a quiet zone and piloting coloured visual wayfinding aids on busy weekends. This focus on anticipating needs—even when they are not explicitly disclosed—reinforces my values-driven approach to inclusion (**Rose & Meyer, 2002; V2, V3**).

To inform and improve my practice, I regularly engage with professional networks and stay up-to-date on sector developments. For example, I arranged departmental shadowing sessions with the student engagement, operations, and assessment teams to better understand how weekend administration integrates with wider institutional functions. This helped refine our escalation protocols and tailor student communications more effectively. This process led me to reflect more critically on how everyday administrative decisions—like where we position signage or how we phrase instructions—can shape student confidence and comfort. It reminded me that inclusion isn't just about policy; it's embedded in how we design and communicate every detail of the student experience (**Moon, 1999; Thomas, 2007**).

Through this work, I demonstrate my commitment to supporting learning (A2) by shaping inclusive, responsive, and proactive systems that enable all students to engage meaningfully with their education. My practice is guided by reflection, evaluation, and a commitment to ensuring that administrative processes empower students, rather than hinder their success.

Second Area of Activity: A4

Write your reflective narrative for your second chosen Area of Activity here. References and citations are to be listed in a dedicated field below:

In my role as Principal Administrative Officer (Weekend Campus Services), I lead assessment-related processes that enable students to navigate marking, feedback, and academic progression with clarity and confidence. My work focuses on ensuring that administrative systems are aligned with assessment deadlines, expectations, and communication (A4).

One of my primary responsibilities is coordinating Exam Board preparation and ensuring that students receive consistent guidance across the academic year. I take this approach because uncertainty around deadlines and feedback timelines can undermine students' confidence and lead to disengagement, particularly when they feel processes are inconsistent or unclear (V1, V2). I observed that some students were receiving conflicting information between weekday and weekend teams, particularly around extensions and grade release. This inconsistency risked affecting trust in the fairness of the process. In response, I introduced a standardised workflow using FAQs, templated responses, and weekend-specific handover notes.

To implement this, I worked closely with the Quality Assurance (QA) team and collaborated with our London campus to align guidance across sites. I brief the weekend team on any upcoming issues, ensure all documentation is prepared and accurate before each Exam Board, and act as a liaison for staff or student queries. One barrier we addressed was the lack of clarity regarding escalation for extension approvals. I developed a protocol for weekend staff to follow and shared it with QA, who then embedded it into our wider documentation (K2).

This initiative was informed by (Biggs, 2014) principle of constructive alignment. I ensured that the timelines and messaging we created actively supported students' progression rather than introducing ambiguity or delay. By aligning our communication more closely with intended learning outcomes and assessment structures, students could more confidently meet expectations (K1).

To evaluate effectiveness, I track the frequency and type of student queries through debrief notes and direct observation, a method supported by (Nicol & Macfarlane-Dick, 2006), which emphasises formative assessment practices as a means of enhancing learner autonomy and engagement. After standardising our communication, I noticed a drop in repeated questions about grades and appeals. One student commented that knowing when and how marks would be confirmed "reduced [their] anxiety significantly" and made them feel "less in the dark about what's going on behind the scenes." Another described the updated guidance as "the most useful thing [they'd] read all term." Staff have also shared that the clearer protocols have "cut down a lot of back-and-forth emails" and allowed them to "focus on the feedback rather than the admin." Additionally, I supported an academic colleague who was facilitating a weekend resit workshop. They remarked that students were better prepared and more confident because "this time, they knew exactly what to expect from the marking process" — a direct outcome of the improvements in our pre-assessment communication (K3; V1).

My analysis of these patterns highlighted common gaps in student assessment literacy, a concern echoed by (Sadler, 1989), who argues that without understanding assessment criteria and processes, students are unable to regulate their learning effectively. In response, I designed a printed Exam Board guide in plain English and made it available in shared student areas. This was particularly important for students less engaged with digital platforms. Informal feedback confirmed the value of this approach, and

it is now incorporated into our standard support materials. Drawing on (Race, 2015), I recognise that prompt and transparent feedback systems can directly influence student motivation and performance.

I regularly engage in sector-wide training and have reviewed case studies (Advance HE, 2023) to enhance the inclusivity of our administrative messaging. This reflective practice prompted me to revisit the clarity and tone of our guidance materials to ensure they support diverse learner needs (V3), aligning with (Moon, 1999) view that well-designed academic support structures can enhance learner confidence and engagement.

Reflecting on these developments, I identified the need for improved staff induction. I am now co-developing a short session with the Principal Administrative Officer (QA) to train new weekend admin colleagues on the student perspective of assessment. This change ensures that every staff member understands how their actions affect fairness, clarity, and student confidence (V2, V3). This also reflects my commitment to supporting others (V5), as I aim to embed inclusive, student-focused assessment support into our broader administrative culture.

Through this work, I demonstrate a reflective, evidence-informed approach to supporting fair and transparent assessment (A4), grounded in professional values and a commitment to continuous improvement (V1–V3, V5, K1–K3).

Citations (200 Words)

Advance HE. (2023). *Guide to the UK Professional Standards Framework (UKPSF 2023)*. Advance HE.

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

Gibbs, G., & Simpson, C. (2004). Conditions under which assessment supports students' learning. *Learning and Teaching in Higher Education*, 1(1), 3–31.

Moon, J. (1999). *Reflection in learning and professional development: Theory and practice*. RoutledgeFalmer.

Nicol, D. J., & 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), 199–218. <https://doi.org/10.1080/03075070600572090>

Race, P. (2015). *The lecturer's toolkit: A practical guide to assessment, learning and teaching* (4th ed.). Routledge.

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

Sadler, D. R. (1989). Formative assessment and the design of instructional systems. *Instructional Science*, 18(2), 119–144. <https://doi.org/10.1007/BF00117714>

Thomas, L. (2007). *Embedding equality and diversity in the curriculum: An inclusive practice guide for course teams*. Higher Education Academy.

SECTION FOUR: Referee

Your application must be accompanied by one **supporting statement** from a person who is in a position to comment on your teaching and learning practices and achievements.

The function of your 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. The 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, drawing on their own first-hand experience, about your current role and any other relevant activities you have recently undertaken. **Your Referee should either be a Fellow, Senior Fellow or Principal Fellow 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 with your mentor regarding this document.

Referee:	
Name	Jason Huxtable
Job Title	Weekend Academic Lead and Manager
Fellowship Status	FHEA
Institution/Institute/Centre/Unit	IICL Birmingham
Email address	j.huxtable@uwtsd.ac.uk
In what capacity can this individual comment on your professional practice? Line manager since April 2023.	

GDPR on data sharing with ADVANCE HE

Following the implementation of the GDPR, you should be aware that successful recognition at UWTSD will require the supply of personal data, including your name and email address, to Advance HE. This is to trigger the registration of your fellowship and the recording of your certificate in their MyAdvanceHE database.

<https://my.advance-he.ac.uk/>

Advance HE will use this data in the course of providing its Accreditation Services to UWTSD, and potentially in any reviews it might carry out of our accredited provision.

By submitting your coursework and appendices, you confirm that you agree to the data sharing outlined below.

SECTION FIVE: Declaration

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

Signature	Mahammed Khan
Date	22/07/25