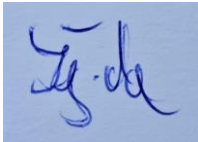




Senior Fellowship

Supporting Statement Template

Your Name	Dr Martin Svejda
Applicant Name	Zakiyyah Ahmed
Your Institution/organisation/other	University of Wales Trinity Saint David
Your current role	Module Lead
Email address	m.svejda@uwtsd.ac.uk
Your Fellowship Status (if appropriate)	Module Lead
Relationship to Applicant	Module Lead
How long have you worked with the applicant (insert dates)	2023
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.  Dr Martin Svejda Date: 21/4/2026



Supporting Statement

Please provide your statement to verify and endorse the applicant's submission for Senior Fellow in the following section. You are required to comment on the applicant's recent higher education practice (usually within the last 3-5 years) providing examples to support your statement wherever possible.

In completing this Supporting Statement you are confirming that you have read the [Advance HE Senior Fellow Guidance for Referees writing a Supporting Statement](#). In association with the [Descriptor 3 criteria of the PSF 2023](#) as a guide, it is important that you comment on the following in your Supporting Statement:

- + your own personal experience and knowledge of the applicant's effective, inclusive and comprehensive HE practice;
- + your perspective on the practical examples provided within the application to illustrate the requirements of Senior Fellow, focusing on the way(s) in which the applicant has effectively influenced or led on other colleagues' HE practice.

I have had the privilege of working closely with Zakiyyah Ahmed on the Health and Social Care teaching team. From the outset, it was clear that Zakiyyah is not only an excellent educator but also a thoughtful and collaborative leader who has had a lasting influence on colleagues, students, and our wider programme culture. Her application provides a genuine reflection of her achievements and her impact on staff development.

Through my role as Programme Lead, I have worked extensively with Zakiyyah and have seen her leadership enhance not only the delivery of the weekend provision but also the professional confidence and pedagogic understanding of our teaching team as a whole. I have observed her sessions directly and participated with her in module meetings where her contributions have shaped decisions about learning design, assessment clarity, and inclusive practice. She leads through dialogue and encouragement, creating an environment where staff feel supported to experiment and grow.



Zakiyyah's leadership has had a transformative effect on the module. She identified how the intensive format risked overwhelming learners and used student feedback and pedagogic research to design a clearer, more interactive structure. Her introduction of formative checkpoints and Vevox interactive feedback exemplifies her skill in aligning innovation with purpose. By modelling this approach herself, she demonstrated how technology can be used to make learning visible, enabling students to clarify understanding in real time. As a result, modules reported higher engagement and fewer misunderstandings before assessment. This led to demonstrable changes in colleagues' teaching approaches, particularly in their use of structured formative engagement.

Zakiyyah's influence extended far beyond her own sessions. She shared her findings openly with colleagues, presenting how the changes reduced pre-assessment queries and improved the alignment between student work and criteria. Her practical guidance and reflective discussion created real momentum within the team. Staff who were previously sceptical about digital tools began to adopt aspects of her model, supported by the resources and examples she provided. Over subsequent semesters, the use of structured formative engagement became embedded across weekend provision, strengthening coherence and confidence in teaching practice. Her work has informed wider discussions on teaching practice beyond the immediate programme team.

Equally important has been her work with student feedback. Zakiyyah analysed feedback across cohorts, summarised recurring themes, and discussed them constructively with staff and students alike. This transparent approach showing precisely how comments led to action has changed how our team views feedback. It has evolved from being a formal process into a meaningful cycle of reflection and improvement. Staff now use her method of summaries as standard practice, leading to a stronger sense of responsiveness and shared accountability among colleagues.

Zakiyyah's reach has also extended beyond our team. She has shared her findings through meetings and presented her work at internal learning and teaching events. Colleagues from other subject areas have sought her advice on using formative



technology and designing for engagement in condensed delivery formats. Her alignment with the University's inclusive learning and digital enhancement strategy has ensured that her leadership contributes directly to institutional priorities while remaining grounded in the needs of real learners and staff.

What I value most in Zakiyyah's approach is that she leads with scholarship and humility. She consistently connects practice to current research and sector guidance, making theory accessible to colleagues. Her guidance builds others' capacity, rather than dependence. She models inclusivity and respect, listens carefully to alternative perspectives, and responds with reasoned, evidence based solutions. Her influence is sustained and embedded, not short term or project based; the principles she introduced continue to shape both our teaching and our discussions about curriculum quality.

I can confirm that Zakiyyah Ahmed's application represents her achievements and her positive influence on colleagues' practice. Her leadership has helped our team become more reflective, coherent, and confident. She exemplifies the values of the Professional Standards Framework through her integrity, inclusiveness, collaboration, and commitment to evidence informed improvement.

In my professional judgement, Zakiyyah demonstrates a sustained record of influencing the practice of others, and her work clearly extends beyond her own teaching to positively impact colleagues and student learning. I fully support her application for Senior Fellowship.