

Fellowship

Supporting Statement Template

Your Name	Lloyd James
Applicant Name	Adam Shelton
Your Institution/organisation/other	UWTSD
Your current role	Principle Technical Demonstrator
Email address	Lloyd.james@uwtsd.ac.uk
Your Fellowship Status (if appropriate)	n/a
Relationship to Applicant	Line manager
How long have you worked with the Applicant (insert dates)	Since October 2021
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  Date: 23/07/25

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.

Adam Shelton has worked as a Technical Demonstrator at the university since 2021. I took over as his line manager in 2022 and have since witnessed first-hand his dedication, enthusiasm, and professionalism. He is a passionate and engaged member of the technical team, consistently striving to enhance the learning and overall experience of our students. Adam works with a broad and diverse student population, spanning multiple levels of study – from Foundation Year, BA and BSc students, to those undertaking MA and PhD programmes. His workshops are inclusive and adaptive, supporting learners from a range of backgrounds: from 18-year-old students entering directly from further education, to mature learners returning to education after many years, some of whom may have had limited or negative prior experiences in formal education. The university's growing international intake also means that Adam regularly works with students for whom English is a second language. The range of technical subjects Adam delivers is equally varied. His workshops include digital design software training, hands-on guidance in 3D printing and finishing techniques, and instruction in traditional woodworking skills. His ability to teach across these disciplines demonstrates not only his technical versatility but also his commitment to student success across creative and practical areas.

As someone who came from an Art and Design background and now teaches within that field, I find Adam's insight into the challenges students face—particularly their apprehension around the technical aspects of 3D printing—both accurate and valuable. Many students I work with have previously been told by schoolteachers that they “can’t” do certain things, or that tasks are beyond their abilities. This often results in a fear of technology, a fear of making mistakes, or a general lack of confidence in their capabilities. I am impressed how Adam not only recognises these barriers but actively works to dismantle them. He designs his workshops with clear, practical outcomes that are directly relevant to the students' creative practice. This approach helps make the sessions more accessible and engaging—particularly for those who might be technophobic or hesitant. His sensitivity to these issues, and his ability to adapt his

teaching style, accordingly, make a real difference to student engagement and confidence.

Adam's demonstrations incorporate a wide range of techniques designed to support the diverse learning needs of all students. He thoughtfully adapts his teaching approach to suit different learning styles, ensuring that each student can engage with the material in a way that resonates with them. One particularly effective aspect of Adam's teaching is his creation of clear, engaging oral and written materials to support student inductions. These resources help to demystify what might otherwise be perceived as a complex or intimidating subject. His incorporation of interactive, game-like elements into inductions further reduces student anxiety and challenges the notion that technical workshops are dry or overly complicated. By fostering a welcoming and collaborative environment from the outset, Adam sets the tone for a supportive learning experience. His use of examples not only clarifies concepts but also enthuses students to explore further, building confidence and curiosity in their practice.

I am continually impressed by Adam's commitment to reviewing and refining his workshops to ensure students receive the best possible learning experience. His proactive collaboration with lecturing staff to adapt and tailor his sessions clearly enhances student engagement and learning outcomes. By integrating creative, hands-on activities that meet health and safety requirements—rather than relying on less engaging methods such as questionnaires—Adam provides students with a more meaningful and memorable induction to workshop practices.

While staying within the scope of his role, Adam provides valuable feedback to students and works closely with academic staff to ensure they have a clear understanding of the technical aspects of student submissions. Adam also draws upon his professional background to inform his teaching, offering real-world insight that not only enhances students' practical skills but also contributes to their broader development and employability.

Adam recognises that the university does not operate in isolation, but as part of a wider network of academic institutions and industries into which our students will eventually graduate. He actively integrates this awareness into his teaching practice, ensuring that students are not only academically prepared but also industry aware. His demonstrations of digital technologies—such as 3D modelling and virtual reality—closely reflect current industry standards and practices. By teaching students to use these tools to evaluate and improve their designs prior to manufacture, Adam equips them with critical, transferable skills. Furthermore, he encourages students to align their work with key industry themes, including recyclability, sustainability, and circular economy. Drawing on his own professional background, Adam provides meaningful guidance throughout students' projects. His insights help students produce work that is more relevant to industry needs, ultimately contributing to stronger graduate outcomes and improved employability.

Adam actively seeks opportunities to collaborate with colleagues to enhance both his own practice and that of those around him. He is one of the most engaged and forward-thinking voices within technical team meetings, regularly offering fresh perspectives and constructive ideas that contribute to broader improvements across the team. His collaboration extends beyond the technical team, as he works closely with programme teams across the faculty to support and improve the quality of teaching and student experience. Adam's cross-disciplinary engagement strengthens the integration of technical teaching with academic aims. He is also deeply committed to professional

development. Adam consistently participates in both formal and informal CPD activities and has one of the highest levels of conference engagement within the technical team. While many technical staff can tend to focus inwardly, Adam maintains an outward-looking approach, always seeking new ideas and innovations to improve his practice and align it with sector-wide developments.