

## **FEEDBACK ON YOUR APPLICATION:**

### **Marker's Feedback related to the UKPSF's Areas of Activity**

You have provided a wide range of evidence of your teaching experience from a variety of contexts – demonstrator, seminar convenor, summer school mentor as well as on-to-one tutor and so you have been able to evidence above and beyond the minimum required for associate fellowship. In section three you have provided a rich analysis of your practice, and you have reflected deeply on your experiences drawing on a range of literature as well as feedback from peers and lecturers. These are crucial skills whether or not you follow an academic career on completion of your PhD.

I am particularly impressed by your sensitivity to your students' needs and abilities and your commitment to providing a meaningful and engaging experience at Exeter.

One slight comment for the future – please watch how you align your evidence to the UKPSF in section 2. The evidence needs to be explicit rather than implied. For example claiming an example is evidence for A1-5 where this is not expressly detailed in the outline.

### **Marker's Feedback related to the UKPSF's Core Knowledge**

You have provided a very detailed picture of your underpinning knowledge of how student learn and effective learning opportunities for your students within your discipline. Again this is beyond what is required for Associate Fellowship. You discuss the very pertinent issue of ability in maths for STEM subjects and this is an area currently being explored as the diversity of ability and confidence is widening significantly.

You discussed the challenges of teaching students who are older than you – a common experience. Here are two papers that might be of use to you:

Understanding the support needs of mature students; University of Surrey  
[https://www.surrey.ac.uk/psychology/files/Mature\\_student\\_report\\_2011.pdf](https://www.surrey.ac.uk/psychology/files/Mature_student_report_2011.pdf)

Tips for teaching adult learners: <http://www.facultyfocus.com/articles/effective-teaching-strategies/tips-for-teaching-adult-students/>

### **Marker's Feedback related to the UKPSF's Professional Values**

Your value base comes through very strongly and sincerely in your application and your attention to both the academic and support needs of your students as well as the careers advice that you provide are commendable. These also align with the UKPSF.

You are clearly aware of the tensions of teaching in a research intensive university and it is now for the community to build real synergies between these two vital areas of activity to reduce the perceived hierarchy. It is worth noting that the vast majority of academics are employed on an Education and Research contract and that many hold the view that these are two parts of one whole rather than in competition.

### **Marker's Feedback related to additional Portfolio criteria and content**

This is a strong application providing a very rich description of a broad range of experiences. You show insight and thought in your analysis and you clearly value the comments and feedback from students peers and the wider academic community. You have reflected deeply and have looked to the education literature for evidence based practice and learning theory.

Your commitment to supporting diversity of needs and abilities is to be commended as is your concern for ensuring that your students are engaged and participating. You acknowledge that this isn't always easy and that as a teacher this is a challenge. It is important to continue to reflect on practice and to check that we are making every effort to provide an inclusive learning environment.

One suggestion I have is to consider engaging students wherever possible in negotiating the curriculum. For example in your case study example 2 where you describe taking first year on a snail tour of the campus – I wonder if your aims and intentions were clear and whether you could offer choice?

### **Feedback from your Virtual Panel**

The Panel recommends that [REDACTED] is awarded Associate Fellow of ASPIRE and the HEA on the strength of [REDACTED] application portfolio, which meets the mandatory UKPSF criteria for this fellowship. [REDACTED] has demonstrated experience of teaching a variety of sessions, referenced a range of literature and evidenced reflection on his practice.

In terms of [REDACTED] continuing professional development as educator the Panel recommends engagement with the ASPIRE academic practice seminars, on topics that relate to [REDACTED] teaching practice. The University of Exeter holds also an annual teaching and learning conference at the Streatham Campus, usually in May, attendance of which is free to the University staff and students and can provide useful cross-disciplinary perspective on approaches and innovations in teaching and learning support at Exeter. Video recordings, PowerPoints and other resources from the seminars and past conferences are available from the ASPIRE Academic Practice Events ELE. Literature, research and other resources on aspects of teaching and learning organised by subject are available via another ELE course: Academic Development.