



Fellowship

Supporting Statement Template

Your Name	Mr Owen Michael Luetchford
Applicant Name	Mr Adam Shelton
Your Institution/organisation/other	Welsh School of Science and Art. UWTSd.
Your current role	Technician Demonstrator
Email address	owen.luetchford@uwtsd.ac.uk
Your Fellowship Status (if appropriate)	NA
Relationship to Applicant	Colleague
How long have you worked with the Applicant (insert dates)	3 ½ years
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. Date: 30/01/2025 

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.

I have worked alongside Adam for over three years in various capacities relating to our roles as Technical Demonstrators. Throughout this time Adam has consistently displayed notable creative flair, intellectual prowess and innate problem solving skills. His especially positive and pro-active approach to the workplace makes Adam an invaluable addition in all scenarios, from student interactions and team meetings, to collaborative project work.

Since joining Swansea College of Art, Adam has sought to explore the full range of available materials and workshops, in order to push the boundaries of his practice and general practice within the institution. He regularly enquires about various glass processes and how they might engage with new design and manufacturing technologies. Adam has often produced well-conceived and executed artefacts, often with the integration of new technologies outside of the glass technician's collective experience. A recent example being prompt engineering GPT's to design effective sandblasting stencils for plotter cutting. This has been extremely useful in broadening the department's perspectives on current and future practice.



Appendix E2.15

Adam has collaborated with myself and other members of staff on the development of conceptual designs and prototypes to meet product requirements within areas of specialist process. On request, Adam has designed a fine nozzle attachment with air flow control, an integrated filtration system and an adaptor, to allow the use of a conventional vacuum cleaner to accurately manipulate glass powders. We also recently co-developed a jig for the precision hand grinding of fine glass edges. Adam was able to iterate multiple design options in response to my practical feedback. He has also produced functioning 3D printed prototypes which we are continuing to test and will eventually roll out to the students to increase the quality of output.

Adam regularly shares well curated articles and research with staff, relating to technological developments that are relevant to their respective subject areas. I've found this particularly useful for staying informed with current innovations (notably with 3D printing glass), that often receive limited coverage in traditional glass media. This not only keeps us up to date, but helps me further my practice as an experimental artist and therefore my role as a technical demonstrator.

Adam has delivered staff training in CAD (Fusion 360), both for groups of colleagues and on a one to one basis. Adam presents as a natural educator, he clearly knows and relishes his subject area and this is reflected in his well-structured and calmly paced delivery. He is extremely patient, especially considering the complexity of the subject matter and the varying ages and aptitudes of the staffing body. Adam produced an excellent step by step 'how to' guide to produce a textured roller in Fusion 360. This has allowed staff and students to engage with the software in their own time and at their own pace, and is always enthusiastic, approachable and on hand for any assistance.

Adam recently assisted me with a third year glass student who had a particular interest in fabricating complex assemblies from bonded sheet glass. They were using traditional methods of card construction to produce basic concept models and were struggling with the complexity of their final year piece, but were extremely reluctant to adopt CAD. I referred this student to Adam, who took great care to address their concerns about using digital means in their workflow. Despite having a full schedule of final year students to support, Adam happily accommodated the student, identifying their design

issues and expertly guiding them through realizing the proposed manifold structure in Fusion 360. This allowed them to calculate the exact angles needed, for them to process the glass components required to build their assembly. Over the course of several weeks, the student developed a working familiarity with the design package, enabling them to meaningfully experiment with 3D visualizations, scaled physical prints and detailed renders, this also informed their final exhibition display decisions relating to lighting and surface finishes. The student has since graduated with a first class honors degree and has successfully enrolled on the MA programme, having expressed a special interest in developing their practice using CAD.

Another example, was when Adam assisted me in supporting a final year MA student with physical disabilities and who required significant emotional sensitivity when assisted with their practice. This student's final project involved multiple geometric glass assemblies that employed complex reflective and refractive qualities. This required the development of custom fixings that allowed the dry assembly of waterjet cut and laser engraved glass elements. Adam engaged extremely effectively with the student, discreetly accommodating their physical and emotional requirements in all of their interactions. This included the ongoing discussion and development of their concepts, software training in Fusion 360, and rapid prototyping to produce numerous fixing options for their glass structures, using the knowledge of both disciplines to innovate new solutions; all to a tight deadline and with the student under considerable stress. Adam also researched around the subject area, referring the student and myself to relevant contemporary practitioners in adjacent disciplines that he had found through social media.

Overall, Adam is an enthusiastic, creative and highly contributing member of staff who likes to innovate, help and develop new cross disciplinary ways to bring to techniques to the Swansea college of art and regularly displays/ incorporates all 3 sections of the PSF into his practice.

