

Fellowship

Supporting Statement Template

Your Name	Dr Charles Oham
Institution/organisation/other	University of Wales Trinity St David London Campus
Job Title	Lecturer in Business
Email address	C.Oham@uwtsd.ac.uk
Your Fellowship Status (if appropriate)	Senior Fellow Higher Education Academy
Relationship to Applicant	Colleague
How long have you worked with the applicant (insert dates)	June 2019
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: 24/02/2026

Supporting Statement

Please provide your statement to support the applicant's submission for Fellow in the following section. You are required to comment on the applicant's recent higher education practice, providing examples to support your statement wherever possible.

In completing this supporting statement you are confirming that you have read the Guidance for referees. In addition to Descriptor 2 criteria, as a guide, it is important that you comment on the following in your supporting statement:

- your own experience of the applicant's recent HE practice;
- if you have been involved in peer observation of the applicant's teaching and/or support of learning, please draw on examples from this;
- any good or innovative practice and/or contribution to developments by the applicant in teaching and/or supporting learning within his/her discipline as appropriate;
- your perspective on the practical examples provided within the application to illustrate the requirements of Fellow.

Two sides of A4 will normally be sufficient for this category of Fellowship.

I have worked with **Ivana Curcic** in a professional capacity in higher education teaching and learning at the University of Wales Trinity Saint David. Ivana teaches information literacy, digital skills, and provides academic support to students. During my engagement with her, I have found Ivana to be highly conscientious and deeply committed to student learning and support, particularly for those from backgrounds that meet the criteria for widening participation.

The demographic profile of our students largely falls within this category, which places additional demands on academics and professional staff to provide enhanced academic scaffolding and pastoral care. In her role, Ivana has acted as a Liaison Officer, supporting lecturers by embedding digital skills, library resources, and academic skills into teaching and learning activities. I strongly believe that her experience and knowledge, coupled with her understanding of the evolving nature of digital information literacy, have enabled her to design and implement robust interventions for both students and academics. These interventions have contributed significantly to a supportive learning environment (V5) and have been a contributory factor to our strong performance in the National Student Survey.

Ivana regularly schedules and delivers workshops for my students, providing structured classes focused on information literacy and digital skills. I have personally observed her teaching and learning support, which consistently demonstrates strong professional values and a clear commitment to accommodating individual learning styles (K3, V1). Her engagement style enables students to feel confident and relaxed in asking questions and seeking solutions in a pragmatic manner. She adopts a hands-on, active learning approach, encouraging students to practise what is taught through a range of carefully designed practical activities during sessions.

One particularly innovative practice I have observed is Ivana's development of structured support programmes, including scheduled drop-in sessions where students can access tailored, one-to-one academic and digital skills support (V1, V2, V4, K2, K3, K4). Despite funding constraints and reductions in library budgets, Ivana has effectively leveraged digital technologies to ensure continued access for students, whether studying remotely or on campus.

Another notable innovation is her proactive engagement with academic staff, enabling them to gain the confidence and skills required to support students with library and information literacy needs within online learning environments. This has been especially important given the limited availability of library and digital support staff. This collaborative approach has proven highly effective, as lecturers are now better equipped to support students independently.

Based on the evidence presented, Ivana clearly meets the criteria for Fellowship of Advance HE. She has demonstrated excellence in the design and planning of learning activities (A1), and in teaching and supporting learning through appropriate and inclusive approaches such as flipped classrooms, active learning, accommodating diverse learning styles, and constructivist learning methods that build on students' prior knowledge (A2). Although much of her feedback is formative, Ivana consistently provides timely, in-the-moment feedback that directly supports student learning and progression (A3). Her role in supporting and guiding learners through close collaboration with Module Leaders is well evidenced (A4), including making herself highly visible within a fully digital library environment.

With regard to continuing professional development, Ivana demonstrates a strong commitment to enhancing her own practice. She actively engages with learning innovations and professional events, including “DigiFest 2025”. She is also a strong advocate of Open Access, recognising its critical importance in widening participation and supporting equitable learning opportunities.

The practical examples provided throughout this application demonstrate clear authenticity in teaching and supporting learners in a strategic and practical way. I can verify these examples directly, having observed Ivana Curcic’s work with students and academics on more than ten occasions. Her structured programmes for delivering information literacy skills across all levels and staff groups (V1, V2) accurately reflect my own experience as a lecturer. Additionally, as a former PhD student, I can attest that her support was invaluable in enabling access to library resources and in developing advanced research skills, including the use of the SCONUL scheme and the British Library.

These skills have been of significant benefit to our stakeholders and students, particularly within the context of a fully digital library model. Ivana Curcic’s work has been highly collaborative, involving Programme Managers and Lecturers (K1, K2). Her integration into all modules within the Moodle demonstrates best practice in reinforcing and scaffolding information literacy skills in context (K2). Furthermore, her engagement with Quality Assurance forums, bringing together academic and professional staff around skills development (V5), has been critical to our institutional success and our high student satisfaction rankings, including being ranked first in Wales.

Ivana Curcic has also demonstrated the ability to adapt and evolve her information literacy provision. While initially focused on Level 4 (beginner) students, her sessions now span all levels, reflecting a clear and growing institutional need informed by engagement with academics, admissions teams, assessment processes, and timetabling structures (K3, V4, V5). Her practice is evidence-informed, drawing on current research and data, including insights from the Institute of Inner-City Learning. I am therefore very pleased to support this application and strongly endorse Ivana Curcic’s suitability for Fellowship.

