

Fellowship

Supporting Statement Template

Your Name	Zainab Atta
Institution/organisation/other	University of Wales Trinity Saint David (London Campus)
Job Title	Module Leader/Lecturer
Email address	z.atta@uwtsd.ac.uk
Your Fellowship Status (if appropriate)	Fellow (FHEA)
Relationship to Applicant	Module Leader / Colleague
How long have you worked with the applicant (insert dates)	2020 – 2026 (Ongoing)
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. Zainab Atta Date: 13/02/2026

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.

ADVANCE HE - FHEA APPLICATION SUPPORTING STATEMENT – IVANA CURCIC

I am pleased to provide this reference for Ivana Curcic's FHEA application. I, (Zainab Atta) as Module Leader and Lecturer have worked with and observed Ivana Curcic for over five (5) years at the University of Wales Trinity St David (London Campus). I can testify to her design of workshops focusing on teaching and exposing a wider range of diverse students, (traditional /mature /international) to library usage, referencing support and robust information search.

Inclusive practice within in- class information literacy sessions held during the term for undergraduate and postgraduate and student lead on demand sessions. These have driven student engagement and confidence as they search for and apply knowledge retrieved. (A4, K4) Micro teaching and learning support sessions are regularly available for students (pre- and post-timetabled in- class sessions) via email appointments, drop-in sessions and they can access online forums and the AI empowered research assistants. (A3, V1)

Results of this scaffolding approach addresses student's proximal development zones (and is evidenced within students' assessments reflecting enhanced referencing skills, use of peer reviewed information, credible statistics and an enhanced and structured written style. (A1)

This applicant's work reflects robust practice which supports the increasing reality of diverse students within the university environment (UKPSF – V2)

The approach taken by Ms. Curcic in the way she addresses the teaching of information literacy skill is exemplary, reflecting commitment to teaching and student learning using a reflective approach. Breaking this down into elements –

There is evidence of recognition of the changes taking place in higher education via massification and widening participation. The impacts of this and the implications are addressed in recognizing the gap between the required standard of digital competency that students require to operate effectively and efficiently within an undergraduate and a post-graduate university environment which uses a digital library model. Causal elements such as family life, concentrated teaching sessions model and work commitments have been identified. The implications gaps and causal elements have been linked to learning support. The result has been a teaching approach for information literacy which provides a foundation of digital competency aligned with learning support. (V1, V2, V4) The resultant model provides an introductory base with continued target support and on demand individualized sessions between the learning support, digital skills advisory and IT support team and lecturing team.

Over my five years I have evidenced the changes Ms. Curcic has made to the Library Team and the teaching of information literacy necessary for an effective remodeling of the change (s) required. Engagement with the lecturing team and discussion as to the nature of the subject, its complexities and understanding that information literacy 'outplays' on a range and is not a single construct was refreshing. Seeking an understanding of assessments and what their objectives are at different study levels has brought a nuance to the teaching sessions of information literacy. by Ms. Curcic and her team. (K2, K5). It has allowed her sessions to align with programme and module requirements as per the QAA education level hierarchy. It has also allowed similarity of delivery objectives despite the individual leading the session. This is useful for the students and in terms of quality of delivery.

Information Skills and Information literacy sessions are delivered during lecture /seminar timetabled slots. The advantage to this is that these sessions can be introduced and have been introduced at constructive weeks /points during semester teaching: encouraging students to apply the skills learnt and perceive their value. The programmed module acts as a framework and applied environment for the literacy information session; reflecting active learning strategies and digital tools to drive student learning. It allows lecturers appreciate the significance of these sessions for teaching and learning and to be participants themselves. This adaptability and flexibility are a result of the effort and reconstruction put in by Ms. Curcic.

For example, at level 4 the first year of undergraduate study in the first semester, the focus is proportionally more on the technical skills of searching, retrieving information and correct referencing laying a sound foundation. This teaching style is functional and participative as it recognizes the students' diversity and builds their confidence on return to academic study. Teaching slides are made available and extra slots or on demand session are clearly advertised to students and lecturers.

- Her practice reflects the Fellowship Criteria of
- A1–A5: Effective design and teaching, with a clear focus on inclusivity and accessibility.
- K1–K6: Comprehensive understanding of subject material, pedagogical approaches, and the diverse and dynamic learning environment.
- V1–V4: Values-which reflect diversity, stakeholders' participation, and supports the development of independent learners.

As Ivana Curcic' mentor, I have been impressed by the critical reflection she has brought her role and its responsibilities, her willingness to engage with and seek constructive feedback. Her practice, awareness and inclusion and support of stakeholders as she has designed, taught, and adapted the module to meet changing needs of module and programmes is exemplary.

I am confident that Ivana Curcic meets the criteria for Fellowship with her application. I am pleased to support her submission for Fellowship.

Zainab Atta (Fellow – FHEA)

Module Leader

University of Wales Trinity Saint David.

13 March 2026