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ASSESSMENT COMPONENT: One

STUDENT NAME: Ewan Coombs

STUDENT NUMBER: 2003649

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NONE	For this assessment, you are not allowed to use any type of Generative AI support. This includes research support, structure support, writing/proofreading support and creative support.	Yes ☐ No ☒

AI Acknowledgement

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I confirm that I have not presented any AI generated materials as my own work.

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Part 1 – Academic Evaluation

Within this Academic Evaluation, I will aim to demonstrate my understanding of regulatory and legal requirements in accommodating additional requirements and demonstrating inclusivity within Tertiary Education. When considering key Legislation in place that can be considered to accommodate and equally impact the experience of students and any additional requirements that are in place, in Higher Education; the Equality Act (2010) can be seen as a significant legislative framework with which Tertiary Education institutions such as University of Wales Trinity St David are obligated to abide by and can be seen to embody within their Strategic Equality Plan 2024-28 (University of Wales Trinity St David, 2024a, p.3) and as delineated by this plan, aim to remove or minimise disadvantages by students recognised under the protected characteristics outlined in the Equality Act (2010); such as Disability, Race, Sex and Gender Reassignment to highlight but a few. Though it can be proposed that the Equalities Act (2010) lacks clarity regarding the language used to define Disability and as denoted by Cameron et al (2019) regarding potential models of disability with which Institutes may follow, such as in this case a ‘medical model’ where “In other words, it is the effect of impairment upon function that creates the disability.” Though every institute may differ, due to the limitations of the language used, and as noted by Williams-Brown, “ ‘disability’, is subjective and bound within hierarchical societal notions of normality.” (2026, p.30) and as such it can allow for various interpretations to be applied and thus may potentially limit the Acts effectiveness in fully supporting all students who are disabled.

This is where a noticeable difference could be highlighted when considering the United Nations Convention on the Rights of Persons with Disabilities (CPRD) (2006) where a greater focus can be seen to be placed on the clarity of what is disability, and the recognition and emphasis of the Dignity of a disabled person, as denoted: “Respect for inherent dignity, individual autonomy including the freedom to make one’s own choices, and independence of persons;” (UN Conventions on the Rights of Persons with Disabilities, 2006, p.6) which can be seen to benefit and support the specific needs of students and their individually experiences as means to continue

their education when viewed from a tertiary and pedagogical perspective. One detail that can be noted, is the time taken for the ratification of this convention in 2009 which could highlight a possible lack of recognition or disparagement in the national aim to improve and support disabled people's rights. Though Higher Education institutes in the UK are governed by the Equality Act (2010) it could be suggested that the Human rights act (1998) could enable students further protection and potential recognition of Additional Learning Needs, (hereafter I shall refer to as ALN) as the lack of clarity in the language of the specifications of who is protected as seen in Section 1, Article 14 the *Prohibition of Discrimination (Human Rights Act, 1998, p.19-20)*, whilst equally this could equally be viewed as negative in limitations of detail, though the education of all is upheld and enforced through Section 2, Article 3 the *Right to Education*.

However, one issue that can be potentially highlighted when considering the Equalities Act is the possibility of people being discriminated and harassed outside of the nine protected characteristics listed out in the Act, this could potentially include socioeconomic status and psychical appearance As denoted by Mason, A and Minerva, F (2020) where an emphasis should be instead on judging a candidate, or in this example a student, by the Meritocratic principle or best-qualified person would be selected embodying the concept of Equality of opportunity, and this may indicate a potential need for the extension of the nine protected characters highlighted within the Equality Act (2010). Whilst also recognising that institution such as UWTSD have in place their own policies as to best protect students against discrimination. (University of Wales Trinity St David, 2024a, p.3)

Within Wales, further legislative developments demonstrate a commitment to inclusivity in Tertiary education such as the Additional Learning Needs and Education Tribunal (Wales) Act (2018) aims too ensure that all learners with ALN receive the appropriate support to overcome barriers to learning and emphasis in turn an equality of opportunity. And equally could be seen to reflect a more individualised approach, recognising the diverse needs of students and promoting equitable participation. Whilst equally it can be seen the Tertiary Education and Research (Wales) Act (2022) can be seen to place a greater emphasis on

developing and growing the presence of groups under-represented in Welsh tertiary education as a result of and connection to “social, cultural, economic or organisational factors” (*Tertiary Education and Research (Wales) Act, 2022*). This could be viewed as recognising the various factors that can inform and impact students and their experience both in and gaining access to post-16 education; whilst equally highlighting the lack of systems in place for England and the rest of the nation, which can raise the issue surrounding the disparagement and lack of recognition and support in place for Higher Education Institutes outside of Wales. This can be further supported by the Towards 2030: A framework for building a world-class post-compulsory education system for Wales (Hazelkorn, 2016); where it can be seen to aim to create a more inclusive and accessible education system, suggesting a long term commitment to improving student experience across Wales.

In conclusion, it could be seen that, Acts of Parliament such as the Equality Act (2010), the Human Rights Act (1998) and Welsh Legislation that are in place can offer protection and enable the support of students in Higher Education Institutes, and any specific additional requirements, that can better the experience of each student. However, as this short evaluation has highlighted, it is not without its limitations and faults that could be seen to negatively impact students experience, and the shifting attitudes and legal interpretations of language used within these Acts can potentially negatively affect the experience of students. However, Institutional policies such as UWTSD can be seen to reflect the ‘Social Model’ of Disability whereas denoted by Goering (2015) there is an emphasis and distinguishment between impairment and disability, where it is the environment that must seek to change not the body, or person/s with disability. And as such, it is on the system then that must be challenged and changed not the person.

Part 2 – Response to Scenarios

Scenario 1 –

I am a lecturer in Foundation Art and Design for UWTSD Swansea Collage of Art. A second-year student named Rhys, now wishing to go by Angharad, has come to stating they are both struggling to concentrate within class, and find their grades to be dropping, and that they have disclosed they feel they are trans and wish to transition and would like support and advice. This is something I can see has taken Angharad a lot of trust and confidence in disclosing this, as they have stated they have not told their family, and have expressed feeling like an outsider. Firstly, I recognised and thanked Angharad for their courage and trust, enquiring with Angharad what their preferred pronouns they would like to be now referred as. Equally reflecting the Professional Standard to “Demonstrate dignity, courtesy and respect towards others” (Welsh Government, 2023, p.12).

Going forward, I will cover the various areas of support and systems within the University as to best aid Angharad. Firstly, as a part of the UWTSD Name change policy (2025, p.4-5) Angharad can request to change their gender record at the same time as they request a name change. Directing Angharad to also contact UWTSD Registry with the appropriate application to change a gender record. With this, though firstly checking with Angharad if they feel they would like to seek support such as Counselling which can be accessed through the Wellbeing Service Support Request Form (University of Wales Trinity St David, 2026c). With this, I will contact a relevant departmental member of the Safeguarding Forum for advice for a potential concern surrounding Angharad’s statement of feeling as an ‘outsider’ as reflecting UWTSD Safeguarding Policy (University of Wales Trinity St David, 2023b, p.16). One aspect I will recommend for Angharad if they find they are struggling in class to contact the Hwb and ask to be screened for ADHD, they will then direct you to student services where they will be screened, as to assess if additional learning support or additional submission time. I will enquire with Angharad if they would like to inform other students or if Angharad would like myself to inform them on their behalf to make students aware of Angharad’s preferred name and pronouns and as means to avoid any misgendering or unintentional deadnaming whilst also recognising the adjustment period for students. Though this is not nescaery but is an offer in place for Angharad and going forward.

As a lecturer supporting Angharad if they face any form of harassment on grounds of Gender reassignment such as being excluded to students refusing to acknowledgment of the persons acquired gender or persistently referring to the students birth name without consent, in an act of 'deadnaming' and as adhering to UWTSD Non-Academic Misconduct Policy (University of Wales Trinity St David, 2023, pp.30-31). And if there are student/s who do harass Angharad, firstly reassuring Angharad and any other student present, I will then seek to challenge the disruptive students' attitudes, aiming to educate them and if the issue persists and a resolution cannot be reached, I will escalate this issue further as following the Non-Academic Misconduct Policy. Thus, ensuring and emboldening the Professional Standard, to "Demonstrate commitment to learners, their learning, safety and well-being" (Welsh Government, 2023a, p.12). With this, I have recommended Angharad to contact UWTSD Student Union (2026a) to find what clubs and societies there are locally as this can be a great way to find like-minded students and create friends. Going forward as reflective of the Professional Standard "Critically reflect on own values, knowledge and skills to improve learning" (Welsh Government, 2023, p.12) to update my own knowledge and teaching practice as to maintain and continue the inclusion of artists of various backgrounds in my research and lessons as to provide a greater cross section of voices as to support students learning and their own perception of the various voices active in the arts and creative industries.

Scenario 2 -

I am a lecturer in Foundation Art and Design for UWTSD Swansea Collage of Art. A new student called Megan has applied to my programme and has declared mental health supports needs and have stated they suffer with Anxiety since childhood and find it difficult to socialising. Megan has also stated they struggle to concentrate in class and have been advised they may have dyslexia.

I have recommended to Megan that they will need to contact the Hwb and ask them you would like to be assessed for dyslexia, and I have recommended to Megan they also screen for ADHD as they stated they struggle concentrating in class, and as

denoted by McGrath and Stoodley that Dyslexia and Attention Deficit / Hyper Activity Disorder are highly comorbid neurodevelopmental disorders (2019); and from this they will then be directed to student services who will arrange a screening. If Dyslexia and/or ADHD are confirmed, this can allow Megan to apply for additional learning support along with additional time when submitting work for deadlines if Megan requires. I have enquired with Megan if they felt they would like to review further support such as counselling as they noted suffering with anxiety since childhood, with this I have informed them to complete a support request form that can be accessed through the UWTSD Wellbeing Support page. (University of Wales Trinity St David, 2026c).

When considering areas that can be adjusted within my teaching, I will endeavour to consider various teaching strategies as to enable learners such as Megan to both grow in confidence through gradual increasing difficult or challenging tasks which in turn embodies Bruner's Scaffolding Theory (Shvarts and Bakker, 2019). This can be though teaching strategies such as group discussions, buzz groups and brainstorming techniques where students will be encouraged to voice their thoughts and opinions as means to develop students' confidence in speaking during a class setting coinciding with the Professional Standard to "Enable learners to share responsibility for their own learning and assessment" (Welsh Government, 2023, p.12); along with providing ways to help students such as Megan to focus within the classroom.

Along with this, using icebreakers such as 'two truths and a lie' as means to allow students such as Megan to get to know each other and to enable students to get to know each other as means to develop friendships and thus peer to peer learning. With this, offering students such as Megan regular one to ones as to develop and enable better communication skills and aid in growing student confidence. These considerations within my practice as to best aid Megan and other student's intern aligns with the Professional Standard to "Maintain and update knowledge of my subject(s) and how best to teach and assess them" (Welsh Government, 2023, p.12).

Scenario 3 –

I am a lecturer in BA Fine Art: Studio, Site and Context for UWTSD Swansea Collage of Art. A second-year student named Alys has come to be disclosing they have discovered they are pregnant and are seeking to continue with their studies as long as much as she is able to and would like to receive support in doing this both during their pregnancy and after the birth. Firstly, I enquired how Alys is after learning of this news, and if they required any additional support such as counselling which can be accessed by completing a support request form that can be accessed through the UWTSD Wellbeing Support page. (University of Wales Trinity St David, 2026c). From this, I will inform, with the consent of Alys, other lecturers of Alys' pregnancy. So, there is no confusion going forward of Alys absence during their pregnancy.

Going forward as adhering to the UWTSD Student Pregnancy, Maternity, Paternity and Adoption Leave Policy (University of Wales Trinity St David, 2024b) I will complete with Alys the SC17 Pregnancy and Maternity Support form (University of Wales Trinity St David, 2026d) to provide tailored and specific support for Alys both during pregnancy and after with birth which includes their agreed timescale of returning to study. I have arranged a regular date as well to meet with Alys to assess the effectiveness of the support in place and if there are any further needed adjustments. As to best support Alys and their learning and wellbeing is not negatively affected or disadvantaged in any way and abiding by the Professional Standard to "Demonstrate commitment to learners, their learning, safety and well-being" (Welsh Government, 2023, p.12).

With this, I have informed Alys of other options they could consider if necessary such as considering an Interruption of Studies (University of Wales Trinity St David, 2026e) which would enable them to post-pone their education without losing their academic grades they have achieved, where Alys would then resume the course, such as in the next academic year. But taking into consideration that during interruption of studies student finances will be paused, so equally I have made this clear to Alys and have provided them with where they can seek support such as

Student Services. After the Birth of the child and Alys' later returns to the course, I have recommended if required during their deadlines, for Alys to apply for Extenuating Circumstance form if childcare and motherhood effect their learning in anyway. I have also suggested to Alys of considering going down to Part time studies if needed and how it can be accessed through Academic Quality Handbook and the SC04 Change to Mode of Study Form (University of Wales Trinity St David, 2026d). With this I have recommended to Alys to consider looking to apply for the Parents and Carers Bursary (University of Wales Trinity St David, 2026f) which can provide up to £500 towards childcare costs. Alongside the support of the university, I have provided Alys's information of where they can seek further information such as Coram Family and Childcare (2026) for Resources for Parents, such as finding information for local childcare and help with childcare costs.

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