



MODULE CODE: ECPT6004

ASSESSMENT COMPONENT: One

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Use of Generative AI in Assessment

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AI Acknowledgement

I confirm that I have not used any AI tools in the research and creation of this assignment.

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

I confirm that I have copies of my drafts, notes, and other resources I used, which I may be asked to provide in evidence.

Additional Learning Needs and Inclusive Practice

Learning support report

Part 1 – Legislation & policy

Part 1 of this report will summarise national and international legislation, and institutional policies surrounding Additional Learning Needs (ALN), and how they impact the student experience regarding inclusivity.

Legislation

The Welsh Government's statutory instrument *The Additional Learning Needs Code for Wales 2021* define ALN as

A person has additional learning needs if he or she has a learning difficulty or disability (where the learning difficulty or disability arises from a medical condition or otherwise) which calls for additional learning provision. (The Additional Learning Needs Code for Wales, chapter 2 (1), 2021).

The code (2021) refers to the Equality Act 2010 in its definition while addressing how inclusion may be affected when a person with ALN has...

a disability for the purposes of the Equality Act 2010 which prevents or hinders him or her from making use of facilities for education or training of a kind generally provided for others of the same ... in the further education sector. (The Additional Learning Needs Code for Wales, chapter 2 (2, b), 2021).

Pyper and Uwazuruike (2024) released a short introduction on the UK Parliament website to its equality law and policy stating that the purpose of the Equality Act 2010 is to bring together most equality law into one, easy to understand act. The Equality Act (2010) has had little change, but the purpose of the Act (2010) has remained the same in its attempt to prevent discrimination in areas such as education and employment. As of 2026 within chapter 1 of part 2, the Equality Act (2010) maintains the 9 protected characteristics: age, disability, gender reassignment, marriage & civil partnership, pregnancy & maternity, race, religion or belief, sex, sexual orientation (Equality Act 2010, Chapter 1, 2026).

Office for Students (2025) a public body reported that in the 2023/24 19.9% of full-time and 24.6% of part-time undergraduate students reported having at least one disability (Office for Students, 2025). The legal obligation as set by the United Nations

Convention and the Rights of Persons with Disabilities (UNCRPD) (2006) states in article 2 that places of employment and education must make “reasonable accommodation” which means...

Necessary and appropriate modifications and adjustment not imposing a disproportionate or undue burden, where needed in a particular case to ensure to persons with disabilities the enjoyment or exercise on an equal basis with others of all human rights and fundamental freedoms. (UNCRPD, Art. 2, 2006).

When looking at disability which is defined by the Equality Act (2010) as...

(a) physical or mental impairment and (b) the impairment has a substantial and long-term adverse effect on the ability to carry out normal day-to-day activities. (Equality Act 2010, Sec. 6, 2026).

With this definition in mind, it brings into light how a student with a disability or several disabilities could be impacted in the post-16 education sector.

Policy

UWTSD has in its policies its Strategic Equality Plan (2024-28). The document lays out the action plan through three key components of: Understanding, Belonging, Outcomes. Of these *outcomes* is that the university provides students with “equitable access to high-quality education and support services” (UWTSD, Strategic Equality Plan 2024-28, p. 5, 2024). A key word being ‘equitable’ which is a formal acknowledgement that what may be inclusive to one person’s experience with a disability, could vary to another, which means achieving ‘equal’ may require difference approaches.

In practice UWTSD has Learning Support, Disability Support and Well-being Support. With these are further specific services that are available to students.

Learning Support:

The first service is Study Skills support sessions that run Monday-Friday at multiple times a day. The support offered covers academic writing, critical thinking, exam revision, planning and organising, referencing and researching and many more. The second service is Social and Communication Support Group (SoCom), a support group designed to help neurodivergent learners with their self-esteem and develop coping strategies related to socialising and communication (UWTSD, Learning Support, 2026).

Disability Support:

Under this support the team are there to follow the guidance on providing reasonable adjustments to support students in overcoming difficulties to ensure that there are no barriers to achievement. There is Specific Learning Differences support for students with dyslexia, dyspraxia, ADD and Autism, along with relevant support forms for students to complete to request the support they need. The support specifies that it follows the Department for Education guidelines for supporting external Non-Medical Helpers for the benefit of students (UWTSD, Disability Support, 2026).

At UWTSD it has other policies in place for creating an inclusive practice, with one example regarding Race. UWTSDs institutional policy is the Race Equality Plan 2021-24. The plan recognises that the ethnicity profiles of both university staff and students is becoming more diverse with around 25% of students *not* identifying as white. The university's plan, much like their equality plan, is creating 3 core elements to guide them for the future: Culture, Experience, Outcomes. The plan sets out guidance on changing the university culture in the pursuit of inclusivity by raising awareness of the university's expectations on language used, as well as the standards expected of staff and students and raising awareness of race equality issues. Specifically, this means looking at changing terminology and language used to be more representative of the inclusive and diverse university it is aiming for, by having relevant e-learning modules available to staff and students (UWTSD, Race Equality Plan 2021-24, pp. 5, 6, 7, 2021).

Student Experience

Statistics suggest that student well-being is growing in demand. The Higher Education Student Statistic reported that first degree UK student enrolment for 2023/24 (2025) was 654,585 students (HESA, 2025). The impact of higher education on students' wellbeing is massive with independent charity Student Minds (2025) reporting that 29% of students have considered dropping out of their studies due to their mental health (Student Minds, 2025). This comes into the pathway of the professional standards (2017) in Wales that practitioners adhere to, "Demonstrate commitment to learners, their learning, safety and well-being" which is further defined by ensuring a safe and inclusive environment (Educators Wales, 2017). Barden and Caleb (2019, p. 28) identified the conflict between moral and legal duty within educators. The moral

issue of wanting to go above and beyond for students for example, lending money to students with financial struggle. Morally, a good thing, but would cross the legal and professional boundary. Barden and Caleb (2019, p. 28) argue that if educators are supportive by signposting and referring students to the appropriate support that is available then they are obligating their legal responsibilities. There are however ways in which to achieve the moral obligations while maintaining the professional boundary. Gravells and Simpson (2012) lay out practical steps educators can take to create an inclusive environment for learning. Steps such as adapting your learning materials to be more inclusive by having a variety of theorists, adhering to guidelines for making presentations accessible to all help to reduce barriers for learning (2012, p. 79). Ultimately however, Gravells and Simpson identify that as educators the most effective thing that can be done is to demonstrate good practice by creating the culture that embodies the inclusive policies and legislations which if done effectively can further reduce the barriers for those with ALN face to get education (2012, p. 67).

The wellbeing and inclusion of students is a major responsibility but as the statistics demonstrate, the impact on students could be the difference between leaving their studies or achieving lifelong success.

Part 2 – Case studies

With regards to Professional Standards, the most consistent standard for all three will be that in my practice and with others I will “Demonstrate commitment to learners, their learning, safety and well-being” (Educators Wales, 2017) by ensuring that learners are fully supported.

Case study 1- Iwan

The context for this case study is the BA Film & TV course at UWTSD. Iwan is facing financial problems. There is little to no support available to him through his personal network. Iwan could take on more hours of work at his part-time job but is concerned that this decision will impact his studies further as he is already falling behind.

The impact on Iwan’s experience is already happening, he is falling behind on his studies and struggling to keep up. Furthermore, would be a concern for Iwan’s mental and physical health. Financial worries would cause a great deal of stress for Iwan, paired with falling behind with his studies, but further than this would be the physical toll it could take on Iwan. Taking on more work while trying to catch up on university could lead to burn out.

My initial priority would be to ensure that Iwan’s mental health and well-being is being looked after. I would signpost Iwan to utilise the well-being support that the university offers to ensure that Iwan is given the proper tools to manage his stress (UWTSD, Wellbeing Support, 2026).

Assuming Iwan has applied for a student finance loan/ grant and received his first term instalment. I would signpost Iwan to the university’s money support services which offer financial support to eligible students, even if they already have a student loan. Iwan could look at available bursaries and the cost-of-living support. I would go through the recommended budgeting apps from the university and encourage Iwan to take the free budgeting course that is available to students. After going through these options, I would ensure Iwan has the contact information for the money support team (UWTSD, Money Support, 2026). I would also encourage Iwan to make use of the free resources available for his studies such as the library for books and access to computers and laptops, and to make use of the cloud drive that is free to him to avoid unnecessary spending on hard drives. For the practical work on the film course which

would include the use of filming equipment, I would make sure Iwan knows how to book out the equipment that is available to him free of charge through the course.

To help Iwan catch up with his studies I would encourage him to apply for extended deadlines through the extenuating circumstances forms. I would explain that it is not a guaranteed solution as his request may be denied but, if he were approved, this would provide Iwan with time to catch up with his work and avoid the grade caps or module failure. Furthermore, I will ensure that learning materials are available post lessons to support Iwan's self-directed study.

For Iwan I feel I have achieved the professional standard of "Establish and maintain strategic processes and approaches which enable learners to share responsibility for their own learning and assessment" (Educators Wales, 2017), by collaborating with Iwan to get himself back on track while maintaining his independence as an adult learner. This achieves that, on my part, I am ensuring there are appropriate mechanisms in place for communicative effectively with my learners and that I am here to support them.

Case study 2 – Dafydd

The context for this case study is the BA Film & TV course at UWTSD. Dafydd has cerebral palsy but can walk independently with the use of crutches. Dafydd is partially sighted but not registered as blind. Dafydd uses a computer for notetaking but finds it difficult due to his typing speed; he also gets tired easily and struggles with the use of his left arm. Dafydd wants to maintain the independence he has developed over his education and would like to learn about his options studying with me.

The course in this case study is heavily practical, making my goal with Dafydd to explain what support he can expect from the university and myself to remove any barriers to his education.

I would invite Dafydd to an open day and see the campus and facilities for himself. While my goal is to get Dafydd onto the course, ultimately, his wellbeing is the priority and only Dafydd can make the final call on if the campus and facilities are suitable for him.

The course operates at the Dynevor campus which has poor access. There is ramp access to the main entrance, however, automatic doors are only available on the

basement level at the rear of the building. The basement level classrooms do not provide much desk room and are uncomfortable to most students in general. The best classrooms are on level 6 but there is only 1 elevator on campus. Relying on a single elevator for Dafydd to study is unreliable. I would move the course from Dynevor to the IQ building. It has better access with more options available for classrooms on the ground level which expands into the Y Fforwm library with ground floor classrooms. The IQ building has 2 elevators for if I have no options on the ground floor, minimising potential stress for Dafydd.

I would encourage Dafydd to complete the university's Supports Needs Enquiry Form. This is Dafydd's opportunity to, in detail and with his consent, inform the university of his disability, allowing the university to prepare any recommended adjustments; without impacting his application (UWTSD, Supports Needs Enquiry Form, 2026). I would ensure that learning materials adhere to the guidance for font and size; and that they are available 2 working days before the lesson. This will allow Dafydd to make notes prior to the lesson at his own pace and minimise notetaking in class. I would also allow Dafydd priority seating in the classroom for visibility and comfort. Regarding practical work, I would only book locations and trips that have suitable access and facilities to ensure that Dafydd's needs are met and is able to fully participate.

While wanting to respect Dafydd's desire to maintain his independence, if Dafydd told me that he was struggling with his studies, I would signpost him to the external non-medical helper's guidance that the university is working with. Should Dafydd want a trained professional for support (UWTSD, Disability Support, 2026). There would be a cost to Dafydd for this service, which I would signpost Dafydd again to the university bursaries that are available to him (UWTSD, Funding & Support, 2026), and the Disabled Students' Allowance government grant (GOV.UK, 2026) to waive these costs for Dafydd.

For Dafydd I feel a professional standard I have achieved is "Develop and implement effective policies and strategies to support the delivery of effective learning, teaching and assessment" (Educators Wales, 2017) by facilitating effective provision to meet the needs of the learner, removing or minimising potential barriers to Dafydd's participation on the course.

Case study 3 – Efa

The context for this case study is the BA Film & TV course at UWTSD. Efa is a first-year student and is considering leaving the course due to experiencing racism from some of her peers and lecturers. Efa's contributions are often dismissed due to people claiming to not understanding her. Efa has experienced offensive comments and feels ostracised due to her race. She is often left out of group work and spends her breaks alone. My goal with Efa is to change her mind about leaving the course by eliminating the reasons for wanting to leave and offer guidance to the support that is available. I need to be proactive in addressing the issues while maintaining Efa's safety.

The Film & TV course is highly collaborative which Efa cannot fully participate in and therefore is not receiving the course value. The result, Efa wants to leave her studies with us. The further impact could be low self-esteem and fears over her well-being and safety that could expand into her personal life. The impact could be massive for Efa.

The priority is Efa's safety and wellbeing. With Efa's awareness, I would submit a course for concern form and ensure that the relevant steps are professionally addressed to care for Efa's safety and wellbeing (UWTSD, Cause for Concern Form, 2026).

I would then use the university's Race Equality Plan (2021-2024) for guidance. The guidance is to "Raise awareness of University expectations of language used and standards expected" (p. 12, 2021-2024). Further guidance says to "Ensure that staff and students are aware of expected behaviours both on campus and online and the sanctions for breaching these" (p. 16, 2021-2024). From this guidance I would identify the staff and students who are involved and arrange meetings with them individually and privately. The purpose would be to investigate and explain the expectations of the University and what the consequences of failing these would be. Furthermore, I would organise relevant training through the University for all staff and students.

I would closely monitor progress and arrange regular tutorials with Efa. I would identify peers that Efa feels safe and comfortable collaborating with and ensure that Efa has those peers available to work with whenever necessary and possible.

Regarding learning content, I would look at where we could have better representation through contextual examples and theorists. For example, analysing films that are made by a diverse range of filmmakers.

For Efa, I feel I have achieved the professional standard of “Demonstrate leadership, integrity, courtesy and respect towards others” (Educators Wales, 2017) by showing support for Efa by being proactive in addressing the situation. I also would role model the behaviour that students and staff should be demonstrating.

Word count – 2,612

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