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Student name: Ada Marino

Student number: 1903003

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Lecturer: Katie Gardner

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Summary

WORDS COUNT 1157

This summary explores the regulatory and legal frameworks emphasizing the importance of understanding both institutional and national policies alongside relevant legislation.

Under the Equality Act 2010, there are 9 protected characteristics which are; age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation and which the legislations are applied within institutions across the entire country.

The 2010 Act also introduced the Public Sector Equality Duty (PSED) in order to intervene on offences such as discrimination, harassment and victimisation and other conduct prohibited by the Act promoting, as declared

- advance equality of opportunity between people who share a protected characteristic and those who do not

The Equality Act 2010 prospect includes a scheme of different corporations part of the public sector. Specifically, the educational bodies have designed the “Accreditation Criteria” which is required for training teachers in order to meet the qualified status standards Wales. Approved by the Welsh Minister in 2013, the act is divided into different sections: requirements to meet, the section of training and assessment, management and quality assurance. Moreover, the Act accurately quantifies categories with a precise purpose in common, the intervention against every type of discrimination involving different dynamics like Direct discrimination, indirect discrimination, Harassment and Victimisation; There are also objective justifications that could be applied depending on the nature of the case. EqA also lists an important series of obligations and responsibilities

that universities and higher education institutions must comply with, named 'responsible body'. Each category is explained with relevant legislation; institutions often implement their own policies to support inclusivity in the educational environment. The inclusive practice matter of UWTSD outlines the acknowledgment of the concept of diversity as community enrichment, full engagement in a learning environment, prioritizing equal access to educational opportunities for all individuals.

Higher education institutions (HEIs) framework, which has undergone an expansion with the AdvancedHE 2030 Strategy is founded on 3 principles: Impact, Inclusivity and Integrity aiming to promote equality, inclusion and guaranty of an advancement for the educational development 'Professional Standards Framework for teaching and supporting learning.'

Based on these values UWTSD have constructed internal policies in observation of protected characteristics supporting the principles of the organisations engaged in distinct social battles.

Age discrimination under the EqA does not cover the protection of students; "inclusive education is subjected to multiple definitions" (Hernández-Torrano, Somerton, and Helmer, 2020).

However, in the case of the UWTSD entity, the purpose is to minimize the disadvantageous effects and promote the inclusiveness of the people part of this category.

Age-friendly Wales recognises the " impact of ageism and seeks to challenge negative stereotypes of older people as a "drain on society" that could be used to validate abuse."

Organizations associated are 'Global Network for Age-friendly Cities and Communities'.

Human Rights Act (HRA) 1998, (ECHR), Cymru Older People's Alliance (COPA), National Wales Safeguarding Procedures (NWSP) and the Social Services and Wellbeing (Wales) Act 2014, which covers both children and vulnerable adults.

Equality Human Rights describe a disabled person who is affected by physical and/or mental condition 'a substantial and long-term adverse' that has an impact on the conduct of the daily life routine (WHO, 1980) "physical, cognitive or social impairments" (Winzer, 2007).

The disability is a vast field subdivided into 6 models, or three general models: moral model, medical model, and social model according to Olkin & Pledger, 2003, each offering different perspectives on the implications and experiences of individuals with disabilities.

Moral Model, Personal Tragedy, Medical Model, Social Model, Affirmation Model of Disability, Right based model

However despite the society's impediments, as discrimination occurs on different levels, personal, cultural, structural, people have also responded by creating movements and raising the awareness around the term disability The Disability Arts Movement (D.A.M.) led to the creation of NDACA, the National Disability Arts Collection and Archive, which delves into the power of art to achieve social change.

UWTSD play a critical role in shaping a high level of equitable educational landscape "In accordance with the University's Dignity at Work Policy, the University seeks to establish an environment where staff and students are treated with dignity and respect" (Admission Policy) and all people have rights in equal measure and must be protected indifferently by any tentative of discrimination and exclusion, supporting students with a series of services designed expressly for their necessities like Disabled Students' Allowance (DSA) Specific Learning Difference (SpLD) Non-Medical Helpers (Specialist Support Tutors) as part of the Scheme of Specific Learning Difficulties, providing a team of qualified Disability Advisers and Learning Support Managers. UWTSD hosted an ALN (Additional Learning Needs)

conference. The ALN policy emphasizes early identification and intervention, enabling educators to recognize and address learning difficulties at the earliest possible stage and UWTSD is committed to implementing strategies intended to enhance educational outcomes and equip students with the necessary skills and knowledge to thrive.

UWTSD developed a Strategic Equality Plan. EHRC (Equality and Human Rights Commission in Wales) delineate general and specific duties as UWTSD represent a Public body and has additional responsibilities for the prevention of discrimination and protection of people at risk, like people subjected by gender reassignment, pregnancy and maternity, religion or belief and other protected characteristics, focusing on maintaining high standards the academic performance of students in potential disadvantaged circumstances , offering a series of services at disposal to facilitate accessibility, for instance breastfeeding facilities; designed spaces for differently abled people, and spread a culture of equality for the wellbeing of all individuals. The commitment is to create a supportive and inclusive environment where students are not treated less favourably than any other students. Additionally UWTSD has a policy for Non-Academic Misconduct with connection to other procedures, policies and strategies such as Student Code of Conduct;

- Health and Safety Policy;
- Fitness to Practise Policy;
- Support for Study Policy;
- Fraud Procedures;
- Information Technology and Systems Acceptable Use Policy;
- Prevent Procedures;
- Professional Relationship Policy;
- Safeguarding Policy;
- Strategic Equality Plan;
- Academic Misconduct Policy;
- Third Party Involvement Policy;
- Mitigating Circumstances Policy;
- Academic Appeal Policy;
- Student Complaint Policy.

Rights and Responsibilities stipulated must be observed for the safety and wellbeing of students and staff. UWTSD also implements the Race Equality Plan for students victims of racial discrimination to work on challenging inequalities and break all the barriers. This strategy plan aligns with institutional strategic plans such as Zero Racism Wales, offering internal procedures in case of racial harassment. Students Union lists information in terms of organisations to consult in cases of necessity: Race Equality First, Show Racism the Red Card, Black Lives Matter UK, The Runnymede Trust etc...

In the next section will be analyzed 3 different scenarios demonstrating how in the role of Lecturer of Visual Art I would intervene, finding resolutions and stopping immediately the acts of discrimination creating an inclusive space through the application of UWTSD policies and procedures, conceived to end marginalisation, equip students with ADLs, provide a positive learning experience, and implement the celebration of diversity in all its facets.

Scenario 1:

Iwan is a male student from a deprived zone of Wales who is financially struggling. He has a part time job but it is not enough and can't count on his family support. He received an offer of working more hours, but is worried as this might negatively impact his studies further.

WORDS COUNT 528

Iwan's circumstances necessitate giving careful thought to both his academic requirements and financial difficulties. EPI/SKOPE report establishes that only 15-16% of young people from the poorest areas of Wales are able to continue their path of studies in higher education. 'Not in Education, Employment or Training' (NEET). I urge Iwan to get in touch with the student support services offered by UWTSD. Using this service Iwan will be

able to discover entitlement for grants and bursaries designed for students who are living in low income families. The Student finance Wales offers various financial support programs for students with at least 40 credits in an academic year, providing Iwan, if entitled, financial support to help cover living costs. As educator I would transfer the documentation guiding Iwan through the process of funds allowance applications observing the Confidentiality parameters of data protection regulations and the EqA. The institution's goal is to ensure that all students from different socioeconomic backgrounds are fully integrated into the academic programs, that they are treated equally and have equal opportunities, providing solid support in cases of economic crisis, via the Finance Department, Student Services and the Students' Union. After I evaluated the delicate situation, I would assure that Iwan, who is experiencing a condition of economic restriction and consequently stress and sense of inadequacy, could potentially benefit from the mental health resources available at UWTSD and Students Union (access to Togetherall). Academic pressure and financial difficulties can significantly impact well-being, and support services can help Iwan navigate these challenges better. The legislation establishes an agreement which determines the measures to be adopted in the event of bullying, discrimination like the Protection from Harassment Act 1997 5.38. The UWTSD provides free access to the Academy of Money Open Learn course. Furthermore, there is also a platform called Online Budgeting Tools and Calculators on Students' Union platform. Iwan could access the food bank as the University has launched 'Food Hub' and provides food commodities. As Iwan explained that is already part time employed and is tempt to accept the offer to work more hours I would propose online tutorials to accommodate him with his available time, trying to find a strategy for combining work, backlogged studies, and future photographic production, for instance start by mapping out

the weekly schedule, and encourage him also to consider translating his testimony into visual art to increase awareness. Visual activists sometimes draw on their own negative experiences trying through their practice to open a channel of discussion, intervening through art to solve social problems. I would moreover organise a lecture on the difficulty of photographers to find a space in the industry, and how much being proactive since being a student could be constructive in preparing solid bases for the future career as visual artist. In this way a conversation around this topic will be encouraging, clarifying that asking for help is not a sign of weakness. Confronting with other students, who may have experienced the same circumstances, could open up an exchange of ideas that can contribute to create an inclusive and mutually supportive environment and understand more the dynamics of intervention, promoting awareness and collective social commitment.

Scenario 2:

First year student Efa wants to leave the course because is a victim of racial discrimination by other students and staff demonstrated negligence in supporting her concerns, arousing her feeling of exclusion especially when she takes part in group activities.

Word count 533

Efa's situation raises concerns about discrimination in her learning environment. Both students and staff have shown discriminatory behavior, with staff downplaying student misconduct. This violates several anti-discrimination laws and policies, including The Human Rights Act 1998, The Equality Act 2010, and the institution's own equality plans. The role of an institution is to guarantee students wellbeing, 'importance of social justice, democracy, and the elimination of all forms of exclusion and discrimination' (Hernández-Torrano, Somerton, and Helmer, 2020) The Salamanca Statement and

Framework for Action on Special Needs Education (UNESCO, 1994). Efa is suffering a serious intimidating and discriminatory treatment which represents an act of Hate crime, Direct discrimination, Harassment, Victimisation violating the normatives of Negligence (duty of care), and can invoke The Human Rights Act 1998, The Equality Act 2010, Zero Racism Wales, Strategic Equality Plan 2020/2024 and Race Equality Plan builds by UWTSD in partnership with the Students' Union supported by HE Race Equality Charter (REC) and designed to identify and eliminate barriers that disadvantage ethnic minorities

As a photography lecturer at UWTSD, I would first meet with Efa to understand her concerns and verify the facts before proceeding with a disciplinary report against the educator. Wales National Safeguarding Procedures asserts in cases of "indicators of abuse and neglect" "report safeguarding concerns and disclosures using the established protocols"

Since this situation likely affected her studies, I would offer academic support through tutorials and deadline extension, validated by "Extenuating Circumstances" - Mitigating Circumstances Policy. I would ensure she feels included in class activities while respecting her privacy UK GDPR. DPA 1998 , and with Efa's permission, I would lead a class discussion about hate crimes and their impact on individuals and communities. This would help build empathy and understanding among students. I would also suggest she seek mental health support during this time.

To prevent further harassment, I would actively monitor the situation and support Efa's participation in group work. Instead of letting students choose their groups, I would assign diverse teams to promote inclusion and challenge prejudices. This approach helps students learn from different perspectives and reduces social barriers. Creating a safe learning environment requires challenging discrimination and promoting respect.

These steps would help restore Efa's confidence and ensure all students feel valued and supported learning new notions on how to embrace the concept of diversity. As an educator of Visual Activism it would be productive to prepare a lesson on how artists, like Bob Adelman who was a photographer for the Congress of Racial Equality (CORE), have responded to the themes of racial discrimination documenting through photography the Diaspora, Protest March, Mixed marriages, Black Lives Matter movements and how this medium served as a weapon to fight racial discriminations. I would furthermore give an assignment, as a form of assessment, inviting students to expand the research, provide a written document and contextualise in the class the next session. Engage with diverse perspectives and backgrounds scenarios, foster an environment where inclusivity is prioritized. Such diversity allows students to confront their assumptions about equality and this process can reveal unconscious biases and encourage openness to resolve the preconceptions, helping reduce social cliques and inequality and through the practice, promoting a culture of respect and acceptance.

Scenario 3:

Megan has applied to study your programme during the next academic year and has declared mental health support needs although she does not have an official diagnosis. She has attended an interview and has outlined that she struggles with speaking up in class as she suffers with anxiety issues and has done since childhood and finds it difficult mixing with new people. Megan has also advised that during her school studies she often found it hard to concentrate in class and wasn't always able to maintain attention on the information being presented during taught sessions and is worried about this for his new programme and tells you that her previous tutors commented that she may have dyslexia.

Word counts 526

First of all I would respond promptly to Megan that it is a commitment of the institution to not classify students and is in their target to be inclusive with every nature of issues they

could have. I would further explain that the UWTSD provides a long list of services that she could apply for, specifying that I would be able to direct her to the department of competence and support through the process. Peer-Assisted Learning (PAL) is a support scheme designed to enable students to settle into new student life helping improve academic skills of students with ALN, offering, to potential e present students, a program to identify the eligibility through:

- Initial screening
- Assessment
- Access to the DSA
- Reasonable adjustments

In occasions of lessons where Megan will be present I would encourage her to robustly be part of the group during collaborative tasks especially with the integration of tecnologic activities that have the function to leave students in anonymity making the session more relaxed towards students who have confidence problems, encouraging them to interact through games, quizzes and offering a differentiated learning style. In this way promoting group interactions will create and consolidate a dynamic and supportive environment and moreover building up on positivity would be a reassurance for Meghan to not feel excluded during the learning sessions, this also in prevention of attendance failure part of the fitness policy "Cause for Concern Procedures". Richard Fletcher a Dyslexia Specialist, Disability & Inclusion Services stated "Technological solutions are not unfamiliar to people working in Disability support and of course, it is a genuine privilege to work in a field where the impossible suddenly seems possible." (Fletcher R. 2024)

Additionally Megan declares that she has difficulties concentrating, assisted by PAL she would challenge her abilities as she manifested symptoms of dyslexia.

My commitment would be the perseverance in offering multiple advice and reassure, till she will be completely aware, that diversity enriches people and that she can count on the constant support of UWTSD as “Support for study policy and procedure” 10.4.2 explain “Set another review date – ‘the student has made attempts to engage but further action is necessary to address the concerns raised. Students are provided with additional time to access and engage with the necessary support.”

Operating in the field of visual art I will put in practice proposing for instance a lesson on dyslexic artists who successfully have demonstrated, like Picasso, Michelangelo, A. Warhol, the Welsh Artists Nick Elphick, that a neurodegenerative condition is not an impediment, inviting also neurotypical people to reflect on the concept of how the power of diversity can be vastly efficacious in terms of art production.

As an educator observing the professional standards there is an indication regarding the importance of building on prior knowledge. This model, if also moulded around topics possibly familiar to students, for example presenting known artists, would potentially allow them to be more fluent and facilitate the intervention implementing the constructivism theory of Vygotsky who sustains that previous/external experiences have the power to stimulate cognitive development. Working in an inclusive environment Megan will have the possibility to overcome her difficulties and feel treated equally like other students.

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