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Y Drindod Dewi Sant
University of Wales
Trinity Saint David

MODULE CODE: ECPT6004

ASSESSMENT COMPONENT: One

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Use of Generative AI in Assessment

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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 X

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.

Part 1 - Regulatory and legal requirements in accommodating additional requirements

Post compulsory educators have a legal responsibility to support students with additional requirements in their learning (Hartley, K. 2024). Students who require additional support may face barriers that could impact their education (Brightly, F. 2025). Therefore, educators in post compulsory teaching must support their learners by providing an environment and accommodations that are appropriate for their individual needs. Educators can use and follow policies of their institutions to promote equity among the students which allows for each learner to have equal opportunities (Advance HE. 2025). This essay will discuss the main strategies of how a teacher can better support their students who require additional support, with reference to legislations, laws, policies/procedures and professional standards of teaching. Furthermore, it will critically discuss/argue the difficulties that are presented within the policies and legislations and how effective they are in creating inclusivity in learning.

Educators have a level of responsibility to ensure that students are provided with support for their education (Welsh Government. 2024). Educators must comply with institutional policies, for example, adapting curriculum and reviewing assessment processes to ensure that adult learners are supported (GOV.UK. 2020). Applying curriculums and assessment reviews in post compulsory education can prioritise adaptability and communication for the learners (GOV.UK. 2020). Following this, teachers and practitioners should assist by identifying the individual learners needs. Universities and apprentice programs can assist in identifying possible additional learning needs that might be presented in learners work or socialization by following institutional policies and procedures to help recognize students that are facing difficulties (Drago-Severson, E. 2009). Recognizing students possible additional learning needs allows for further support to be accessed, which builds an inclusive learning environment (Drago-Severson, E. 2009). Additionally, following these policies of recognizing students' possible needs for additional support maintains connection to the professional standards of teaching. This is due to it relating to building collaborative and respectful relationships with the learners and teachers (Welsh Government. 2020).

Furthermore, a teacher can provide a supporting role for a student by further discussing processes of support, remaining honest with the learner and maintaining confidentiality

about the students support and needs. The legal framework for The Special Educational Needs and Disability (SEND) of 2014 (Welsh Government. 2021) outlines the responsibilities of educators to respect individuals' preference for what information is shared or discussed in the post compulsory teaching environment (Welsh Government. 2021). The Equality Act (2010) (Hepple, B. 2010) structures how educators should respond and react to learners' decisions on their support. The Act requires educators to recognize learners' capacity to make their own decisions for what level of support they want and respect the learners' choices. Learners with additional learning needs are often seen as vulnerable and are disrespected by educators providing care or support that goes against the decisions of the individual student (Williams, K.S. and Williams, J. 2013). Furthermore, The Equality Act (2020) allows for adult learners to decide if they would like to declare their additional learning needs, which the teacher must respect (Hepple, B. 2010). The Equality Act highlights how tutors must respect learners' choices on whether they want to receive their support. This again maintains professional teaching standards by building respectful relationships with the students (Welsh Government. 2020).

An educator can reflect on their skills in providing support in adult learning by following institutional policies of Continued Professional Development (CPD). CPD, is the training practitioners take part in to gradually improve their knowledge, skills, and abilities. It focuses on continuous learning that ensures professionals stay knowledgeable about industry standards and are equipped to help adult learners (CPD Certification 2026). CPD is a planned approach to professional personal development rather than a formal certificate but is often supported by individual institutions (CPD Certification 2026). CPD supports SEND adult learners by promoting development in accountability for the teachers (Codina, G. and Robinson, D. 2024). CPD allows for educators to reflect on their teaching and compare it to current policies within their institution, bettering their knowledge on how best to support learners (Codina, G. and Robinson, D. 2024). CPD centres the students' needs and provides practical models on how to best develop their skills in higher education (Macdougall, C., Epstein, M. and Highet, L. 2017). Using reflective practice in teaching (for example, following CPD), connects to the professional standards of teaching, by actively reviewing your own

skills and ensuring that your knowledge on how best to support the adult learners is current (Welsh Government. 2020).

Providing educational support for learners with additional needs has many challenges and limitations in higher education. Constraints on funding lowers access and decreases quality of support for adult learners (Barr, N. 2001). Inadequate financial support for students with ALN creates barriers in education, such as lack of eligibility requirements, oversight of application procedures, reductions in disability assistance, and inadequate scholarships to enable part-time and distant schooling for learners (Chiwandire, D. and Vincent, L. 2019). Proper funding in higher education allows for a more inclusive environment by allowing equal access to all levels of education. Additional barriers to creating an inclusive learning environment for higher education is lack of awareness and training for the teachers (Casey, A. Maidment, D. W. & Lynch, S. 2025). Lack of training relates to the lack of funding for special educational needs in higher education, as the training needed for professional support is constrained by lack of financial resources (Casey, A. Maidment, D. W. & Lynch, S. 2025). Proper training in creating support, regulating accommodations and following procedures is vital for both the educators and the students to better the inclusivity of learning for students who require additional support (Moriña, A., Perera, V.H. and Carballo, R. 2020).

Supporting students with additional learning needs in a post compulsory environment is necessary for an inclusive learning environment. Following legal frameworks (The Equality Act 2010 and The Special Educational Needs and Disability (SEND) 2014) (Welsh Government. 2021) helps educators recognise proper procedures and how to respectfully put them into place in their higher education institution. These procedures promote equal access for all students, informing teachers on how to best provide an equal and inclusive classroom. Policies (such as the SEND code of practice) must be actively implemented in higher educational teaching, with focus on the individual student and their needs. Focusing on how to appropriately implement institutional support for the learner, not simply following policies in theory.

Part 2 - Support statements

For these scenarios, I will be using my placement setting for my educational environment. My setting will be a university classroom for the Illustration BA course at The University of Wales Trinity Saint Davids (UWTSD). My role for this scenario will be as a lecturer.

Scenario 1 – Angharad

Whilst approaching this situation, I would ensure that my actions and words reflect the importance of inclusion and respect for the student. Building a positive relationship with the students encourages openness and welcomes the student to feel safe within their learning institution (Parker, D. 2019). Additionally, I would reference the legal protections of the student, under the Equality Act 2010, which recognizes gender transition as a protected characteristic (Hepple, B. 2010). My initial reaction to this scenario would be to focus on building a safe environment for Angharad. I would emphasise that what she informs me of is confidential. Confidentiality is a major aspect of allowing for the student to feel safe within the conversation (Care Learning 2025). This additionally allows for Angharad to feel control over what information is shared, which prioritises her comfort in the situation. Adult learners thrive in environments where there is both educational and personal control (Garland, M.R. 1994). This can be prioritised by providing the learners with proper resources, for example, informing them of what the university can provide for them for support and allowing them to make a choice on what they would prefer.

My response to the situation would be to reassure Angharad of my support for her. I would then further emphasize their personal privacy and what they are comfortable with discussing. I would also emphasis my prioritise in making sure the classroom is an environment free of discrimination and harassment. I would build this by following the EF Equality and Diversity Code of Practice that is in place at UWTSD (UWTSD. 2026). I would use the policy as a framework to ensure that all individuals are treated with respect. This policy emphasises safety for all individuals, and I would highlight to Angharad that her safety and comfort is a priority. Additionally, I would ensure that Angharad is informed on possible processes that can be supported by UWTSD policies to assist her in her transition. This includes The Applicant and Student Name Change Policy, where a student is allowed to change their name at any time through the

universities system. I would follow this up by informing Angharad of this process and supporting her decisions in the matter (UWTSD. 2026). I would support this process in following institutional procedures for name change and additionally pronoun changes on official documents related to the university. I would then follow this up by providing wellness resources that are provided by the university. UWTSD has procedures to assist students with long term assistance, this could be provided through the wellbeing support or a possible cause for concern form (UWTSD. 2026). This prosses depends on the personal preferences of the student, allowing Angharad to have control over how they would like to progress.

I would assist the student with ongoing support by monitoring their academic process, ensuring that her work isn't continuing to be affected. Additionally, I would maintain open communications on Angharad's terms, prioritising her comfort. I would reflect on my own practice and how I can make my own teaching more inclusive, this can be done through CPD's or outside training courses that specifically focus on LGBTQIA+ classroom etiquette and aid (CPD Certification 2026).

Overall, I would focus on remaining supportive throughout Angharad's education through open communications. Effective assistance for Angharad integrates inclusive education, empathy, and legal compliance.

Scenario 2 – Iwan

Financial stress can cause major barriers in student learning, including negatively effecting focus, wellbeing, attendance and academic engagement (Pyper, R.L. and Belanger, C.H. 2004). As a lecturer, I would take on the role of identifying Iwan's issues and how best to support him. I would reflect on legal legislations to build a framework on how I would approach the situation. For example, the socio-economic duty of an authority figure in The Equality Act 2010 (Hepple, B. 2010). This duty requires the lecturer to take an active role in reflecting on how their choices can increase or decrease the difficulties that the learner would experience due to financial constraints and taking steps to help improve/ease the learner's environment (Hepple, B. 2010). To support Iwan, I would ensure that he is given active support by considering how to make

my teaching practices more inclusive, have a good understanding of institutional policies and procedures, and remain aware of the barriers that Iwan could face.

I would approach the conversation by prioritising empathy for Iwan's situation and remain professional by confirming that what he informs me of about his situation will be confidential. Additionally, I would maintain professional communications by following guidelines for support and taking active care to not push boundaries on how to 'fix' his issues.

During the conversation, I would refer him to the UWTSD support systems for financial struggles. This includes the hardships fund/bursaries that are available for students struggling with financial difficulties (UWTSD. 2026). There are undergraduate specific bursaries for students who are struggling monetarily, which could be provided to him if he is applicable. I would assist him in applying for these specific bursaries by directing him to the student finance advice team that is available at UWTSD. The UWTSD student finance team offer financial management solutions, such as funding alternatives and budgeting tools (UWTSD. 2026). At any point during their education, students can apply for financial aid. I would direct him to the financial team website but would also take an active role in contacting student support and ensuring that follow ups are presented to Iwan. I would also refer him to external support and guidance, which can be provided by the student loans company, by providing them with financial advice.

Recognizing how financial difficulties within adult education is important as it provides an opportunity to discuss and reflect on how educators can support their learners. In my teaching, I would like to focus on approaching these situations with empathy and to ensure that I am applying inclusive practice.

Scenario 3 – Dafydd

As a lecturer, my goals in this type of situation are to promote inclusion an accessibility in my classes. In my teaching, I would take an active role in ensuring that my classes and workshops for my learners can have reasonable adjustments to better the accessibility of my classes for all students. Following the guidelines on The Equality Act 2010 (Hepple, B. 2010), I would reflect on my classes to see how there could be physical barriers for my students and be aware of how disabilities could affect the

student's education. For effective teaching, I would also work collaboratively with support services to remain aware of what I can do as a lecturer to support my students. Additionally, I would remain aware of the individual needs of the students, as using general support that is not specified to the students' needs can hinder their experience and unintentionally create barriers in their education whilst not helping to alleviate their current challenges (Jacobs, F. and Hundley, S.P. 2010).

Cerebral palsy affects individuals differently (Cerebral Palsy Alliance Research Foundation. 2023); because of this I would approach the conversation with openness and focus on what he as an individual needs/wants. Following the disability act 2010 (Hepple, B. 2010), I would emphasise that he has a right to discuss whatever he feels comfortable sharing, ensuring that he has complete confidentiality. Following this, I would continue by assuring him that the support provided can be dictated by him, prioritising that he has control over the situation. In the initial discussion, I would discuss the types of support plans that are provided for physical barriers in UWTSD. I would specifically mention completing a Support Needs Enquiry Form that can be found on the UWTSD disability support website. This form can help inform the university of any potential difficulties that would be presented during his time studying (UWTSD. 2026). This would allow for Dafydd, me and the university to work collaboratively to build a support system before he begins his higher education. Additionally, I would connect him to the Non-Medical Helpers (Specialist Support Tutors). This team would help provide him with educational support through weekly check ins and consistent reviews on how he is feeling during his education (UWTSD. 2026).

When discussing these kinds of support, I would reflect on my words and actions to ensure that I do not make any assumptions about his situation, and focus on how to best support him using the information I am given by making reasonable adjustments based on his specific needs.

To support his needs inside the lecture setting, I would take steps to build inclusive teaching strategies in my teaching to ensure equal opportunity for Dafydd. This includes being mindful of possible fatigue by arranging the pacing of my lessons to support him. Additionally, I would remain aware of the physical access to his learning, such as

making sure that he can easily reach the classroom and has easy access to the resources needed.

I would ensure that Dafydd's support is ongoing/consistent in his teaching. I would do this by monitoring his progress during his education and encouraging student feedback to reflect on how I can improve my inclusive practice. I would also take on CPD (CPD Certification 2026) to better assess my teaching and learn new skills to help support him and other students based on their individual needs.

Word count

Part 1 – 1,052

Part 2 – 1,592

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