



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

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ASSESSMENT COMPONENT: One

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Use of Generative AI in Assessment

RESEARCH	For this assessment, you can use Generative AI to support you in research and data analysis.	Yes ☒ No ☐
STRUCTURE	For this assessment, you can use Generative AI to support you in structuring your submission, including creating a draft argument structure, identifying parts and headings, etc.	Yes ☒ No ☐
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CREATIVE	For this assessment, you can use Generative AI to create creative materials, such as images.	Yes ☐ No ☒
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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

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.

Learning Support Report

Part 1 (1000 words)

There is a wide range of resources that aim to support Post-16 educators with supporting students with ALN. When researching there is lots of policy and legislation that is available surrounding additional learning requirements that help to enforce ideas, allowing Post-16 practitioners to create inclusive and positive learning environments. In order to create the best learning environments which promote quality, diversity, and inclusion, we should consider the physical environments and the learning materials that we provide to learners. Additionally, we also should work to facilitate environments where we are able to foster culture and values in our classrooms within the Post-16 education sector. (Avis, et al., 2019).

There are nine characteristics that are considered as protected in reference to the Equality Act (2010). These are as followed; race, gender, sexual orientation, religion, maternity, age, gender reassignment, marriage and disability. This is important to consider when teaching in the Post-16 sector as we will be meeting and teaching a wide range of people who have had an extensive list of life experiences prior to their entry into Further (FE) or Higher Education (HE). Post-16 educators are best able to support their students if they understand the barriers students may face based off these characteristics. The report aims to outline a legal framework that educators must utilise within their practise in order to actively work against discrimination. When considering the professional standards these ideas align with the standard 'Demonstrate commitment to learners, their learning, safety and well-being' (Welsh Government, 2023) . The ideas in this report continue to build off this initial idea of the protected characteristics, where it discusses how FE and HE institutions must not discriminate against students in any form. For example, but not limited to, in the classroom, their access to opportunities or admissions. This report can also be critiqued by the fact that it does not consider people who may be discriminated against for more than one of these characteristics. Research suggests it is more beneficial to take an intersectional (Crenshaw, 1991) approach where peoples' educational needs are looked at holistically.

Considering ideas like equality and equity (Atkins, 2020) in relation to people with disabilities is important, and is something that the United Nations Convention on the Rights of Persons with Disabilities (2006) highlights. This was a document that is crucial to consider as it was developed by people with disabilities and aims to outline how equality can be achieved. There is a legal aspect to the document where it outlines the responsibilities of Governments and institutions to work towards inclusive, disability-positive environments. In regards to the Post-16 sector, section five of this document is most relevant. This is a similar theme within most of the documents as they don't focus much on Post-16 education and instead discuss ideas mainly linked to the compulsory education sector. However, when considering section five this is far more relevant to HE settings, as it discusses how governing bodies should provide the adequate support to allow people with disabilities to access vocational training and adult learning spaces. (2006)

In Wales the research shows there has been further transformation of the legislation surrounding supporting people with Additional Learning Needs (ALN), with the introduction of the ALN Reforms Wales (2018). In Wales the language has moved away from discussing Special Educational Needs (SEN), and instead has moved into using far more progressive and inclusive terms such as ALN. The focus of the act is on ensuring that students with ALN are fully supported in the correct way, in order to have the best learning experience and to allow these students to reach their full potential. This policy can be situated in wider context when considering Maslow's hierarchy of needs (Maslow, 1943), which demonstrates the five conditions required for students to reach self-actualisation, which is what his document references consistently. The document identifies five areas of change which range from legislation to raising awareness, setting out to work with students who have ALN in identifying the support they need as early on in their education journey as possible, implementing this support as effectively as necessary. Similarly to the other two policies previously discussed, the drawbacks of this is that it focusses primarily on compulsory education. However, it can still be relevant to the PCET sector as educators and institutions can utilise the frameworks within these ideas to best support their students. Additionally, if the correct support is being provided

throughout the lower levels of education, then students may be better equipped to advocate for the support they may require or are entitled to when entering into HE.

The policies outlined in this report align with the ideas discussed within the Strategic Equality Plan UWTSD 2024-2028 (UWTSD, 2024). This furthers the idea that these policies, although not originally referencing the PCET sector, demonstrate how they can be implemented in HE policy. This plan discusses ideas around how over the next four years since it was written, the university can continue to be inclusive and supportive to all students and particularly those with additional learning needs or requirements. This document and the frameworks it contains align with the professional standard 'Value and promote diversity, equality of opportunity and inclusion' (Welsh Government, 2023). This plan shows a commitment from the university to act in the way that is best for their learners and therefore is something that it is essential for the educators within the university to adhere to, in addition to the other policies and legislation.

In conclusion, there is a number of different policies that have been written and aim to support those who may face barriers within their educational journeys. As discussed throughout there are some drawbacks to these documents as predominantly, the information is written for the compulsory education sector and perhaps some more effort could be utilised to produce new policies and ideas specific to the PCET sector. From the policies outlined, there is a considerable effort being made to ensure that education is an inclusive and safe place for all learners and educators involved. HE institutions are also responding and utilising the documents in order to produce their own set of policies as a response to those existing, to complement existing ideas and make them more specific and relevant to the Post-compulsory sector.

Part 2

Select 3 (500 words per scenario)

For all three of my responses to these scenarios, the education setting I have chosen is my current placement area. This is within the UWTSD Photography department working with BA Photography in the Arts, and BA Documentary Photography and Visual Activism students.

Iwan

My initial course of action would be to organise a tutorial with Iwan so that I am properly able to discuss his situation and have time to explain the suitable support for him. Beginning this tutorial, I would emphasise that his wellbeing is the most important thing (Kentzer, et al., 2024) and that there is support available for students in regards to finances. The first place I would signpost the student to would be UWTSD's Money support website, which lists details of all of the financial support and bursaries that are available to students experiencing financial hardship during their time studying at the university. A few of the bursaries I would highlight are the student financial support form which is a bursary where students can be given access to additional funds if they have exhausted all options for the funding themselves, the course costs bursary where students can claim back up to £250 per academic year for materials such as books, practical equipment or even study trips, and the digital connectivity bursary which is designed to support students who may not have access to the digital equipment such as a laptop which they may need to successfully complete their degree. It would also be a good time to highlight that there is also budgeting support available and students are able to book 1-2-1 budgeting support sessions. Once I had signposted him to these bursaries I would offer to spend time helping him apply for any of them if he feels they would be useful to him, as I understand it can be overwhelming for students who are struggling to have to fill in difficult or complicated forms.

When considering how to best support Iwan regarding his academic struggles, I would spend some time finding out exactly what areas he is struggling with and see what resources or support I would be able to provide. This shows commitment to my learners and the professional standard that refers to learners and their well-being

(Welsh Government, 2023). This would be a good time to introduce him to student support services as they would be able to help with the stress that comes with financial issues, and also support with the pressure that comes with being working class and the first in his family to attend university. This may not be something he feels he needs to access, however I think it is important to inform him of this. Additionally, the study skills sessions available to book through the library would be a very useful place to point the student to as they are able to support organisation, development of academic skills, and study skills. It is a useful resource that is available to all students within the university. To conclude, I would arrange a follow up tutorial within the next week or two in order to see if the support has had any impact, and if there is anything additional I can do to support the work or actioning of the advice.

Megan

In regards to Megan, I would consider the protocols in place for the university surrounding support available for students with additional learning needs, or those who require mental health support. This also demonstrates my understanding of the professional standard 'Demonstrate commitment to learners, their learning, safety and well-being' (Welsh Government, 2023). I would spend time with Megan to explain the support that is available and how students are able to access it when they are enrolled within the university. As students are unable to access the student support until they are officially enrolled, if they do not come with an ALN plan or disclosed diagnoses when applying, it would be most beneficial to put together a plan for once they have started the course to receive the support they may require. I would outline the student services website and explain how there is support around the academic side of the course, but there is also support available in terms of pastoral and wellbeing of students.

When considering the plan for the beginning of the course I would discuss how in terms of the mental health support there is student support available through student services, where students are able to access six sessions of counselling per academic year (UWTSD, 2026) in addition to other types of support. In terms of the ALN considerations, it is essential that I outline the support available clearly and put

a plan into place so that my student feels the most confident in the institution, and in that they will have the same opportunities as other students. This is particularly important when considering the Equalities Act (2010), where it outlines that in an education setting students must not be discriminated against, and in this case specifically looking at admissions. I would explain that if the student would like to be screened for dyslexia or other needs where the student may require different or specific support. I would explain that there is a support request form which can be found on the university's website or through HWB. This is where students detail any issues they may be dealing with, and how they let the university know if they would like support with this. I let the student know that if they found it easier we could make time once they had started the course to fill out the form together, especially if they are struggling with dyslexia or potentially ADHD as they may struggle to understand the form or have the concentration to do it independently. I would explain how if there was any ALN found, then there would be a statement of compensatory measure put in place to best support the student which may include extra time for assignments, or in Photography could even mean alternative ways of presenting or submitting work. Prior to the start of the next academic year, it would then be my responsibility as the educator to arrange a time where we can enact this plan together and check how the student is getting on. I would also need to check my resources for teaching ensuring I am using appropriate font size, thickness and sans serif fonts so that the information is as clear and most accessible to read as it can be.

Alys

As maternity and pregnancy is one of the protected characteristics in the Equalities Act (2010), it is essential that I make it clear that Alys being pregnant will not negatively impact her studies and we will do everything we can do as a department to support her through this journey, limiting any impact on her studies as much as possible. I would explain that initially I would need to inform the health and safety department who need to conduct a risk assessment alongside us in the department. This is particularly important to consider within the Photography course as there are processes and spaces such as the black and white darkroom where chemicals are

used, which could be harmful to someone who is pregnant. I would discuss how we could work around these issues for example, if Alys was a student who worked predominantly with analogue processes, then considering ways we could continue this such as asking technical demonstrators to process film and work in darkroom on the students behalf could be a suitable compromise. This would hopefully limit any anxiety around how her practise and work will continue to develop as well as being safe for her and her pregnancy. This shows awareness of the fact that reasonable adjustments must be made within higher education institutions in order to support students with additional needs to complete their education. We would then discuss how Alys would take an interruption of study, which would mean that she could pause her studying at the appropriate time the student would like to, and then discuss a plan for their return to study so that it is ready for when they are. According to UWTSD policy, this plan including all reasonable adjustments should be documented in a written manner, with a copy of the plan given to the study and to any relevant or appropriate members of staff (UWTSD, 2025). It is also important to inform Alys that she may be eligible for extra time on assignments if she feels the pregnancy is affecting her or her health during the time before she finishes. This means that everyone is clear about the support required and how the timeline will work during the time that Alys is off, along with how we will support her when she returns to the course. This may include a catch up or refresh on what they were learning prior to pausing their studies. This will be individual from student to student so I will ensure to consider Alys' particular needs and learning styles when thinking about this. I would then ensure to keep in contact with her when she is away, particularly in the lead up to her return to study to ensure she is happy with the plans and that nothing has changed.

Word count: 2,616

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