

# EVIDENCING THE DIMENSIONS OF THE UKPSF: V1

V1: "Respect individual learners and diverse learning communities"

## WHAT IS IT ABOUT?

Inclusive practice is an important aspect of HE learning and teaching practice and is highlighted in both V1 and V2.

In V1 the principle of respect is key both for individuals and groups across diverse learning communities. Diversity can be defined in a number of ways, including (but not limited to):

- by location, such as campus-based learners, distance learners, work-based learners, etc.
- by personal characteristics, such as age, ethnic background, gender, disability, sexual orientation, etc.
- by cultural, political, or socio-economic factors, such as religion, political affiliation, minority status, socio-economic class, educational experience, indigenous experience, etc.

It is important to remember that many individuals live with multiple marginalising factors; therefore individuals should not be stereotyped by one or more of their most obvious characteristics or by global descriptions or stereotypes.

## HOW DO I EVIDENCE THIS?

The evidence you provide for V1 should:

- demonstrate that you have gotten to know your learners, and that you respect and value both the individuality of the learners or staff you work with and the richness and value of diversity across groups you work with

**and**

- clearly demonstrate the ways in which you personally have adapted your learning and teaching practice, assessments, programmes etc., and/or developed approaches to reflect your learners' identities, interests and needs.



## IN SHORT

- Demonstrate your understanding and appreciation of your learners' individuality and the value of diversity.
- Show specific examples of how you have adapted your teaching practices, assessments, and programs to reflect and support your learners' identities, interests, and needs.

# WHAT EXAMPLES COULD I USE?

The evidence you provide will depend on the context you work in and your role. Examples might include discussion of:

- setting clear expectations for behaviour in the learning environments on your programmes, establishing a zero tolerance for discriminatory language and actions, whether face to face or online
- respecting professional boundaries between yourself and learners, particularly when engaged in one-to-one activities, such as advising or supervision
- dealing confidently and effectively with issues that arise within teaching or support sessions, either for or between individuals or groups, particularly those who are minoritised, proactively taking supportive action when you notice difficulties arising
- reviewing your curriculum and learning materials to identify ways to make them more inclusive and representative of a variety of nationalities and cultures, including (but not limited to) those reflected in your learner group
- ensuring that reading lists and learning media explicitly include knowledge, forms of knowledge and knowledge production from diverse sources, integrated as core resources in the curriculum
- working collaboratively with learners to review language, content and imagery used in classes or resources
- bringing people with lived experience to share their perspective and knowledge, ensuring that they reflect a range of backgrounds
- taking part in projects or research linked to learner diversity and the needs of learning communities
- considering religious holidays when planning compulsory attendance, especially around assessment periods
- accommodating cultural needs, such as prayer times or spaces, availability of kosher or halal food when on field trips
- undertaking professional learning, such as intercultural communication, anti-racist practice, reducing unconscious bias or interpreting and using diversity data.

## Consider these questions to help you generate evidence:

- What made my learners different to each other? e.g. what language(s) did they speak? What did I know about their cultural background and/or previous educational or professional experiences?
- How did I work with diverse groups of learners and ensure that they treated each other respectfully to create a safe environment for learning?
- How did I take the needs of diverse learners into account when designing approaches to learning teaching and assessment?
- In my context, did I have any legal responsibilities in relation to specific groups and, if so, how did I carry those out?
- How did I promote interaction, sharing of experiences, and/or mutual learning amongst learners from different backgrounds and cultures? Did any issues arise, and if so how did I respond to those in my teaching and/or learning support activities?
- How did I take into consideration the needs of diverse learners in using technology to support learning (K4)?
- How did I use information available through institutional data sources to monitor and enhance inclusivity?
- When working collaboratively with others, how did I demonstrate respect of different perspectives or cultural approaches and seek to understand, share resources and reach consensus or compromise?
- What examples can I provide where I made a difference to an individual learner or group through activities designed to reflect their background or context? What evidence do I have?

## TOP TIP

- Review your curriculum and learning materials to ensure they are inclusive and representative of diverse nationalities and cultures, integrating diverse perspectives and sources as core resources in the curriculum.