

# EVIDENCING THE DIMENSIONS OF THE UKPSF: V2

V2: "Promote participation in higher education and equality of opportunity for learners"

## WHAT IS IT ABOUT?

Inclusive practice is a key aspect of contemporary Higher Education practice and is highlighted in both V1 and V2. There are two complementary aspects to V2: promoting participation in higher education and promoting equality of opportunity for learners.

'Equality of opportunity' refers to recognising the barriers that some individuals or groups may face and employing a combination of proactive measures to reduce barriers to learning and providing specialist support and guidance, where necessary. There is a focus here on the ways in which applying different support or approaches to meet the needs of individuals can help to overcome barriers and/or challenges, to ensure that all learners have the fair opportunity to participate in higher education and achieve learning goals. In this way we can promote engagement in learning and enable as many learners as possible to reach their potential

## HOW DO I EVIDENCE THIS?

In order to meet the requirements of V2 you need to demonstrate that you understand the needs of your learners and the potential, and actual, barriers to learning that particular individuals or groups (e.g. learners from minoritised ethnic backgrounds) may face and which make it harder for them to achieve to their potential.

In discussing your practice you should explain actions you have taken to reduce any barriers and promote engagement in learning.



## IN SHORT

- Inclusive practice in higher education, as emphasized in V1 and V2, focuses on promoting participation and equality of opportunity by recognizing and addressing barriers to learning.
- Show your understanding of learners' needs and barriers, and provide examples of actions taken to reduce these barriers and enhance engagement in learning.

# WHAT EXAMPLES COULD I USE?

Depending on your context and role, examples you provide might include:

- contributing to institutional outreach and/or widening participation activities, with a focus on reducing barriers and improving access to and participation in higher education
- using principles and practices of Universal Design for Learning when you design and plan programmes or courses
- anticipating different learning needs when planning a session for a group of learners to reduce the need for extra support. For example, providing learning materials in advance, using lecture recordings with subtitles, transcripts for audio and video + ensuring that materials used to guide the sessions (slides/notes) are available in advance, in a format that is adaptable to learners' needs (e.g. for screen readers/change of font)
- planning learning activities that are flexible, offer learners some choice, promote engagement and active learning
- auditing the resources and websites used on your programme(s) to ensure they are accessible for learners with a specific learning disability or those working in a second language
- adapting workshops, fieldtrips, laboratory exercises, work placements and/or creative assessment to accommodate reasonable adjustments
- acting swiftly in response to complaints about excluding behaviours from other learners or colleagues
- monitoring learner engagement and attainment and following up promptly where learners are at risk of falling behind or dropping out
- designing assessment strategies that encompass formative opportunities for learners to receive feedback in order for them to reach their potential in a supported manner, and introducing flexibility and choice into the assessment process where possible
- responding to requests made for additional support, such as extra time in exams or extension deadlines
- ensuring that you include a focus on assessment literacy within your programmes, to support your learners to understand expectations within different assessment formats and tasks and empower them to achieve to their potential
- if you work in a specialist service, how this relates specifically to improving learner engagement and outcomes; e.g. information literacy, developing employability

## CONSIDER THESE QUESTIONS TO HELP YOU GENERATE EVIDENCE:

- What did I know about my learners and in particular, what did I know about the potential challenges and/or barriers they face in their learning?
- How did I build engagement into my planning and design of a programme as a whole and into particular sessions and/or activities?
- How did I incorporate flexibility and choice for learners when I planned teaching, learning and assessment?
- Where adjustments or extra support are required, how did I provide these sensitively and effectively to ensure an equitable outcome for all learners?
- What examples can I give showing that I have supported learners to access services and/or specialist support available to learners in my context?
- Where there are multiple staff working across a programme, how have I helped to ensure consistency of the learner experience and opportunity for learning?
- How did I ensure that I met any legal requirements concerning the provision of additional support to certain learners, such as those with disabilities?
- How have I addressed any issues occurring amongst learners from different backgrounds and culture in order to promote interaction, sharing of experiences, and/or mutual learning?
- What examples can I give showing how my specialist support promotes engagement and opportunities for success for learners?
- What example(s) can I give demonstrating how I made a difference to the engagement and/or outcomes of a learner or group of learners?