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# Croeso | Welcome

13eg Gynhadledd Dysgu ac Addysgu Flynyddol  
13th Annual Learning and Teaching Conference  
8-10 Gorffennaf | July 2025



**PACDA|2025**



**AULTC|2025**

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# Student Education and Experience aspirations


## – steps 1,2 & 3.

- **Aim:** We will partner with students in the design and delivery of a contemporary curriculum and an ambitious and supportive learning environment that will remove social, economic and cultural barriers to progression and develop knowledgeable, enterprising, digitally proficient, globally informed and career-ready Aberystwyth graduates.
- **Approach:** We will support our community in pro-active engagement with emerging, educational methodologies and digit, learning technologies.
- **Actions:** We will agree and roll out a set of graduate skills that will inform design and delivery of our curriculum.


# How will we work together towards effective delivery?

- Professor Hazel Davey and Dr Malte Urban – our newly appointed Assistant Pro Vice Chancellors for Education and Student Experience.
- Strategic brief to deliver on the aims of the Student Educational and Experience Plan at university level in a Faculty informed way
- Strategic thinkers, communicators and conduits
- Other key players are our Registry staff across the institution and our academic colleagues
- Community and co-creation will be at the heart of our approach.


# What we have learnt and what's to come?

- We have already engaged with cutting edge ideas around social mobility and tutoring as well as community building in asynchronous online learning and we will hear further contributions in both these areas on Wednesday and Thursday.
  - Our keynote address tomorrow is key to our thinking moving forward around the challenges and opportunities of compassionate assessment.
  - AI and Lego also loom large and offer innovative models for student education and engagement.
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# How useful is this conference to us moving forward?


- All of these sessions will inform our own ability to deliver on aspects of our *Student Education and Experience plan* such as:
  - Providing a model for provision of intensive periods of pastoral and academic support at key transition points in the student journey
  - Reviewing the relationship between learning outcomes and assessment methods to meet the needs of all our students
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# Beyond 2025 and towards 2026

- It is a pleasure to announce the soft launch of a new Education and Enhancement Fund
  - We will make £5k available for up to 5 projects to be completed in year and shared at next year's Learning and Teaching Conference.
  - Activities will be based around this year's conference theme; Compassionate and Inclusive Assessment practices.
  - Each project will include a current conference attendee and a student partner
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# Aberystwyth University: Inclusive Education & Disability Support Review

*John Harrington (Head of Accessibility & Inclusion, Student Services)*

- Sector context: EHRC Advice Note: Natasha Abrahart
  - AU context: Disabled student demographic
  - SUMS Disability Support Review
  - Next steps
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# EHRC: Advice note for the HE sector from the legal case of University of Bristol vs Abrahart

*(July 2024)*

- The **High Court ruled** that the University failed in its duty under the **Equality Act 2010** by not making reasonable adjustments, even though Natasha did not have a formal diagnosis
  - **Constructive knowledge** of a disability is sufficient
  - The duty to make reasonable adjustments is **anticipatory**
  - **Competence standards** must be justified
  - Call for **proactive, inclusive assessment practices**

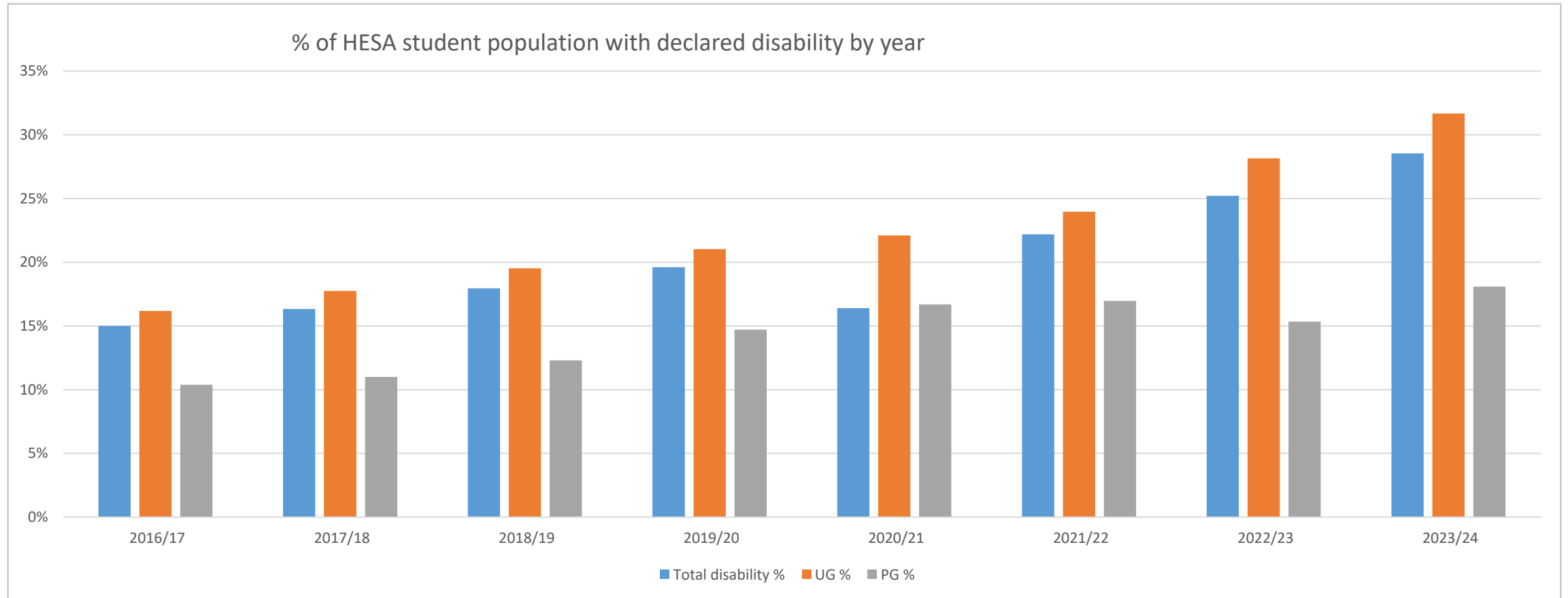


# AU: Disabled Student Demographic

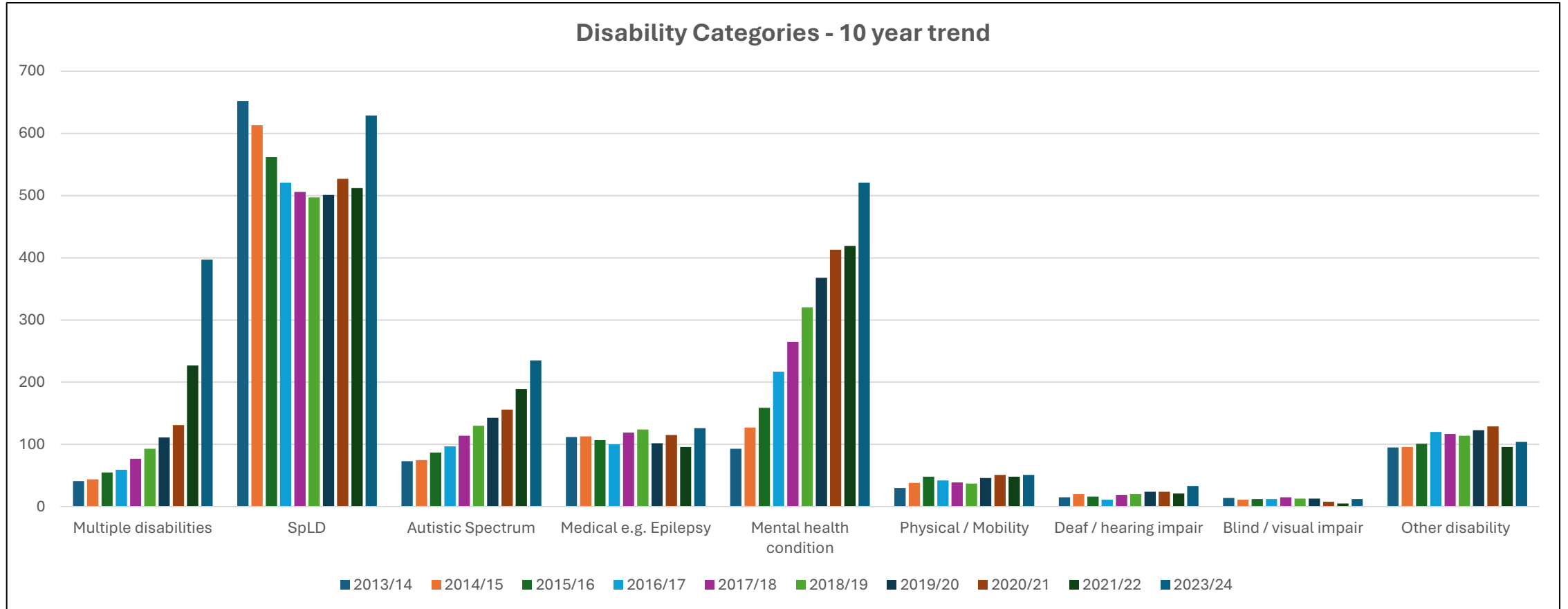
*(HESA 2023/24)*

- Total students **disclosing a disability** (2023/24): **2,108** (29%) – National stat ('21/22) = 16%
- Students with **complex needs (MH or ASD)**: **1,153** (55% of disabled students)
- Students receiving **DSA**: **758** (36% of disabled students)

# AU: Disabled Student Demographic



# AU: Disabled Student Demographic



# SUMS Disability Support Review

*(Report December 2024)*

- Commissioned in response to EHRC guidance
- Consultation with staff, students and senior leads
- Some of the key themes:-
  - Increase students with complex needs v. stretched staff resource
  - Need for more integrated reporting systems
  - Variable knowledge and use of Competence Standards

# SUMS Review Recommendations

16 Recommendations across 5 domains with 5-year timeline:-

## Year 1

- Establish Governance Groups (*DIG & DSAB*)
- Standard RA templates in depts
- Review policies

## Years 2-3

- Embed departmental leads
- Implement baseline inclusive practices in L,T & A
- Staff training

## Years 4-5

- Clearly defined Competence Standards for all courses
- Implement a comprehensive Disability Strategy

# Introduction to the User Guide: Competence Standards in Practice (AdvanceHE) – July 2025

## **Relationship between Learning Outcomes and Competence Standards**

Both learning outcomes and competence standards articulate what is expected of students in terms of the skills and knowledge they must demonstrate in order to progress.

## **Competence Standards and Assessment Methods**

Some modes of assessment present barriers to disabled students. Providers have a duty to anticipate and remove these barriers and doing so is likely to represent an inclusive approach to assessment if applied to all students.

## **PSRBs and Competence Standards**

In some subjects, competence standards may be determined by professional bodies external to the Higher Education provider, and students are assessed against a national framework of competency set by Professional Statutory and Regulatory Bodies (PSRB requirements).

## **Possible Approaches: Mapping Current Institutional Activities**

Mapping current activity and practice is one way that Providers can understand work needed to identify and communicate competence standards.

# Next steps...

- Establish governance groups (DIG & DSAB)
    - Disability Inclusion Group & Disabled Students Advisory Board
  - Map current AU activities & processes to the AdvanceHE: Guidance document & SUMS Recommendations
  - Project group to implement the recommendations
  - Working together to support the learning journey!
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