

Children's Therapy Centre

2024

---

**2024 Annual Quality Report Children's Therapy Centre**  
**CASE STUDY RELATED to**  
**Academic Year September 2022 –**  
**August 2023**

## CASE STUDIES

### CASE STUDY

**Title:** Developing UDL Guidance for Teaching, Learning and Assessment

**Theme:** Incorporating UDL principles into teaching and assessment planning.

**Keywords (2-3 words):** UDL; Assessment; Diversity

**Short Abstract (optional):**

#### Introduction

In October - December 2022 three members of the CTC programme staff successfully completed the 'Digital Badge for Universal Design in Teaching and Learning' training provided by AHEAD and UCD Access & Lifelong Learning <https://www.ahead.ie/udl-digitalbadge>

As well as increasing our own understanding of how to provide appropriate opportunities for learning and assessment in diverse populations of students, the training also provided us with a template for reflection on how UDL can influence CTC's teaching, learning and assessment strategies.

#### Sharing our learning with the wider teaching team

The next step was to identify the most efficient way to share our learning with the other members of the CTC teaching and QA team, encourage high levels of self-reflection and find possible ways forward to enhance our teaching, learning and assessment strategies to meet the needs of diverse learners in synchronous and asynchronous learning environments. We knew there would not be an instant solution, and that this problem requires actions that can:

- Raise awareness of UDL principles for teaching and assessment.
- Incentivise incremental change.
- Provide a UDL framework that informs all aspects of our work with learners.

We have now developed a framework for UDL informed practice that applies specifically to the CTC context. This guidance draws inspiration from and adapts the "UDL Guidelines for Deep Self-Reflection" (AHEAD, 2022) for CTC purposes. Preparing this document allowed us opportunities to record principles that already informed our teaching and learning strategies, and also supported us in expanding our thinking in

regard to UDL, responding to reasonable accommodation requests, and becoming more responsive to the cultural and social contexts that apply to our learner group, and potential future learners in Ireland and abroad.

The resulting “UDL Guidance - Discretionary Procedures” document is organised according to the three UDL themes and associated subthemes, and references existing good practice as well as indicating areas for improvement.

### **Next steps**

- Our new “UDL Guidance: Discretionary Procedures” document will be circulated to all current teaching staff to provide them with a framework for reflection and adjustment of their teaching and assessment strategies to meet the needs of all their students.
- We are developing UDL Guidance staff training that will be delivered synchronously for staff who can attend in person, and also will be available asynchronously for self-study.
- We will incorporate the UDL Guidance: Discretionary Procedures document and training into induction for new staff.

### **Conclusion**

Drafting the document was a powerful exercise that highlighted what we are already doing well, and also areas of work that could benefit from updates and amendments. There was a clear resonance with our work on considering the implications of artificial intelligence for Academic Integrity in assessment design, as the concept of “authentic assessment” encapsulates the three themes that also inform the UDL criteria i.e. providing learners with multiple means of engagement, representation and individual action and expression.

The UDL Guidance: Discretionary Procedures document is already making an impact, and is guiding revisions to related policy documents such as those pertaining to teaching, learning and assessment, and design and validation of new programmes.