**From Insight to Action: Scaling UDL in Your Context**

**Workshop Activity Sheet**

**Instructions:** Use this sheet to identify one goal for UDL adoption or scaling and explore practical strategies using systems-level enablers. Work individually or in small groups.

**Part 1: Define Your UDL Goal**

**What is one goal area where you’d like to adopt or scale UDL within your institution?**  
*(e.g., building staff capability, embedding UDL in curriculum design, amplifying student voice)*

**My UDL Goal:**

*Ensure that UDL is formally embedded in key university policies and strategic documents, such as learning and teaching frameworks, course approval templates, and inclusive education statements, to promote consistency, sustainability, and shared responsibility.*

**Part 2: Map Enablers Across the System**

Review the enablers below. Circle what is **already present** in your context. Tick ✓ those you could **leverage** to support your goal. Then, for each enabler selected, note a practical action or activity you could take.

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| Enabler Area | Example Enablers | Your Ideas |
| **Leadership & Strategy** | ☐ UDL in policies or plans  X Senior leaders support UDL  ☐ UDL champions identified  ☐ Quality assurance processes include UDL | Review existing strategic documents and identify opportunities to include UDL principles.  Request a meeting with the PVC Learning & Teaching to share evidence for UDL inclusion.  Develop a position paper showing how UDL aligns with equity and digital transformation priorities. |
| **Professional Learning** | ☐ Staff PD on UDL  ☐ UDL in academic induction  X Cross-functional collaboration  ☐ Peer networks/CoPs supported | Collaborate with academic developers, D&I staff, and policy writers to co-create inclusive policy recommendations. |
| **Curriculum & Pedagogy** | X UDL in unit design  X Templates/examples available  X Student feedback informs practice  ☐ Flexibility planned from the start | Gather examples from teaching staff where UDL has improved student outcomes—use this to strengthen policy advocacy |
| **Student Voice** | X Students in co-design or advisory roles  ☐ Peer mentoring/student-led initiatives | Engage the student representative body or education officer to provide input on inclusive education policies. |
| **Culture & Collaboration** | ☐ Staff collaboration encouraged  X Common UDL language across units  ☐ UDL recognized or rewarded  ☐ UDL stories shared institution-wide | Use existing UDL communities or networks to build momentum for policy change.  Develop a shared UDL glossary to promote consistent language in documents. |
| **Monitoring Progress** | ☐ UDL implementation tracked  ☐ Feedback loops established  X Barriers identified and addressed | Identify gaps in existing policy where staff report confusion or lack of support for inclusive design. Use this data in advocacy efforts. |

**Part 3: Strategy Mapping**

Based on your enablers and UDL goal, map out your strategy.

**Short-Term Strategies (next 6 months):**

1. Audit existing teaching and learning policies to identify where UDL is missing or could be strengthened.
2. Meet with senior leaders (e.g., DVC(E), PVC Learning & Teaching) to present the case for embedding UDL.
3. Draft a short discussion paper or proposal outlining why UDL should be reflected in key university policies and how this aligns with broader goals.

**Long-Term Strategies (1–2 years):**

1. Co-develop a revised teaching and learning policy with embedded UDL principles, in partnership with L&T committees.
2. Advocate for UDL principles to be integrated into course approval templates and academic workload planning tools.

**Resources or Partnerships Needed:**

* Learning and Teaching policy owners
* DVC(E) or PVC Education office
* Academic developers and curriculum support staff
* Student union or academic board student reps
* UDL literature and institutional examples from other universities

**Part 4: Reflection & Collective Commitment**

**What does interdependence mean in your context? How might you build it?**

In this context, interdependence means recognising that UDL policy change requires collaboration between policy writers, curriculum designers, senior leadership, teaching staff, and students. I will build it by forming a working group that brings together these voices and framing the work as shared—not owned by one role or portfolio.

**How will you foster collective learning as part of UDL adoption?**

I’ll use the process of policy development to open conversations about what UDL looks like in practice. This will include sharing success stories, inviting feedback through consultations, and co-creating language and examples with those who will use the policies.