



Implementation: How do we get started and take the next steps?

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TAFE NSW acknowledges the Aboriginal people as the Traditional Custodians of the lands on which our campuses are located and where we live, learn and work.

We pay our respects to past, present, and emerging Elders, and we are committed to honouring Australian Aboriginal and Torres Strait Islander Peoples' unique cultural and spiritual relationships to the land, waters, and seas, as well as their rich contribution to society.

TAFE SA acknowledge the traditional owners of the land. It is a privilege to be sharing this land on which we live, work, and learn. We recognise that this land has always been a place of teaching, learning and knowledge sharing.

We acknowledge the deep and enduring spiritual connection the First Nation's people have to this land and their ongoing contributions to education.

We recognise that Aboriginal and Torres Strait Islanders have maintained their culture, heritage, beliefs, languages, and lores and these are of ongoing importance.

We commit ourselves to learning from the wisdom and knowledge of the Traditional Owners and to fostering a spirit of respect, inclusivity, and reconciliation within our community.



Introduction

A co-designed approach to developing a capability tool to integrate UDL principles into online teaching and learning.

How to embed inclusive practices in the design process to enhance the accessibility, usability, flexibility, and engagement of educational materials.



Australian Disability Clearinghouse on Education and Training (ADCET)

The UDL Community of Practice brings together educators and disability practitioners from Australia and New Zealand to enhance inclusive educational environments for students with disability.

ADCET is Australia's leading resource on disability in tertiary education for disability practitioners, educators, and students.

Our Latest Work [VIEW ALL >](#)

Featured news, events and articles from across the sector.



AIA Awards

ADCET's Accessibility in Action Awards

ADCET proudly announced the recipients of the 2025 Accessibility in Action Awards on 15 May 2025 which coincided with Global Accessibility Awareness Day (GAAD). This annual celebration recognises outstanding achievement in accessibility innovation, leadership, and inclusive practices. Please join us as we honour these exceptional individuals, teams and initiatives receiving our 2025 Accessibility in Action Awards on **Wednesday 28 May 2025**.

[READ MORE >](#)



Universal Design for Learning Symposium 2025

25-26 June
University of Sydney

Registration Now Open

ADCET UDL Symposium 2025

Registrations are now open for the upcoming one and a half day Universal Design for Learning (UDL) Symposium 2025, featuring **keynote speaker Dr Seán Bracken**, who is a Principal Lecturer at the University of Worcester and a Principal Fellow of the Higher Education Academy, UK. Dr Bracken, as part of the ACSES fellowship program, is also currently an Adjunct Professor at Curtin University and is a leading expert in UDL. **When: 25-26 July 2025**

[REGISTER NOW >](#)



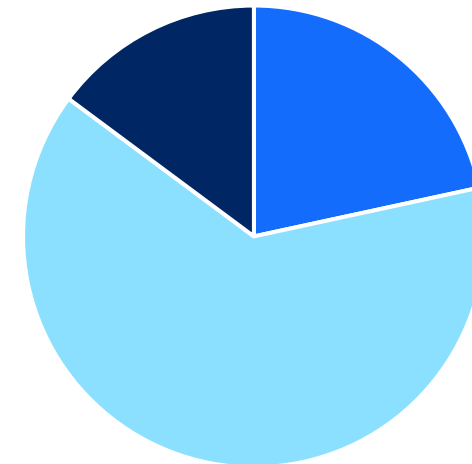
Upcoming Webinar

Prepare for Exams your way with Lernabi! (Vendor demonstration)

Join us as Sam Cock introduces the Lernabi software which provides a comprehensive and holistic solution for the entire revision process. Sam will discuss its benefits along with how the software can support students with a range of additional needs. There will also be a product demonstration highlighting key features and how these aid students when preparing for exams. **When: Thursday 10 July 2025**

[REGISTER NOW >](#)

UDL CoP Membership



■ VET Sector ■ Higher Education ■ Other

Project team



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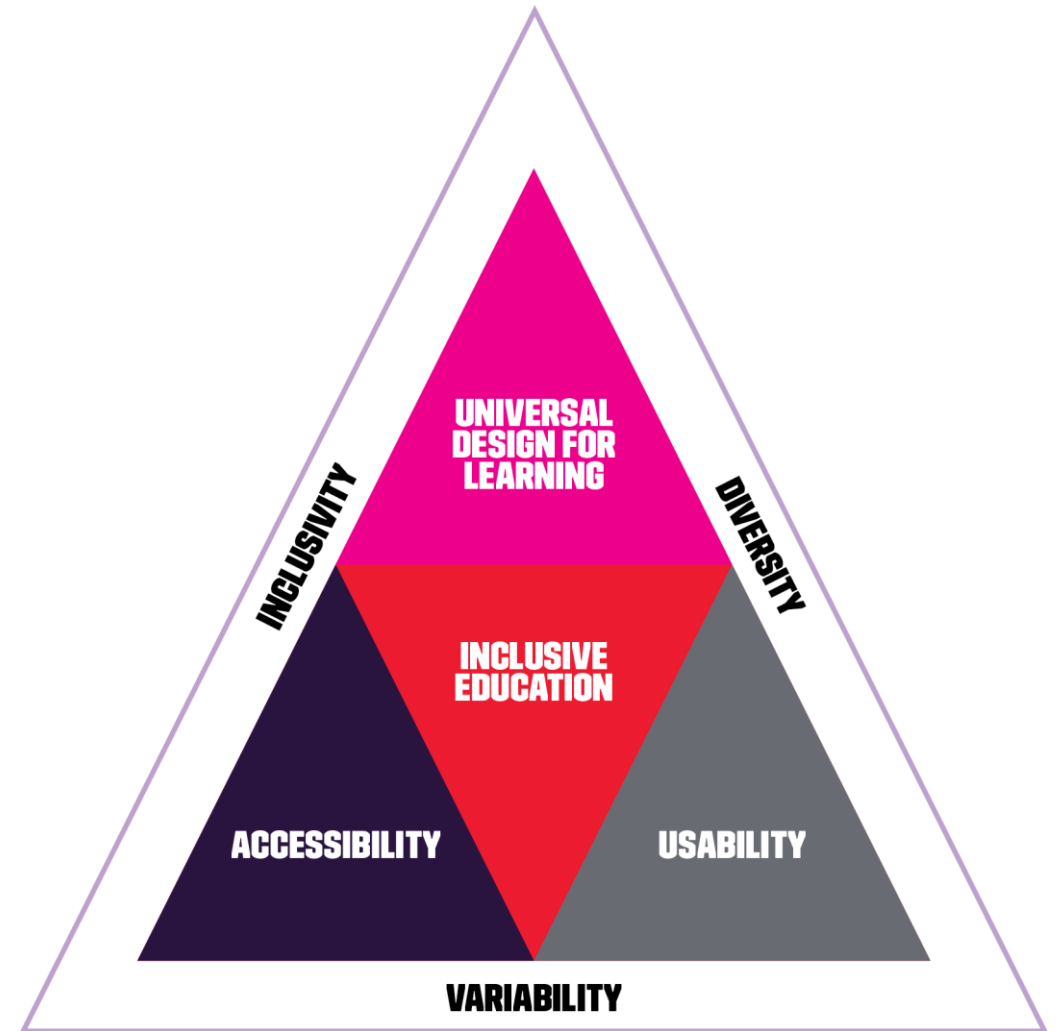
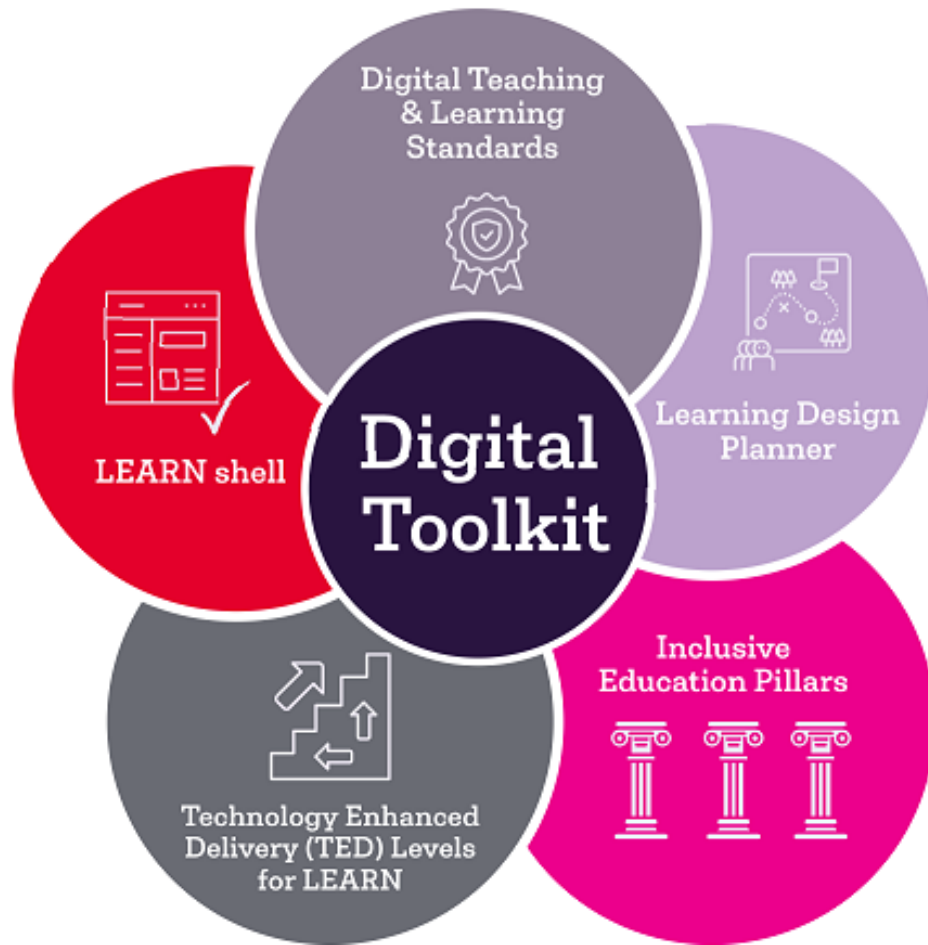
John J Fardoulis

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Lead Universal Design,
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Darkinjung Country

TAFE SA Framework



Inclusive Design Resources – TAFE SA

TAFE SA Learning Design Planner course



Home

Welcome to TAFE SA Learning Design Planner

Please note: all links in this course will open in a new window, unless otherwise stated.

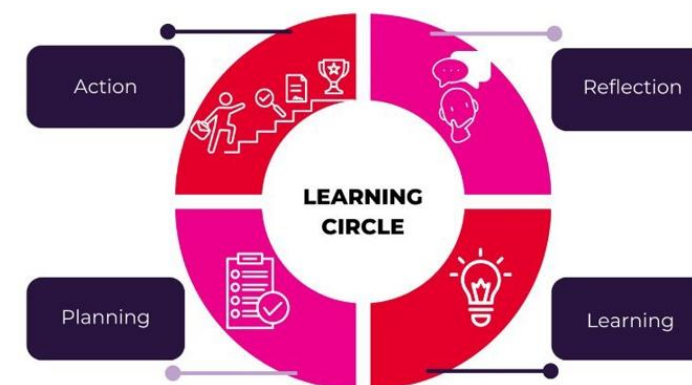
This course contains information to support you with the end-to-end process for the designing of learning experiences and resources. The Learning Design Planner is part of the larger [TAFE SA Digital Toolkit](#) and provides the framework for supporting the development of quality learning materials. Aligning to the ADDIE instructional design framework, there are five (5) stages in the Learning Design Planner:

Digital Toolkit ‘Champions’ Bootcamp

Participants will work through the Digital Toolkit framework so they can become a ‘champion’ within your workgroup and be skilled to support your workgroup adoption



Champions Learning Circle



- a facilitated, peer group activity where we explore an issue and learn from each other
- intention to lead to action and change
- help promote continuous learning and growth
- ask questions, reflect on actions, and use real-world issues as case studies

TAFE NSW Inclusive Design Standards



Research

Extensive research and gap analysis review.



Engagement

Comprehensive consultation of 200+ stakeholders.



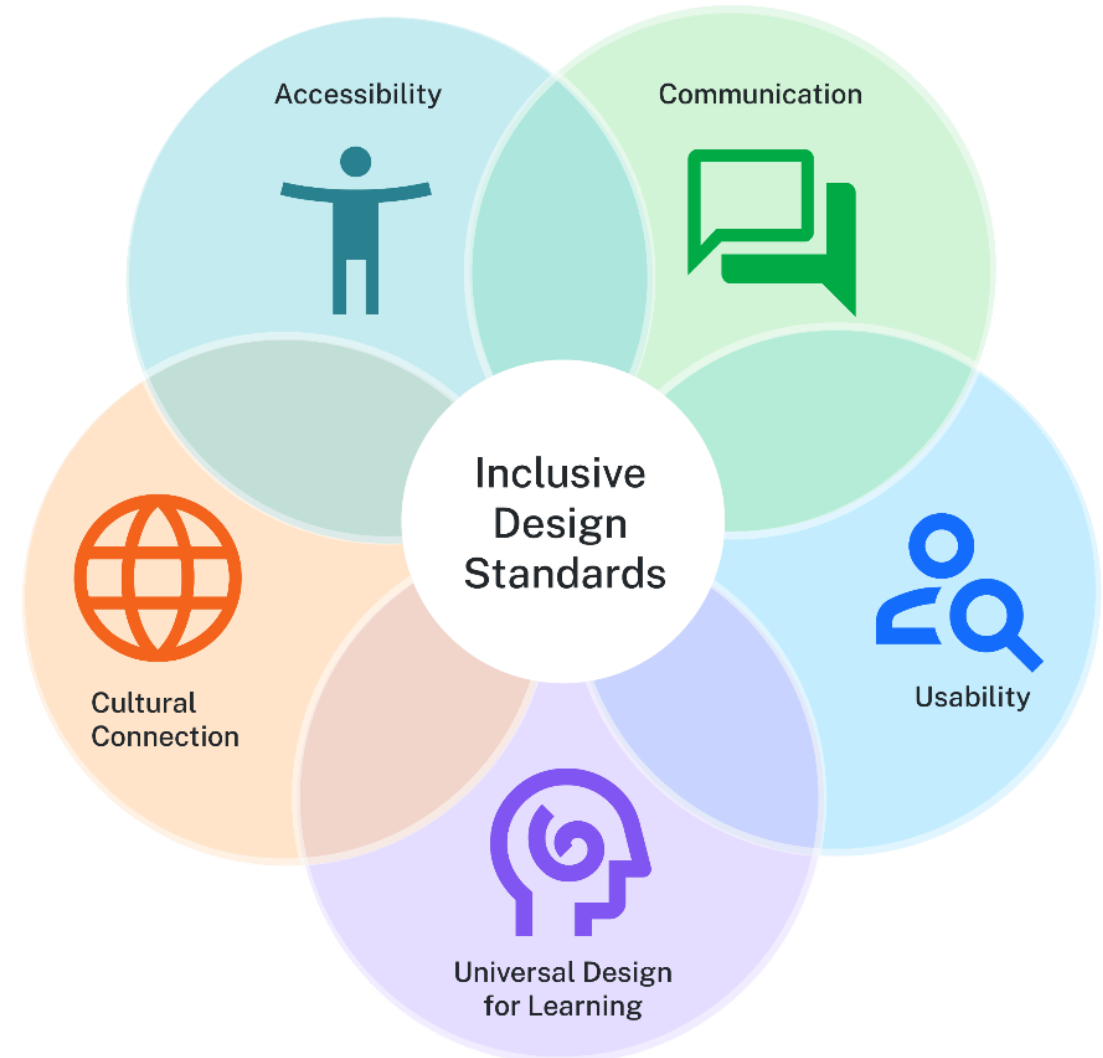
Focus areas

5 focus areas that align to produce inclusive products, resources and delivery practices.



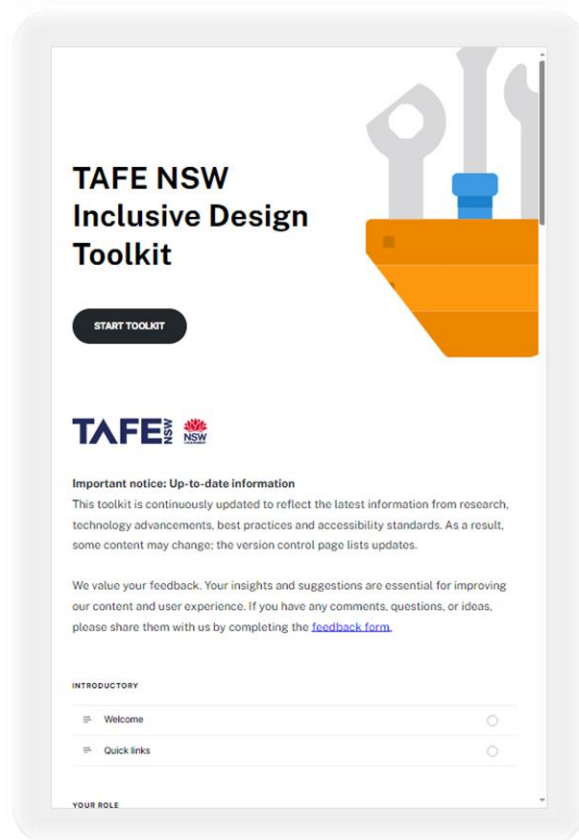
Standards

30 standards within the focus areas to guide inclusivity in product development and delivery.



Inclusive Design Resources – TAFE NSW

TAFE NSW Inclusive Design Toolkit



Inclusive Design 'ID' Hive



Inclusive Design (ID) Hive

Estimated reading time: 1 minute

We all know bees are busy, but they are also efficient and productive, given their instinct to communicate effectively as a team.

While each bee is responsible and accountable for a specific job, they seamlessly get and share information as they go, working together toward a common goal. Bees rely on multiple forms of communication to send messages. This allows key information to flow instantly and constantly, so each bee knows where to find the best resources and is well-equipped to do its job.

Welcome to the ID Hive. We have created this hive to provide access to inclusive design support and resources. This hive is available for anyone to come and go, grab resources and information, and take this knowledge back to their teams. This is called a 'hive formation', an effective way to share knowledge and inclusive practices throughout TAFE NSW.

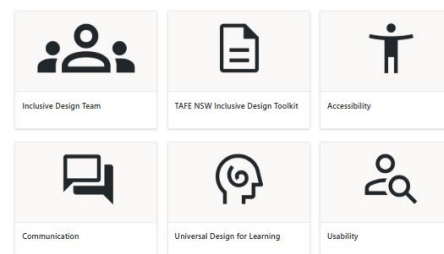
The ID Hive is an initiative created to support principles within the Educational Quality Framework (EQF), and in addition, we have developed the [TAFE NSW Inclusive Design Toolkit](#) to help demonstrate practical examples of how TAFE NSW staff can embed inclusivity within their course design, teaching practice and everyday activities.

Key contact

- Inclusive Design - [Shared Mailbox](#)
- Naomi McGrath, Project Manager Inclusive Design, Educational Quality
- John Fardoulis, Lead Universal Design, Educational Quality

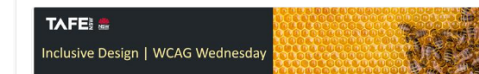
Helpful resources

- Booking Request Form
- Community of Practice
- TAFE NSW Inclusive Design Toolkit
- Accessibility and Inclusive Design Checklists
- TAFE NSW Inclusive Design Standards
- Centre for Accessibility Australia



Community of Inclusive Design (CoID)

WCAG Wednesday: 1.1 Text Alternatives - 1.1.1 Non Text Content



Do you have a photograph, cartoon, chart, diagram, image of text, saved clipart or smart art image, video, audio file, QR code, word cloud image, or any other item that is not true text in a resource you are preparing?



If you do, you have non-text content, and you must provide a text alternative.

The text alternative can then be presented in a form that best meets the user's need. It can be easily enlarged, converted to braille, be read aloud, converted to another language, or saved on a coloured background or as coloured text. It also means that content is available when technology may not be at its best.

Level A:

1.1.1 Non-text Content

Make information conveyed in non-text content accessible via a text alternative by:

- supplying alt text for all images that serve the equivalent purpose
- providing long descriptions for complex images that serve the identical purpose
- delivering transcripts for audio and video (see also Time-based media).

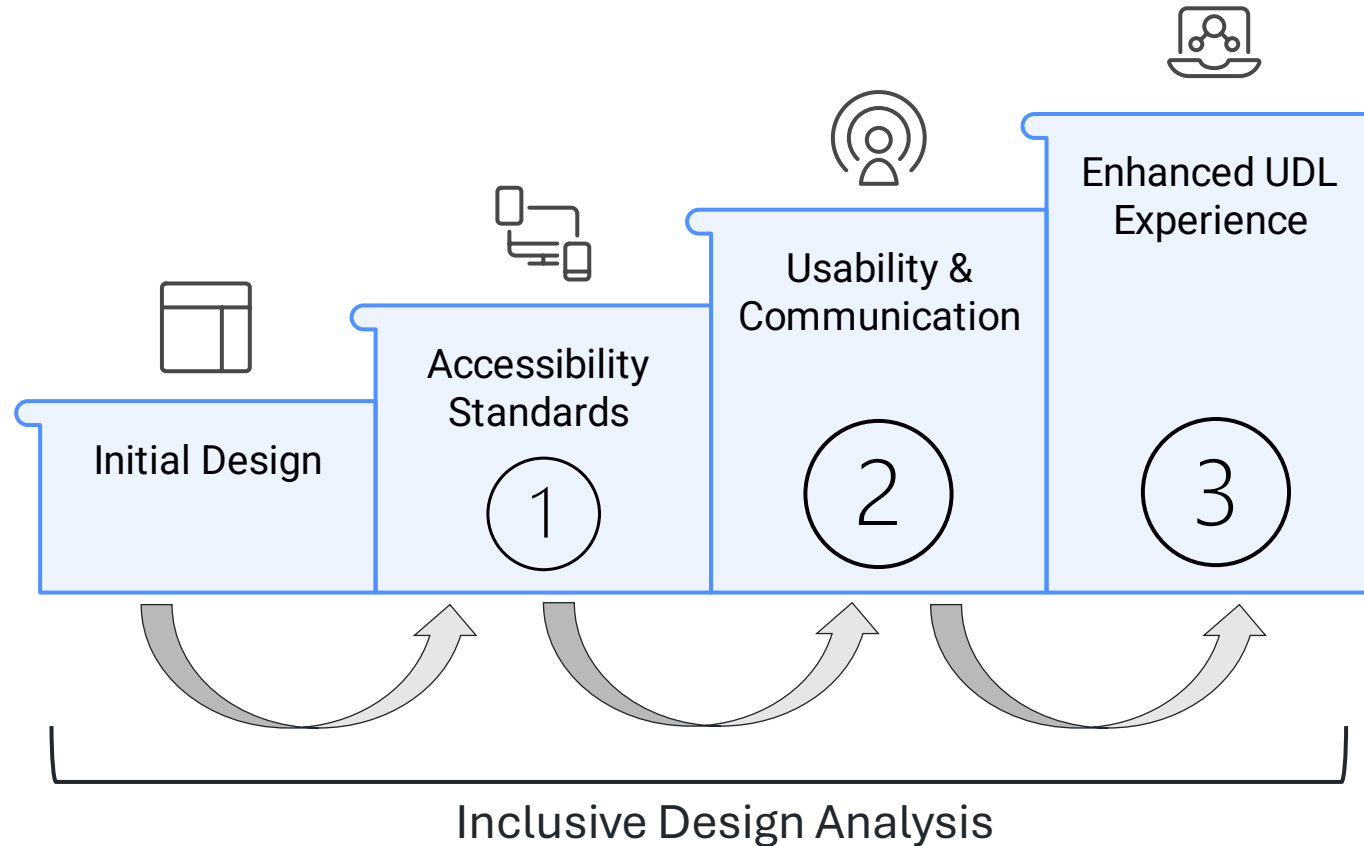
Benefits:

- Help people who have difficulty perceiving visual content.
- Help some people who have difficulty understanding the meaning of photographs, drawings, line drawings, graphic designs, paintings, 3-dimensional representations, graphs, charts, animations, and so on.
- Help people who are Deaf, hard of hearing or having trouble understanding audio information for any reason.
- Help people who are Deaf-blind.
- Support the ability to search for non-text content and repurpose content in various ways

Examples

- See some examples of how to create text alternatives in WCAG 2.0 reference [Understanding Success Criterion 1.1.1](#)
- For more examples and explanation play the video [WCAG Wednesday: SC 1.1.1 - Not Text Content](#) (YouTube, 14:53 min) [Transcript](#)

UDL-LevelUp concept



Research

The UDL-LevelUp design is underpinned by areas of inclusive research.



UDL Guidelines 3.0

When environments are intentionally designed to reduce barriers, every learner can engage in challenging, meaningful learning (CAST, 2024).



UDL Plus One

A strategy for implementing UDL principles incrementally. Add one more way for learners to interact with materials, instructors, and each other, making learning more accessible and inclusive. This approach helps educators address barriers to learning by providing multiple means of engagement, representation, and expression (Tobin & Behling, 2018).



Accessible pedagogies

Refer to teaching methods and strategies designed to ensure that all students, regardless of their abilities or backgrounds, can engage with and benefit from the learning process. Accessible pedagogies has three domains with seven dimensions of practice (Graham, et al., 2024).

Concept design

Lessons were designed with an activity-led approach, sequencing lessons in logical order – from simple to complex and followed a method as follows:

1. **Purpose:** what, why, WIIFM
 - UDL Guideline 7: Welcoming interests & identities
2. **Lesson Learning outcomes:** plain English, active
 - UDL Guideline 2: Language & symbols
 - UDL Guideline 6: Strategy development
3. **Spark activity idea:** gain attention, spark curiosity
 - UDL Guideline 7: Welcoming interests & identities
4. **Scenario or Mission:** key points, workplace context
 - UDL Guideline 3: Building knowledge
5. **Activities and connection:** Connect topic to the learner, organise resources in logical order for each activity, provide alternative formats and options (UDL+1), explore, discuss, practise
 - UDL Guideline 1: Perception
 - UDL Guideline 8: Sustaining effort & persistence
 - UDL Guideline 5: Expression & communication
6. **Check learning:** Questions, case study, CY response and feedback, challenge badge.
 - UDL Guideline 4: Interaction
 - UDL Guideline 5: Expression & communication
7. **What did you learn?** Reflection, lesson summary, lesson badge
 - UDL Guideline 7: Welcoming interests & identities
 - UDL Guideline 9: Emotional capacity

UDL development				
https://ms.tefensw.edu.au/course/view.php?id=24502&section=0				
Note: New content in blue				
	Level 3 *Student workbook provided - QR code to HSP activities. Universal Design for Learning principles	Level 2 Usability and Communication standards	Level 1 Accessibility standards	Level 0 Simple design
Lesson 0	Your mission			
	Overview	Text and Mentor video/ transcript	No mission	No mission
	About your mission	Badge	No mission	No mission
	Study tip	Text and glossary, graphic organiser	No study tip	No study tip
	Steps	MS OneNote and video instructions/ transcript	No study tip	No study tip
	Learning activity centre (LAC)	External Rise asset	No LAC	No LAC
Lesson 1	What is critical thinking			
	Overview	Text, infographic and Mentor video (TAFE NSW) / transcript	Text	Text
	What do you know already?	Text, graphic/icon	Text	Text
	Introduction	Text and decorative image	Text and decorative image	Text and decorative image
	About critical thinking	Text	Text	Text
	The Socratic method	Text and Video (YouTube)/ transcript	Text	Text
	What are the elements of critical thinking?	Text and Video (YouTube)/ transcript, infographic, URL/s	Text	Text
	Activity: What is critical thinking	HSP learning activity	HSP learning activity	No activity
	When to use critical thinking	Text	Text	Text
	Why is critical thinking important?	Text	Text	Text
	Critical thinking skills	Text	Text	Text
	Activity: Critical thinking skills	HSP learning activity with video (YouTube)/ transcript	No activity	No activity
	Bloom's taxonomy	Text, video (YouTube)/ transcript, graphic	Text, video/ transcript	Text
	Remember	Text	Text	Text
	Understand	Text	Text	Text
	Apply	Text	Text	Text
	Evaluate	Text	Text	Text
	Create	Text	Text	Text
	Activity: Bloom's taxonomy	HSP learning activity	HSP learning activity	Text
	Examples of critical thinking	Text and URL/s	URL/s	Text
	Stanislav Petrov and the use of evidence	Text and URL/s (article)	URL/s and a better video	URL/s and poor quality video
	Activity: Critical thinking examples	Forum or Teams post	No forum of Teams post	No forum of Teams post
	Blocking critical thinking	Video - LinkedIn learning and Video (TAFE NSW)/ transcript	Text	Text
	Summary	Text	No summary	No summary
	Challenge	Text	No challenge	No challenge
	References	Text	Text	Text
	Copyright	Text	Text	Text
Self check	Prepare for your assessments	Text - Add	No assessment prep	No assessment prep
	Challenge: Critical thinker badge	Moodle quiz - Activity completion in Moodle?	No challenge	No challenge
Lesson 2	Critical thinking techniques			
2.0	Learner checkpoint	Text, graphic/icon, graphic organiser	No checkpoint	No checkpoint
2.1	Overview	Text, What do you know already?		No overview
2.2	Introduction	Text, Mission, TAFE NSW, TAFE NSW		No introduction

Prototype – TAFE NSW

Student Support ▾ Staff Support ▾

UDL-LevelUp

Dashboard / Courses / Sandpits / Other / UDL-LevelUp / Lesson | Level 3

OVERVIEW LESSON | LEVEL 0 LESSON | LEVEL 1 LESSON | LEVEL 2 LESSON | LEVEL 3

Get started START

Your mission START

① What is critical thinking? START

② Critical thinking techniques START

Inclusive design analysis START

Explore further

Explore one or more of these resources on the Socratic dialogue and how this method of questioning can help critical thinking.

- [Video – This tool will help improve your critical thinking - Erick Wilberding \(YouTube, 5:19 min\)](#)
- [Video transcript – This tool will help improve your critical thinking - Erick Wilberding](#)
- [Article – Understanding Socratic Questioning: A Guide to Critical Thinking](#)
- [Infographic – How to improve your critical thinking skills](#)

UDL-
LevelUp
lesson
levels

Options give
learners agency over
their learning

Topics

UDL-
LevelUp
analysis



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UDL-
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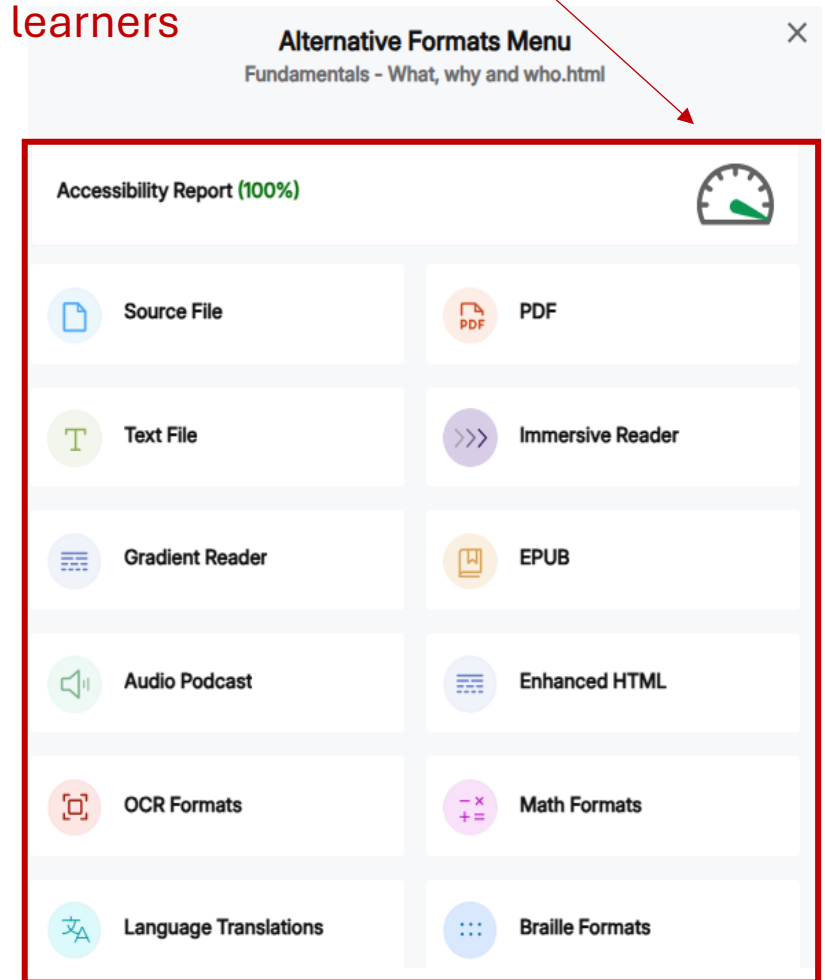
Progress: 0 / 2

Topic 3: Frameworks

Progress: 0 / 2

Topics

Ensures resources are
accessible for all
learners



Options give learners
agency over their learning

Reference List

- CAST (2024). Universal Design for Learning Guidelines version 3.0. Retrieved from <https://udlguidelines.cast.org>
- Graham, Linda, Tancredi, Haley (2024) Accessible Pedagogies™. In Graham, Linda J. (Ed.), Inclusive education for the 21st century: Theory, policy, and practice.[2nd ed.], pp.198–222.
- Tobin, T. J., & Behling, K.T. (2018). Reach Everyone, Teach Everyone: Universal Design for Learning in Higher Education. West Virginia University Press.

Thank you



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Higher Education Provider PRV12049

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Registered Training Organisation 41026
CRICOS Provider Number 00092B
Higher Education Provider PRV14002

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