Introduction
Charter for Inclusive Teaching and Learning
A charter for inclusive teaching and learning is a statement of good practice in the way in which learning environments are designed and delivered, ensuring accessibility, affordability, and quality for all students.

Role of the Charter

The National Access Plan
The National Access Plan is an instrument from the government to help achieve the goal of participation in third-level education for all eligible students, including those with disabilities. It is the lead policy for achieving a reduction in barriers to entry and progression to third-level education. The purpose of the National Access Plan is to ensure that students with disabilities, particularly those with learning difficulties, have equal access to higher education.

Principle One: Equitable Use
Ensuring that equal access and full participation are available to all students, including those with disabilities, is the primary goal of the National Access Plan.

Principle Two: Flexibility in Use
Flexibility in use ensures that students can access the learning environment in a manner that best suits their needs and abilities.

Principle Three: Perceptible Information
Ensuring that information is easily accessible and understandable is critical to the success of students with disabilities.

Principle Four: Size and Space for Approach and Use
Size and space for approach and use is essential to accommodate the needs of students with disabilities.

Principle Five: Perceptible Information
Ensuring that information is easily accessible and understandable is critical to the success of students with disabilities.

Principle Six: Flexibility in Use
Flexibility in use ensures that students can access the learning environment in a manner that best suits their needs and abilities.

Principle Seven: Size and Space for Approach and Use
Size and space for approach and use is essential to accommodate the needs of students with disabilities.

Principle Eight: Size and Space for Approach
Size and space for approach is essential to accommodate the needs of students with disabilities.

Principle Nine: Perceptible Information
Ensuring that information is easily accessible and understandable is critical to the success of students with disabilities.

Principle Ten: Flexibility in Use
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Appendix

APPENDIX

INTRODUCTION

ROLE OF THE CHARTER

Contributors

The Charter for Inclusive Teaching and Learning is a collaborative effort involving a wide range of stakeholders, including students, teachers, researchers, and policymakers.

Why is the Charter required?
The Charter is required to address the growing need for inclusive teaching and learning practices in higher education. With the increasing diversity of students and the Bologna process, it is crucial to ensure that all students, regardless of their abilities and needs, have access to high-quality education.

The Charter aims to:

• Maximize “legibility” of essential information
• Provide adequate contrast between essential information and its background
• Arrange information consistent with its importance.
• Be consistent with user expectations and intuition.
• Eliminate unnecessary complexity.
• Provide choice in methods of use.
• Provisions for privacy, security, and safety should be equally accessible to all students.

The Charter is designed to address the unique needs of students with disabilities, ensuring that they have equal access to education.

The Charter for Inclusive Teaching and Learning is a living document, which means that it will continue to evolve and adapt to the changing needs of students and the educational landscape.

The Charter aims to:

• Influence and determine policy and practice
• Inspire and encourage debate
• Identify and address gaps in current knowledge and good practice
• Provide a framework for discussion and collaboration

The Charter is a tool for the realization of the right to a positive quality of education for all, and it is a call to action for all stakeholders to work together towards a more inclusive and accessible educational environment.

The Charter for Inclusive Teaching and Learning is a significant step towards creating a more inclusive and accessible educational environment for all students, regardless of their abilities and needs.
Quality Assurance

Institutions have quality assurance procedures that capture the voice of all students including students with disabilities and from other relevant groups.

At a minimum:
- The inclusion of students with disabilities is embedded within existing quality assurance procedures, with a code of good practice to guide implementation.
- Each institution captures the voice of the student with a disability and actively uses that voice to effect improvements.

Teaching

Teaching is implemented in a manner that allows all students to fully take part in all activities and minimises the need for additional adjustments.

Staff use information and communication technologies to meet the learning needs of students.

At a minimum:
- The institution provides students with access to course materials, including online, before the lecture where possible, so students can fully engage with the lecture.
- Staff use creative and innovative teaching methods and integrate, where required, the 7 principles of universal design.
- Learning outcomes and assessment approaches are clearly stated for all student courses/programmes.
- All academic staff teach in accessible formats. This may require some professional development in consultation with learning support and disability support services.
- The institution provides training and support to staff so further develop expertise in teaching and learning.

Learning

Active learning is an integral part of all course provision.

Standards of learning are improved through formative assessment and continuous feedback on performance.

The curriculum is designed and delivered in a manner that respects that everyone learns in different ways and that learning outcomes can be achieved in many ways.

At a minimum:
- Study skills are a clearly articulated part of the curriculum for all students, including students with disabilities, and are expressed in course/programme as learning outcomes.
- Students and staff make maximum use of timely, constructive and relevant feedback in the learning process, given that it is a key component of student achievement.
- Students, for their part, engage as partners in the learning process.

Assessment and Examinations

Assessment and examinations are student-centred, flexible, transparent and fair.

At a minimum:
- The institution considers the most appropriate and balanced methods to assess learning outcomes.
- When assessing students' learning, whether through continuous assessment or end-of-year assessment, a range of approaches, where practical, are offered.
- The institution, through its assured quality assurance process, ensures that it has a robust approach to fair and reasonable accommodation of students with disabilities (This does not exclude reasonable accommodations identified in an assessment of need).
- The institution provides accurate information on the assessment methods and the marking scheme employed.
- The institution provides students with easy-to-understand information, in an accessible format. This also provides for extraordinary accommodations to be put in place.

**Charter for Inclusive Teaching and Learning**

**Quality Assurance**

“The main hope of a nation lies in the proper education of its youth.” Erasmus

“Teaching is the highest form of understanding.” Aristotle

“Nothing builds self-esteem and self-confidence like accomplishment.” Thomas Carlyle

**Assessment and Examinations**

“At a minimum:
- The assessment considers the most appropriate and balanced methods for the stated learning outcomes.
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