

# A Retrospective Account of Collaborative Working to Create Sustainable Change Impact on Equity of Experience for All in Tertiary Education.

Margaret Finch<sup>1</sup>

Shelley Brady<sup>2</sup>, Maureen Haran<sup>2</sup>, Laura Hegarty<sup>2</sup>, Aileen Kennedy<sup>1</sup>, Ellen McCabe<sup>2</sup>, Mairead McCann<sup>2</sup>, F. Maloney<sup>3</sup>, J. Northridge<sup>4</sup>, Gerard O'Carroll<sup>1</sup>, Lisa Padden<sup>4</sup>, Niamh Plunkett<sup>2</sup>

<sup>1</sup> Munster Technological University, [Margaret.finch@mtu.ie](mailto:Margaret.finch@mtu.ie)

<sup>2</sup> Atlantic Technology University,

<sup>3</sup> National Tertiary Office

<sup>4</sup> University College Dublin

## Abstract.

The collaborative retrospective account attempts to share an insight to the outputs and processes of several national collaborative projects advanced over the course of academic years 2022-2023 and 2023-2024 in the Irish tertiary education sector. The paper shares the realities of national collaborative working, challenges, and opportunities to create sustainable whole systems impact to enhance equity of access, engagement, and experience for all in Irish tertiary education sector.

**Keywords:** Access and Equity of Experience; Collaboration; Senior Leaders for Change in Education Experience; Sustainable Change; Tertiary Education; Universal Design; Universal Design for Learning.

## 1. Introduction and Rationale.

This paper is a reflection on the sustainable impacts and benefits of a strategic national collaborative tertiary education approach to universal design (UD) implementation to enhance education experience for all staff and students/ learners in the context of capacity building, widening access and equity of participation and sense of belonging. The education landscape in Ireland is undergoing a critical transformation, marked by increased diversity in the learner/ student population and a global policy emphasis on the right to inclusive education for all. Technological advancements in education have further underscored the need for a more inclusive model across all sectors, prompting a shift towards an inclusive tertiary education sector in both policy and practice, impacting in the short-, medium- and long-term.

The ambition to progress a unified tertiary education system has been a key priority of the Department of Further and Higher Education, Research, Innovation and Science (DFHERIS). The realisation of this priority and the creation of diverse and progressive pathways through increased collaboration and stronger co-operation between Further and Higher Education sectors through tertiary education programme co-design, co-development, and co-delivery has been led by the National Tertiary Office.

The collaborative tertiary education programmes are intended to provide an additional, alternative route, in recognition of the fact that a multiplicity of options and routes are necessary to serve the diversity and variety of circumstances of prospective lifelong learners in society. This cross sectoral collaboration is characterised by a student centric approach that requires the principles of Universal Design to be embedded at all stages of programme design, development, and delivery to support student participation and retention and mitigate barriers that may otherwise prevent engagement in tertiary education.

PATH 4 is a key driver in delivering the Inclusivity goal in the National Access Plan. Its two key objectives are to ensure higher education embeds a whole-of-institution approach to student success and universal design (UD) and higher education increases and enhances opportunities for students with intellectual disabilities to engage in higher education. Under PATH 4 Phase 1 funding each Higher Education Institution (HEI) received allocations for UD actions and were tasked with the responsibility, in line with the National Access Plan (2022), to report to Higher Education Authority (HEA) by October 2022 on how they were to effectively assign their budget within their HEI. The HEA encouraged the exploration of national

collaborative projects. AHEAD in collaboration with the Irish Universities Association (IUA) and the Technological Higher Education Association (THEA) called a national '*Think In*' opportunity in June 2022 and what was realised was four distinct national collaborative projects focused on the Tertiary Education Sector : Development of a National Charter for the Implementation of UD in Tertiary Education; Development of a Training Course on UD for Senior Leaders in Tertiary Education; A Community of Practice Exploring Expansion and Enhancements of Opportunities for Students with Intellectual Disabilities (specific to PATH 4 Phase 1), and Development of a Template Web Accessibility Statement for Tertiary Education Institutions. Each project was led by a HEI, partnered by HEI's, and working with wider groups of collaborators nationally from Higher Education (HE), Further Education and Training (FET) and Non-Government Organisations (NGO) (see Appendix).

This retrospective account is a collaboration by those involved in the national collaborative projects referred to above. The paper summarises some of the actions, challenges and opportunities experienced, highlighting the impact of the expansive collaborations on empowering sustainable change in individual practice, institutional practice, and policy across tertiary education institutions. This paper gives practical insight as to how collaborative working relationships, open dialogue, and removal of barriers can facilitate sustainable equitable universal design approaches and impacts for all learners/ students, staff, institutions, and society to enhance educational opportunities and experiences in our tertiary education system to meet national policy and legislative commitments.

Collaboration has created shared language, policy and practice of Universal Design application which leads to the widening of access, enhancement of experience and activation of student/ learner voice in tertiary education systems and protocols. The focus of the paper is to give insights to the individual projects and shared learning regarding the power of collaboration.

## **2. The ALTITUDE Project in Ireland.**

Despite a robust national policy commitment to a UD approach, evidence suggests that this commitment is not always consistently reflected in the individual institutional strategies and or practices in tertiary education. This discrepancy raises concerns about the sustainability of the UD approach within the tertiary education sector.

In response to the need for a more inclusive tertiary education system, calls for the development of a National Charter for Universal Design in Tertiary Education emerged. UD as defined by the United Nations, refers to the design of products, environments, programs, and services to be usable by all people, without the need for adaptation or specialized design (United Nations, 2006). This concept is commonly associated with the built environment, products and services, and information and communications technologies (ICT).

Drawing from the literature of Burgstahler (2009), the ALTITUDE Charter contextualizes Universal Design in Education (UDE) within the Irish landscape, providing a roadmap for the implementation of UD and serving as a vehicle for institutional commitment to this approach. The project was a collaboration among national and institutional partners from the tertiary education sector, with Atlantic Technological University (ATU) leading the project (see Figure1)

**Figure 1: The four pillars of UDE embedded in Charter.**

## The 4 Pillars of UD in Education



(Burgstahler, 2009; Kelly & Padden, 2018)

The ALTITUDE project set forth three key outputs:

1. Development of the ALTITUDE Charter to initiate a national discussion on its adoption and support launched March 2024.
2. Production of a technical paper outlining charter development and proposing how it may be adopted and utilized in the system.
3. Adaptation and update of the Toolkit for Inclusive Higher Education Institutions (Kelly and Padden, 2018) to support self-assessment and practical implementation of the ALTITUDE Charter by Higher Education Institutions (HEIs) and Education and Training Boards (ETBs) across the tertiary sector was launched in May 2024.

The ALTITUDE Charter aims to provide a systemic implementation roadmap for UD and related frameworks in tertiary education, acting as a commitment vehicle for institutions. The Charter envisions tertiary education institutions where “*All Learners are Transformatively Included Through Universal Design in Education.*” (Deriving the acronym ALTITUDE). The Charter seeks to “*support HEIs and ETBs to make sustainable progress towards systemically embedding a UD approach, which places human diversity at the heart of tertiary education design and fosters student success for all.*”

The project involves a diverse array of stakeholders, including national bodies, HEIs, and ETBs encompassing an extensive collaboration with a 27-strong cross-sectoral partnership. (see Appendix 1). Workload and responsibilities have been distributed among ten working groups at different project stages.

The project's goals, outlined in the working draft, are to:

- Provide a vehicle for HEIs and ETBs (institutions) to declare their intent to make incremental and sustainable progress towards embedding a universal design approach, in line with their resources, culture and strategy.
- Promote the development of institutional policies, structures, and strategies which support the sustainable implementation of a universal design approach across tertiary institutions.
- Anchor a culture of shared responsibility for UD, access & inclusion across the tertiary sector by developing organisational structures which foster an ‘*everyone's business*’ approach to inclusion.
- Develop a more unified language of and commitment to a UD approach across the tertiary sector, fostering greater opportunities for partnership, collaboration, and shared learning.
- Support institutions to work towards goals in a range of key national and international strategies concerning universal design, student/ learner success, sustainability, and inclusion.

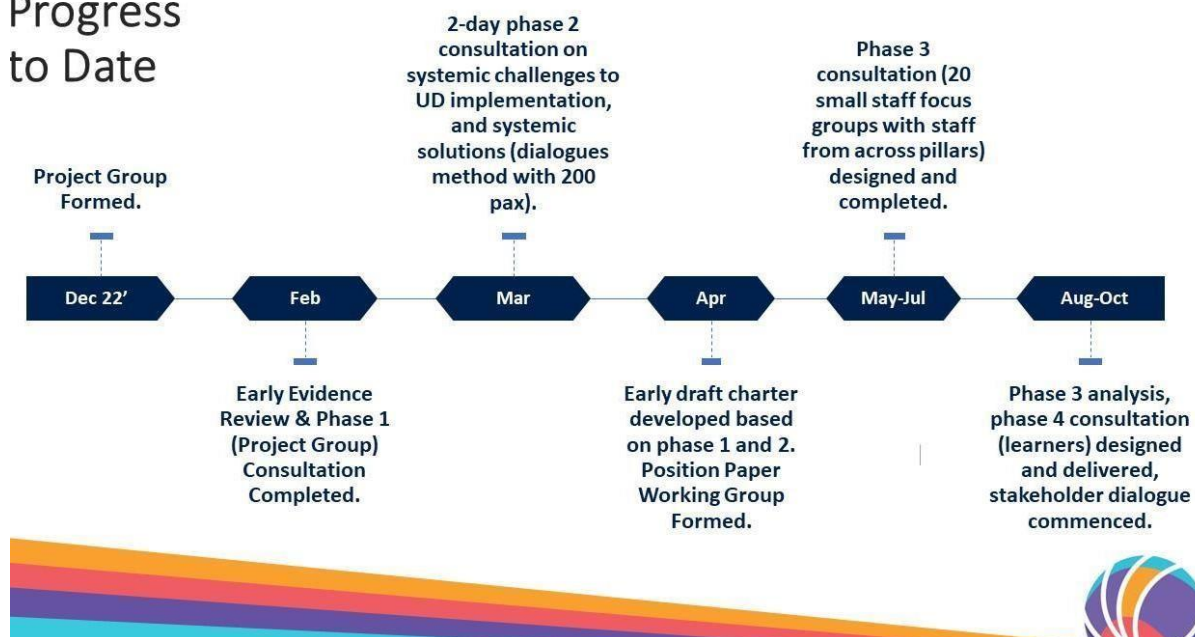
Signing the ALTITUDE Charter will signal an institutions' positive intent to make gradual and lasting strides in embracing a UD approach. Acknowledging diverse institutional stages and resources, the Charter promotes steady progress aligned with each institution's strategies and values. Committing to the Charter involves establishing a remit in each institution to oversee

the implementation of UD across the four pillars (see Figure 1) outlined in the Charter as a singular new committee or within existing structures.

The development of the ALTITUDE Charter is informed by international literature on UD in educational contexts and extensive consultation with staff and learners in Irish tertiary education. The Charter recommends key strategic foundations and scaffolding for institutions to support the sustainable implementation of universal design across the learner experience. Consultation has been a crucial aspect of this progress, involving internal consultation with a 50+ member expert group, a national consultation event, 30+ staff and learner focus groups, 1200+ learner survey responses and a stakeholder dialogue process (see Figure 2).

**Figure 2: Development phases of ALTITUDE Charter.**

## Progress to Date



The Toolkit for Inclusive HEI's (Kelly & Padden, 2018b) was developed for use by UCD in the HE sector, in response to the need for a whole-institution response to access, participation, and success of under-represented students in HE. Implementation practice pointed to a 'gap' and prompted the development of this 'how-to' guide. Hence, the Toolkit was designed as a practical resource. The Toolkit has been used extensively in UCD and has formed the basis for a pioneering whole institution approach to access and inclusion (Kelly & Padden, 2018a; Kelly, Padden & Fleming, 2023). In 2021 UCD redeveloped this Toolkit as a digital resource and was offered nationally and internationally as a tool to assist universities and colleges to

progress inclusion for all. The Toolkit offers a strategic institution-wide lens to assess progress, identify opportunities for improvement, and create a bespoke action plan to develop a whole-institution approach to inclusion, where every student feels, welcome, that they belong, and are valued. The Toolkit offers a lever which can be used to support colleagues who are setting out on this task. The Toolkit is designed for use in interactive workshops which can be facilitated in person or remotely where teams of faculty and professional staff from disciplines or units work together to assess the current state of access and inclusion, gather examples of good practice and identify priority areas for action.

Data from the five years of use of Toolkit in UCD, the international Community of Practice using Toolkit, and data from the Charter project group was examined and considered by the Toolkit authors in developing the second edition. The Toolkit aligns with the Charter so that it can be offered to those institutions who sign up to the charter as the practical companion which will allow them to realise the commitment to UD.

The project is entering its next phase, with continuing stakeholder dialogue with funders, national agencies, and representative groups with a key focus on the advancement of the adoption of the Charter to enable sustainable positive impact for students and learners in each learning setting within tertiary education.

## **2.1 Development of a training course on universal design for senior leaders in tertiary education.**

This is a collaborative project led by ATU in partnership with Munster Technological (MTU) and collaboration with fourteen stakeholders from tertiary education nationally.

Initial discussions with the collaborating partners during the June 'Think in' 2022, centred on the challenges of building sustainable staff capacity and systems to support UD inclusive of Universal Design for Learning (UDL). It was clear that established professional development opportunities existed at the practitioner/educator level however, little specific continuing professional development (CPD) existed for senior leaders in tertiary education sector. The project team reflected on the role and responsibilities of senior leaders in the context of an emerging tertiary sector, raising questions about the level of awareness leaders had of UD and its implications for strategy and policy. Senior leaders play a vital role in strategically embedding a systematic cultural approach to UD across all systems and processes in their institutions. The project group reflected on the benefits of creating opportunities for senior

leaders; to enhance UD awareness, to have a shared language of UD and to have opportunity to learn from each other. This resulted in the development of a national symposium of UD and leadership and a bespoke CPD for senior leaders.

1. The project group identified four project objectives: Create a reusable short self-paced course addressing the fundamentals of UD inclusive of UDL, and its implications for strategy and policy creating shared national language and understanding of UD.
2. Make a call to action to identify their own institution's UD practices, challenges, and opportunities enhancing national collaborations of UD practice.
3. Facilitate senior leaders in a symposium to share and contribute directly to the national debates and charter development.
4. Take an action research approach to the project to produce an evaluation report adding to national and international UD evidence base.

The achievement of the project objectives supports the overarching aims of PATH 4 Phase 1, through Capacity-building and the embedding of UD policies and approaches in the delivery of teaching and learning in tertiary education sector at both strategic and operational levels. The project team adopted an inclusive and collaborative approach. The lead partners met online bi-weekly, and a meeting of the wider group was convened monthly with ongoing communication by email, TEAMS and SharePoint in between meetings. The frequent engagement provided insights from senior leaders, practitioners, and students/ learners as part of the process of developing critical content for the training. An integral part of this phase of the project was the establishment of a close working relationship with the instructional design team from MTU. They provided design guidelines and parameters that assisted the development and curation of appropriate content. A design imperative was to model best practice for accessibility and inclusivity in our project. A pilot of an early format and Unit content was distributed to fifty senior leaders from project group participating institutions from the tertiary education sector. The aim of the pilot was two-fold, to gather data on the accessibility and functionality of the Unit and an assessment of the impact of the course design and content in achieving the stated learning objectives of Unit. The feedback on the pilot Unit was positive. The pilot participants recognised the value of planned training and provided clear feedback on their needs from the further Units in development. The Project leads facilitated two national leadership symposium workshops during academic year 2022-2023 and two national conference presentations to the tertiary sector in academic year 2023-



2024. These actions facilitated senior leaders to share their practice and contribute to national debates. The 2023-2024 interactive workshops included an action research element which asked participants how can senior leaders in tertiary education enhance embedding of UD inclusive of UDL in the tertiary sector? Participants were also asked to identify what they believed senior leaders needed to know about UD and what was senior leaders' role in advancing UD in tertiary education. Frontline staff consistently reported lack of awareness and understanding of UD amongst senior leaders. This often resulted in non-strategic use of UD funds as on the ground planning and coordination of actions was not happening. There was a lack of understanding of links between inclusion and belonging and attainment and mental health for staff and students. The course contains four units and includes the option of opting for a digital badge certification for participants. The four units are:

Unit 1: Introduction to UD inclusive of UDL

Unit 2: Introduction to Strategic Implementation of UD in Tertiary Education

Unit 3: Exemplars of Strategic Implementation of UD in Tertiary Education

Unit 4: UD and Senior Leaders Tertiary Education Digital Badge and Additional Resources.

The course will be launched on September 11th 2024.

Beneficial to the success of the project, was the engagement and cross collaboration amongst all the national projects. At several junctures, the lead partners from each of the collaborative projects convened to share updates on progress and resources. This layer of meta-communication has enriched the experience of the team and has strengthened the outputs delivered.

## **2.2 Community of HEIs (Higher Education Institutions) advancing access for students with intellectual disabilities (ID).**

The project was a collaboration among institutional partners from HE, with Munster Technological University leading.

While a community of practice (COP) is often desirable and even encouraged at individual institution level, there are many barriers which can mitigate against its effectiveness or very existence in some instances in the reality of practice. The challenge, therefore, for this project, to create a national community of practice, was not underestimated. The power of shared

communications spaces and shared learning was highlighted early when members of the group identified The Inclusive National Higher Education Forum (INHEF) which was unknown to majority of the project group. INHEF is a national interest group comprised of representatives of higher education providers and other professionals interested in supporting access routes and inclusive education initiatives to students with intellectual disabilities in Ireland. The project lead communicated with INHEF on behalf of group, and it was agreed, that while this project had a defined timeline, budget and remit, there were obvious mutual benefits to cooperation and the project group-maintained communication with INHEF.

Five online community of practice sessions were held between January and June 2023 facilitated by the MTU project lead. The project group was also represented at HEA and INHEF consultations and discussions. The initial project participants were from institutions who had expressed an interest in June 2022. The composition of the group was deliberately kept organic so that existing members were able to invite their institutional colleagues and other stakeholders. The goal was to learn from and with each other on how best to provide enhanced learning opportunities for students with ID in our HEIs. As with most working groups there was a core group of regular attendees and those who attended as other commitments allowed. Email communication was used between meetings to continue collaborations.

The opportunity for participants to introduce themselves, their role and interest in the community of practice was actively facilitated as members joined to develop a knowledge of each member's context to ensure working relationship development to facilitate collaboration and learning. Participants' work was facilitated to regularly share a summary of actions to date within their individual institution and to examine group's expectations for project as it progressed to completion in December 2023.

The variety of roles and experiences of group participants was a key enriching feature of the collaboration. At first, as is natural, some participants were a little hesitant in valuing their potential input, anecdotally reflected as a fear that they lacked experience or expertise. Very quickly, a spirit of collegiality took hold, and exchanges became more fluid and spontaneous with an enhanced recognition of the validity and power of each member's perspective, having equity of space in discussions and decisions. In addition to various levels of experience in course provision for students with ID, participants represented different functional areas in HE, such as lecturers, heads of departments, PATH 4 project officers, disability support officers and student support services officers. This variety brought unique insights to challenges,

barriers, and resolution to enhancing access and engagement for students with ID at HE. Challenges and barriers were common points where discussions gravitated to and the importance of strong facilitation skills in 'lead' of collaborative working group was clear in role of acknowledged and validating voice of 'challenge and barrier,' and to focus discussions on solutions, possibilities, and opportunities.

Active identification of synergies of practice and examples of evidence-based practice was ongoing. Group identified HEIs already offering some form of programme for students with ID and noted that these were often collaboration actions between HEI and an external service provider. Within existing programmes identified staffing, resources, duration, level of certification or not varied widely. What was a key common evident desire was the need for a sustainable, recognised, and core funded model of HE education pathways for students with ID. There was agreement that the demand exists and that there is need to collaborate with providers of education QQI levels 1-6 for students with ID. Further HE staff and student awareness raising and training exercises are required to enhance delivery capacity, quality assurance and students' sense of belonging and established place of students with ID within HE. Each HEI should play to its historical strengths and potential cohort need, with collaborative potential delivery across HEI's to provide equitable options nationally in developing new and meaningful programmes for students with ID.

In the case of what level of qualifications should Higher Education sector be designing and delivering, i.e. lower than level 6 QQI or not, no dominant group view was held within the COP. Exploring relevant collaborations with external education providers and service providers to people with ID was identified as vital to avoid duplication of delivery and create meaningful progression pathways.

Blue sky thinking was encouraged. Sometimes, budget restrictions were put aside, and the question became, what would you like to do if no constraints existed. These discussions were often the most challenging but also the most creative.

A rights-based approach informed many of the discussions. Over the duration of the project some reoccurring themes were apparent: one size does not fit all, passion can make things happen, the voice of the student is key, micro credentials are important to explore, employability must be an intrinsic element of any programme, external stakeholders are key both in consultation and collaboration, and present national policy sets an obligation to be met by HE.

A core value that drove the COP was the desire to become stronger as HEI's and individuals through cooperation and exchange of ideas, and therefore to be in a better position, as individual HEIs, to meet the right to engage in HE of students with ID. This also supported many participating HEI's as they prepared applications for Path 4, phase 2 funding to advance course development and provision for students with ID. While as is common with all points where humans come together, there remained many unanswered questions as the project closed out in December, there was a clear consensus in the group, that this is a good news story for Irish education, HEI's and Irish society and especially for people with ID.

### **2.3 Developing a template web accessibility statement for tertiary education institutions.**

The project represented a collaborative effort among higher education institutions, spearheaded by Atlantic Technological University and University College Cork. An Accessibility Statement serves as a formal commitment from an organisation to digital inclusivity, ensuring equal access to digital services for all public sector service users. This statement is a firm testament to the organisation's dedication to making digital services accessible to everyone.

Incorporated into Irish law in September 2020, the EU Web Accessibility Directive mandates uniform accessibility standards for public sector websites and apps in EU member states, including Ireland. This legislation aligns with the Web Content Accessibility Guidelines (WCAG) 2.1 and complements Irish disability laws such as The Disability Act 2005 and The Equal Status Acts 2000-2015. A significant aspect of the Directive is the introduction of centralised monitoring of accessibility, transitioning the responsibility from individuals with disabilities—who previously had to initiate legal challenges against digital exclusion—to a more systemic oversight approach.

The directive brings additional responsibilities to public sector bodies, further education colleges, training centres, and higher education institutions, ensuring that their digital platforms and content are as accessible and beneficial as their physical campuses. As Ridge (2023) notes, it is essential for public sector bodies to have a prominently displayed accessibility statement. This statement should be a dynamic document, regularly maintained and updated as part of the journey towards digital accessibility maturity, a concept highlighted by McNaught (2006).

Creating an accessible learning environment is crucial for enhancing the diversity of

experiences and thoughts, benefiting everyone using the digital platform. Eliminating barriers and providing an equitable experience for users, regardless of abilities, promotes inclusivity. An Accessibility Statement is vital as it demonstrates that you value accessibility, provides essential information about the accessibility of your content, and signifies a commitment to accessibility and social responsibility, as emphasised by the National Disability Authority (NDA).

The output of this project is an Accessibility Statement Toolkit which is open source and available for all to adopt. This toolkit is a guide to creating an Accessibility Statement and includes significant work and resources developed by the NDA and AHEAD. It outlines the role of the accessibility statement and offers various supports for developing and publishing accessibility statements in higher and further education, along with draft templates with a focus on further and higher education.

The process of creating this toolkit involved reviewing best practices for Accessibility Statements and insights from a workshop with a digital accessibility expert. A crucial insight from the workshop was the necessity for organisations to commit to long-term accessibility before drafting a web accessibility statement.

The Accessibility Statement is key to demonstrating an organisation's compliance with accessibility requirements. It should clearly describe the website or mobile app's compliance status, highlight any inaccessible parts, and offer guidance on how users can seek assistance or provide feedback. Public sector bodies must ensure their Accessibility Statements are comprehensive, clear, and regularly updated.

For third-party applications, the Regulations place the legal obligation of compliance on the public sector body. Content not funded, developed, or controlled by the public sector body is exempt unless the body has influenced it, such as through commissioning or specifying it. When procuring third-party products/software, such as e-books or HR systems, organisations are expected to ensure accessibility or provide accessible alternatives if compliance is not feasible. However, if providing an accessible alternative is not possible, the organisation must justify this under the 'disproportionate burden' clause in their Accessibility Statement. It is also important for organisations to be aware of their duty under the Equality Legislation and the IHREC Act to make reasonable accommodations, considering the disproportionate burden test.

Organisations should ideally prioritise accessibility from the start of any development project.

Nonetheless, beginning an accessibility initiative at any stage is beneficial, considering the evolving digital landscape. In the context of tertiary education, due to the varied nature of digital content production, it is not always guaranteed that digital learning tools meet accessibility standards. Tertiary education institutions play a crucial role in providing information and engaging their communities through inspiration, engagement, and challenge.

Online learning platforms, with their variety of courses, content creators, websites, formats, and interactions with users of different IT skill levels, present unique challenges for accessibility. Real progress in accessibility requires a genuine commitment from the organisation to shift its cultural values, embed quality assurance practices, and foster the understanding that accessibility is everyone's responsibility. Embedding inclusive practices within an organisation's culture, supported by appropriate internal policies and practices, is crucial in embracing a diverse world.

Developing Accessibility Statements often begins with compliance with legal and regulatory frameworks. Investing in web accessibility extends beyond fulfilling legal and ethical obligations; it benefits everyone, particularly disabled individuals, by accommodating a range of abilities. Promoting inclusivity and equal opportunities not only expands an organisation's user base but also enhances user experience, social responsibility, engagement, satisfaction, and brand reputation.

In summary, the toolkit provides a comprehensive guide and a starting point for creating effective Accessibility Statements, ensuring compliance with regulations, and fostering an inclusive digital environment.

### **3. Conclusions.**

The following reflects the learning points from implementing a strategic collaborative approach for sustainable change and impact that were highlighted and came to the fore with the above detailed national collaborative projects. The importance of:

- collaborations with all stakeholders across the tertiary education sector to ensure all stakeholders of further education, higher education and all levels of staff voice are present at the table of decision making and strategic planning.
- student/ learner voice with equity in parity of voice in all collaborations.
- recognising the wider the group members the increase in the challenge of co-

ordinating and facilitating participation and engagement. Importance of skilled facilitation of collaborative groups is vital to create a meaningful range of platforms through which all members can engage.

- the fostering and development of trust, value, and psychological safety within collaboration spaces for all participants.
- adopting a growth mindset with participants of collaborative groups.
- acknowledging challenges and responding with creative, innovative solutions.
- national collaborative groups to enhance informed lived experience awareness, and a shared language to a rights-based approach to inclusion.
- maintaining an organic approach to collaborative group membership.
- meta- communication structures at a national level amongst various national collaborative actions to create unified momentum for change.
- collaboration to advance legal obligations of organisations in tertiary education sector.

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**Appendix:PATH 4 Phase 1 National Collaborative Projects**

Develop a National Charter for the Implementation of Universal Design in Tertiary Education. ALTITUDE - National Charter for Universal Design in Tertiary Education

City of Dublin Education Training Board

Cork Education Training Board

Donegal Education Training Board

Louth Meath Education Training Board

Mayo Sligo Leitrim Education Training Board

Tipperary Education Training Board

Atlantic Technological University

Dublin City University

Hibernia College

Institute of Art, Deign & Technology

Mary Immaculate College

Munster Technological University

Maynooth University

Southeast Technological University

Technological University Dublin

Trinity College Dublin

Technological University of the Shannon

University of Galway

University College Cork

University College Dublin

University of Limerick

Education Training Board Ireland

Irish Universities Association

National Tertiary Office

SOLAS

AHEAD

Technological Higher Education Authority

Universal Design for Senior Leaders in Tertiary Education.

Donegal Education Training Board

Mayo Sligo Leitrim Meath Education Training Board

Kerry Education Training Board

Atlantic Technological University

Dublin City University

Institute of Art, Deign & Technology

Mary Immaculate College

Munster Technological University

Maynooth University

Technological University Dublin

Technological University of the Shannon

University of Galway

University College Cork

University College Dublin

Education Training Board Ireland

Irish Universities Association

National Tertiary Office

SOLAS

AHEAD

Technological Higher Education Authority

Centre for Excellence of Universal Design and National Disability Authority

Royal college of Surgeons

Union of Students Ireland

A Community of Practice Exploring Expansion and Enhancements of Opportunities for  
Students with Intellectual Disabilities.

Atlantic Technological University

Mary Immaculate College

Munster Technological University

University of Galway

Royal College of Surgeons Ireland

Technological University Shannon

St John of Gods

Down Syndrome Ireland

Developing a Template Web Accessibility Statement for Tertiary Education Institutions.

University college Cork

Atlantic Technological University

