**MU – UDL & U. Plus One**

**Title**  Linking Learning Outcomes to Action and Expression

**Brief description** By linking Learning Outcomes clearly to the assessment/action and expression students have a clearer sense of why they are being assessed, as well as what they are being assessed on. Adopting this approach at the start of a module gives students a set of signposts that can help them to navigate the module. It is helpful to revisit the Learning Outcomes and their relationship to the assessment throughout the semester, if possible, signalling stages that have been completed, or that are upcoming.

**Mapping to UDL Principles**

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| --- | --- | --- |
| **Engagement** | **Representation** | **Action and Expression** |
| * Students are always concerned about assessment and so by signalling this from the earliest time engagement is enhanced. | * Learning outcomes and the link to assessment can be discussed and delivered in a number of formats. | * By linking learning outcomes and assessment, action and expression appear more integrated and relevant and not an imposition. |

**Three ways this Plus One helps students**

Students can

1. enjoy reduced stress as assessment is signalled ahead of time and explained consistently
2. be more involved in their own learning as they understand the point of the assessment and the module
3. be more empowered as the ‘mystery’ is taken out of assessment.

**Key considerations for enactment**

**Risk**  Low

**Time**  Time needed during module planning and during teaching, however this could be integrated with the usual time required to plan a module and need not require substantial increase in time commitment

**Technology**  Nothing beyond standard module planning software.

**Further information**

See [CAST UDL Guidelines](https://udlguidelines.cast.org/) and [Maynooth University Plus One resources.](https://www.maynoothuniversity.ie/centre-teaching-and-learning/ctl-projects/path-initiative)

**How to cite this document**

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