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Inclusive-Uni: *Promoting Inclusive Campuses for Equity and Diversity*

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Module 2 – Support and References

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Suggested learning materials and H5P activities

Learning materials

- Narrated presentations
- Short instructional videos
- Practitioner interviews
- Case studies
- Checklists and planning templates

Design rule: one learning objective per activity; clear feedback; examples relevant to higher education.

H5P moments inserted across the training

1. Inclusive Practice — Branching Scenario (Unit 1)
2. UDL Principles — Accordion (Unit 3)
3. Teaching Strategies — Interactive Book (Unit 4)
4. Student Participation — Branching Scenario (Unit 5)
5. Professional Practice — Essay (Unit 6)
6. Inclusive Assessment — Drag & Drop (Unit 4)
7. End-of-Module Review — Question Set (Closing)

Other support materials: short demonstration videos; before-and-after examples; document accessibility demonstrations; communication case studies; accessibility checklists; downloadable quick-reference guides.

Evidence says: H5P activities should focus on one objective, accessible wording, feedback and higher-education relevance. [Source: INCLUSIVE-UNI Module 2 H5P recommendations 7](#)

H5P 7 · End-of-Module Review · Question Set: CHECK · Complete the formative knowledge check before the key takeaways.

References and further resources

- CAST. Universal Design for Learning Guidelines 3.0.
- UNESCO. Inclusion in education; Equity, inclusion and transformation of higher education.
- European Commission / EACEA / Eurydice. Towards equity and inclusion in higher education in Europe.
- W3C. Web Content Accessibility Guidelines (WCAG) 2.2.
- Advance HE. The inclusive curriculum in higher education.
- Moriña, A. Universal Design for Learning in university contexts.
- Bain, K. Inclusive assessment in higher education.

Clickable references and further resources

1. CAST — Universal Design for Learning Guidelines 3.0

Core UDL framework: engagement, representation, action and expression.

2. UNESCO — Inclusion in education

Broad international guidance on inclusive education and equity.

3. UNESCO IESALC (2023) — Equity, inclusion and transformation of higher education

Higher education-focused resource on equity and institutional transformation.

4. European Commission/EACEA/Eurydice (2022) — Towards equity and inclusion in higher education in Europe

European comparative policy overview for higher education.

5. W3C — Web Content Accessibility Guidelines (WCAG) 2.2

Digital accessibility criteria for documents, websites and platforms.

6. Advance HE (2024) — The inclusive curriculum in higher education

Practical guidance for inclusive curriculum and programme design.

7. Bain (2023) — Inclusive assessment literature review

Useful review for inclusive assessment design and quality assurance.

8. Moriña (2025) — UDL in university contexts

Recent research on UDL benefits and faculty training in higher education.

9. Florian & Black-Hawkins (2011) — Exploring inclusive pedagogy

Foundational academic article on inclusive pedagogy.

10. Meyer, Rose & Gordon (2014) — Universal Design for Learning: Theory and Practice

Foundational UDL book and practice framework.

Recommended consultation pathway

1. 1. Start with CAST UDL Guidelines

Use the three UDL principles to redesign learning activities, materials and participation routes.

2. 2. Review Advance HE — Inclusive curriculum

Translate inclusive principles into programme design, classroom practice and curriculum review.

3. 3. Consult Bain (2023) on inclusive assessment

Use it when designing criteria, rubrics, feedback and equivalent assessment formats.

4. 4. Read Florian & Black-Hawkins (2011)

Use it for a stronger conceptual understanding of inclusive pedagogy.

5. 5. Use Moriña (2025) for UDL in universities

Useful for faculty training and for explaining the benefits of UDL in higher education.

Use these resources to redesign teaching methods, learning materials, assessment and feedback without lowering academic standards.

Recommended consultation pathway

1. 1. Start with WCAG 2.2

Use for accessible documents, forms, websites, digital platforms and institutional communication.

2. 2. Use UNESCO resources on inclusion

Helpful for framing inclusion as institutional culture and shared responsibility.

3. 3. Consult Eurydice (2022)

Good for understanding equity and inclusion at higher education system level in Europe.

4. 4. Use CAST UDL as a design mindset

Apply UDL beyond teaching: staff training, onboarding, meetings, procedures and support pathways.

5. 5. Read UNESCO IESALC (2023)

Useful for institutional transformation, equity and inclusion beyond the classroom.

Use these resources to improve services, communication, forms, onboarding, referral routes and professional development.

Quick guide for choosing resources

Redesigning a class or seminar

CAST UDL; Advance HE; Florian & Black-Hawkins

Improving student services or support pathways

UNESCO; Eurydice; UNESCO IESALC

Redesigning assessment or feedback

Bain (2023); CAST UDL; Advance HE

Designing staff training or onboarding

CAST UDL; UNESCO IESALC; WCAG 2.2

Making documents, websites or forms accessible

WCAG 2.2; CAST UDL

Building an institutional argument for change

Eurydice; UNESCO IESALC; UNESCO

Review & evidence — Inclusion as institutional practice

EVIDENCE SYNTHESIS

Inclusive higher education is not produced by isolated accommodations alone; it requires institutional capacity, professional development and coordinated attention to diversity, accessibility, equity and inclusion.

What the evidence adds

- European social-dimension guidance explicitly includes both academic and administrative staff in professional development for diversity.
- OECD frames equity and inclusion holistically across governance, resourcing, capacity building, practice and monitoring.
- Use this evidence to ask whether a barrier is individual, procedural or structural.

FOR ACADEMIC STAFF

Jackson-Summers et al. (2024), systematic review of inclusive pedagogy research: inclusive communication, inclusive practices and curriculum design are core areas for faculty development.

[Open source / report ↗](#)

FOR SERVICES / HR

EHEA Social Dimension, Principle 7: institutions should strengthen academic and administrative staff capacity to work equitably with diverse students and staff.

[Open source / report ↗](#)

Review & evidence — Inclusive pedagogy in practice

EVIDENCE SYNTHESIS

Recent research treats inclusive pedagogy as a design problem: participation, communication and curriculum should be planned for learner variability rather than added only after exclusion occurs.

What the evidence adds

- A 2024 systematic review examined 304 articles across STEM and non-STEM disciplines.
- Inclusive communication, inclusive pedagogical practices and inclusive curriculum design recur as central competencies.
- Assessment itself can produce exclusion; inclusive assessment therefore belongs inside pedagogy, not outside it.

FOR ACADEMIC STAFF

Nieminen, Moriña & Biagiotti (2024) synthesised 42 qualitative studies and found that disabled students frequently reported exclusion in assessment.

[Open source / report ↗](#)

FOR SERVICES / HR

OECD (2023) stresses capacity building and coherent institutional design; flexibility and accessibility should therefore extend to services and procedures as well as teaching.

[Open source / report ↗](#)

Review & evidence — UDL: promise, evidence and caution

EVIDENCE SYNTHESIS

UDL is best used as a proactive design framework, but recent reviews also caution against presenting it as a simple recipe: implementation quality, theoretical alignment and context matter.

What the evidence adds

- A 2026 scoping review maps 113 empirical higher-education studies and notes both growing adoption and continuing questions about applicability.
- A 2025 review of accessible and inclusive online higher education reports benefits associated with flexibility and multiple formats, while also identifying workload and evidence limitations.
- A 2024 systematic review highlights inconsistent implementation of UDL checkpoints and the need for stronger theoretical alignment.

FOR ACADEMIC STAFF

Ren et al. (2026), scoping review: use as an up-to-date evidence map for UDL in higher education.

[Open source / report ↗](#)

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Lomellini et al. (2025), review of accessible and inclusive online learning: useful for staff training, digital communication, online services and course design.

[Open source / report ↗](#)

Review & evidence — Everyday strategies across roles

EVIDENCE SYNTHESIS

Inclusive practice becomes visible in concrete decisions about assessment, communication, recruitment, onboarding, information design and access to support.

What the evidence adds

- Assessment should be designed with student diversity in mind, rather than relying only on individual accommodations.
- Inclusive recruitment guidance emphasises proactive and tailored approaches, continuous employer support and ongoing learning.
- For services, clarity, accessibility and easy-to-find support routes are part of inclusion—not merely communication style.

FOR ACADEMIC STAFF

Nieminen (2024) reframes assessment as a matter of inclusion and argues for designing assessment with diversity in mind.

[Open source / report ↗](#)

FOR SERVICES / HR

Yorkshire Universities (2024) Inclusive Recruitment Guide in Practice: practical resource for recruitment and employer-facing HR processes.

[Open source / report ↗](#)

Review & evidence — Responding to diverse needs

EVIDENCE SYNTHESIS

Equitable response requires both proactive design and the capacity to make reasonable, context-sensitive adjustments when barriers remain; listening to under-represented groups is part of identifying those barriers.

What the evidence adds

- The 2024 Australian Accord report centres groups who are less likely to participate in conventional consultation or who require adjustments to engage.
- European higher-education data show persistent differences in belonging and risk of drop-out across student backgrounds.
- A useful response pathway therefore begins with the experienced barrier and essential outcome—not assumptions about the person.

FOR ACADEMIC STAFF

Australian Government / NCSEHE & ORIMA (2024): use the report to discuss why consultation methods themselves can exclude.

[Open source / report ↗](#)

FOR SERVICES / HR

EUROSTUDENT 8 (2024): use comparative European evidence on belonging, study conditions, disability, discrimination and counselling services.

[Open source / report ↗](#)

Review & evidence — Reflection, transfer and wellbeing

EVIDENCE SYNTHESIS

Transfer into practice is strengthened when participants connect inclusion to a real routine they can change and examine its consequences for participation, confidence, stress and belonging.

What the evidence adds

- EUROSTUDENT 8 is the first round with a dedicated cross-national module on student mental health and well-being.
- Its European data connect study conditions and social background with belonging, well-being and consideration of drop-out.
- Reflection should therefore ask not only “Is this accessible?” but also “What does this practice do to confidence, participation, stress and belonging?”

FOR ACADEMIC STAFF

EUROSTUDENT 8 Well-being report (2024): useful empirical material for teaching staff discussing belonging and student experience.

[Open source / report ↗](#)

FOR SERVICES / HR

EUROSTUDENT 8 database and reports: useful for services, counselling, management and institutional planning, including indicators on disability, discrimination and counselling.

[Open source / report ↗](#)

Curated review pack — recent evidence to consult

[Inclusive pedagogy — 2024 systematic review ↗](#)

[EUROSTUDENT 8 — Synopsis / inclusion challenges ↗](#)

[Inclusive assessment — 2024 meta-ethnographic review ↗](#)

[OECD — Equity and Inclusion in Education ↗](#)

[Accessible & inclusive online HE — 2024 review ↗](#)

[EHEA — Inclusive institutional culture ↗](#)

[UDL in HE — 2026 scoping review ↗](#)

[Australian Accord — under-represented student voices ↗](#)

[EUROSTUDENT 8 — Well-being report ↗](#)

[Inclusive Recruitment Guide in Practice — 2024 ↗](#)

How to use the embedded “Evidence says” boxes

During delivery

Use the evidence box as a 20–30 second bridge between concept and practice.

With academics

Ask: what does this imply for teaching, assessment, feedback and participation?

With services and HR

Ask: what does this imply for communication, procedures, recruitment or onboarding?

For reflection

Invite participants to consult one source after the session and connect it to one routine they can change.