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

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Module 2 – Unit 1 From Awareness to Inclusive Practice

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UNIT 1

From Awareness to Inclusive Practice

Turning inclusive intentions into everyday professional action.



UNIT 1

Unit 1 definitions: awareness, practice, culture

AWARENESS

Recognising that diversity exists and that barriers may be invisible to those not affected by them.
(UNESCO, 2017)

INCLUSIVE PRACTICE

Changing ordinary actions, decisions and procedures so that more people can participate.
(Florian & Black-Hawkins, 2011)

ORGANISATIONAL CULTURE

The repeated expectations, routines and norms that make inclusion easy — or difficult — in daily work.
(Schein & Schein, 2017)

What is one “normal” routine that could be difficult for someone else?

UNIT 1

Moving beyond accommodation

ACCOMMODATION

- Reactive response (OECD, 2023)
- Individual case-by-case response
- Often temporary
- Can place the burden on the person

PROACTIVE INCLUSION

- Anticipates diversity (CAST, 2024)
- Benefits more people
- Sustainable and planned
- Creates accessible and flexible environments

Important: proactive design reduces barriers, but individual reasonable adjustments may still be necessary.

Evidence says: Moving beyond accommodation means reducing barriers before individuals must disclose or negotiate them. [Source: CAST UDL Guidelines; W3C WCAG 2.2 71](#)

PRACTICAL ACTIVITY 1 · Before-and-after example
Compare reactive accommodation with proactive inclusive design.

UNIT 1

Training activity: barrier spotting

Scenario

A student cannot complete a compulsory online procedure. Instructions are long, deadlines are unclear, the PDF is inaccessible and support contacts are hard to find.

- Where is the barrier located?
- Who may be affected?
- What can be redesigned for everyone?
- What individual support may still be required?



H5P 1 · Inclusive Practice · Branching Scenario: Identify the barrier and choose the most inclusive response.

UNIT 1

Inclusive practice is continuous improvement



Practical activity 1: before-and-after example — turn a confusing procedure into inclusive communication

Evidence says: Inclusive practice requires cycles of review, action and evidence—not one-off initiatives. [Source: OECD 2023](#) 

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 ↗](#)