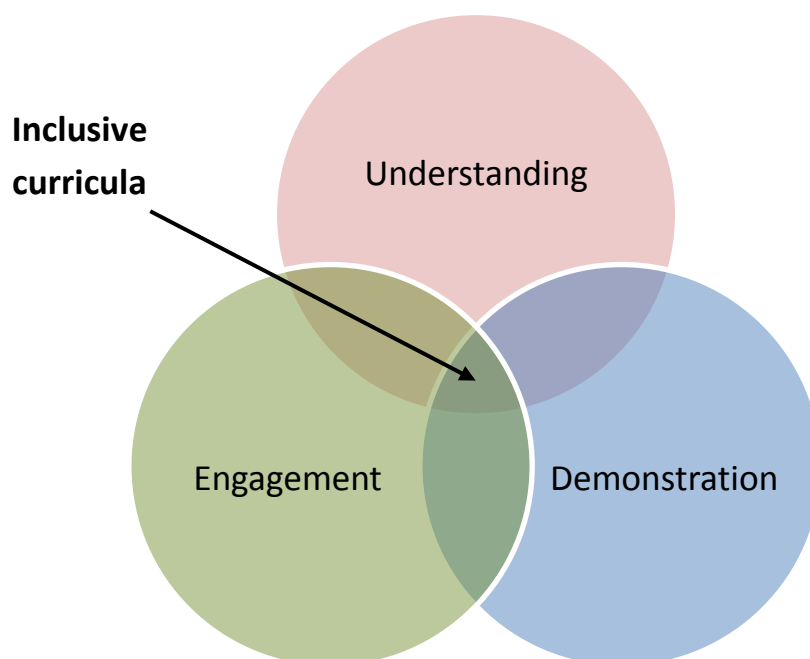


## Development of inclusive curricula at the University of Wolverhampton

### A framework for inclusion: universal educational design

The notion of *universal design* has been used in different sectors to consider ways in which barriers to accessibility can be removed, both physically and virtually, particularly in relation to the lives of disabled people. At the University of Wolverhampton, it is proposed that the concept of *universal educational design* is used to consider three priorities that will support the development of inclusive curricula. These three priorities relate to supporting students’:

- understanding (*of the curricula*)
- engagement (*with the curricula*)
- demonstration (*of knowledge, skills, achievements, etc.*)



It is proposed that this framework should be used to structure academic practice-related initiatives, and to consider how the University’s Learning and Teaching Strategy’s three priorities are being addressed (i.e. the development of learner engagement; learning opportunities; and subject communities).

### Resource

‘Learning to Teach Inclusively’ project. Available from: <http://www.wlv.ac.uk/about-us/internal-departments/the-college-of-learning-and-teaching-colt/pedagogic-research/wolverhampton-learning-and-teaching-projects/learning-to-teach-inclusively/> [1].