

Two years ago, the Department for Education published guidance for the HE sector as to how best statutory requirements for inclusive practices in HE could be attained (DfE, 2017). The document made explicit mention of the potential that Universal Design for Learning (UDL) had to impact positively on student experiences and learning outcomes. Accordingly, educators adopting this conceptual framework are urged to pay close attention to students' learning requirements through anticipatory curriculum and assessment design processes.

whole university approach to widening
However, there remains very limited evidence
and how its application informs policy, practice

Consequently, three colleagues with expertise
(for Education and Inclusion), Dr. Peter C
Principal Lecturer and Deputy head of the
specific focus on realizing UDL in a UK a

While the proposed research
project is unfunded, the colleagues concerned will work collaboratively to identify potential funding streams (for
example, Newton Advanced Fellowships) and will ensure, through established project management expertise, that there
are no additional costs incurred by the university of Worcester regarding this studentship.

