

Fact sheet 1

Top Ten Tips for Creating Inclusive Learning Environments

Students have a range of abilities, cultural backgrounds, learning styles and educational needs. For students with disability, education is not inclusive if access hasn't been secured first. UTS aims to support the development and implementation of an inclusive educational environment in which students with disability can access, participate and ultimately succeed in university education. By considering your students' access needs, you are part of making UTS an inclusive university that supports the success of all our students

1. **Accessibility Resources** Get familiar with the accessibility resources and supports available to students and yourselves. Check out the [Accessibility Support at UTS Fact Sheet](#).
2. **Class resources** Make your class resources – including texts, videos, slide decks and audio – available and accessible to all students.
3. **Learning Diversity** Vary the ways and methods of delivering learning. [Read about ideas to support diversity in the classroom](#).
4. **Structure and Flexibility** Provide a structure for your classes ahead of time, so students requiring assistance can prepare. Remember that students with disability have a legal right to reasonable adjustments to standard learning and assessment if required.
5. **Collaborative Learning Environment** Ensure the opportunity for collaboration between all students considering the diversity of their abilities and needs. Read about ideas for [inclusive group work](#).

6. **Assistive Technology** Be mindful of assistive technology needing to be used during classes.
7. **Space** Be mindful of the accessibility of your space in the planning of your teaching approach:
 - a. Is it wheelchair accessible?
 - b. Is it close to an accessible bathroom?
 - c. Is it easy and safe to get to at this time of day?
 - d. Is there hearing augmentation?
 - e. Are your visual presentations large and high contrast?
8. **Emergency procedures** Be aware of special procedures for emergency evacuations and anybody present that may need assistance in an evacuation. Information is available on [Staff Connect](#).
9. **Symptoms** Be mindful that symptoms of illness and disability can vary with stress and fatigue, and that some disability and illness is cyclical.
10. **Equitable** Provide students with multiple options and opportunities to demonstrate inherent requirements of the course. [Read about ideas to support diversity in the classroom](#).