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Dear Higher Education Standards Panel,

I am writing to express strong support for embedding Universal Design for Learning (UDL) within higher education quality standards. As a framework for teaching and learning that guides the design of accessible, inclusive learning environments, UDL can reduce barriers and increase access for students and faculty across higher education institutions ([CAST, 2026](#)). Schools and institutions of higher education throughout the U.S. and abroad are embarking on UDL initiatives, and major federal policies—such as the Higher Education Opportunity Act and the 2024 National Education Technology Plan—explicitly reference UDL as a core framework for inclusive design. CAST’s [UDL in Public Policy resource](#) illustrates how UDL is embedded across K–12, higher education, educational technology, and workforce development initiatives, demonstrating a robust and increasing national commitment to inclusive design.

A growing body of evidence from research in higher education highlights the benefits of UDL for students and faculty alike: UDL strengthens equitable access to learning, improves student engagement, and improves post-secondary educators’ capacity to design instruction to meet students’ needs (please see [CAST’s Evidence and Benefits of UDL](#) for additional details and research references).

Given this strong evidence base and demonstrated national momentum, integrating UDL into Australian higher education standards would strengthen accessibility, improve learning outcomes, and align the sector with globally recognized best practice.

Kind regards,

A handwritten signature in black ink, appearing to read 'Lindsay Jones'.

Lindsay Jones  
CEO

**References**

CAST. (2024). UDL in public policy. <https://www.cast.org/resources/udl-in-public-policy/>

CAST. (2026). Evidence and benefits of UDL. <https://www.cast.org/what-we-do/evidence/>

CAST. (2026). Universal Design for Learning. <https://www.cast.org/what-we-do/universal-design-for-learning/>