Inclusive Practical Learning Framework and Toolkit

Supporting the review and continuous enhancement of accessibility, participation, inclusion and belonging in practical learning environments

For laboratories, workshops, studios, simulation, computational activities, fieldwork, placements and other practice-based learning settings

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Acronyms and abbreviations

The following acronyms and abbreviations are used in this toolkit:

Acronym	Meaning
AHEP	Accreditation of Higher Education Programmes (Engineering Council)
EEE	Department of Electrical Engineering and Electronics
H/M/L	High / Medium / Low priority levels (used in action planning)
IT	Information Technology
OfS	Office for Students
PPE	Personal protective equipment
QAA	Quality Assurance Agency for Higher Education
UKPSF	UK Professional Standards Framework (Advance HE)

1. Purpose, audience and scope

What is the Framework and Toolkit?

The Inclusive Practical Learning Framework and Toolkit support staff in identifying, reducing and removing barriers to accessibility, participation, inclusion and belonging in practical learning environments. Practical learning environments include laboratories, workshops, studios, simulation, computational activities, fieldwork, placements, and other settings where students learn through active participation and practice.

The Framework provides a conceptual structure for inclusive practical learning through three interconnected dimensions and eight review domains. The Toolkit translates this into practical checklists and review tools to help staff identify barriers, consider evidence and plan improvements. Together, they support proactive design, delivery and review of practical learning environments so that all students can participate safely, confidently and meaningfully.

The Framework is organised around three interconnected dimensions:

1. **Environment and Access**
2. **Participation and Learning**
3. **Belonging and Partnership**

These dimensions form the basis for the eight review domains and corresponding checklists. Rather than focusing solely on compliance, the Framework and Toolkit support continuous enhancement and can be adapted across Schools, Departments, programmes and disciplines.

> **Scope**
> The Framework and Toolkit are intended to be adaptable to different practical learning environments and disciplines. Subject-specific examples should be adapted to reflect local spaces, equipment, software, activities, assessment methods and professional requirements.
>
> The Toolkit complements, rather than replaces, local policies and processes relating to health and safety, accessibility, assessment, placement learning and reasonable adjustments.

Who is it for?

The toolkit is intended for academic developers, educational developers, placement coordinators, module coordinators, programme leaders, demonstrators, facilitators, technicians, learning technologists, accessibility and disability support staff, and professional services staff involved in designing, delivering, supporting or managing practical learning activities. It also supports collaborative review across teaching, technical, accessibility and professional services teams, with students involved as co-creators or partners wherever possible.

When should it be used?

- Before a new or redesigned practical activity begins.
- During design, validation or approval of new practical modules or programmes.
- After significant changes to spaces, equipment, software, assessment or delivery.
- When student feedback, evaluation or an incident identifies a potential barrier.
- During periodic module, programme or quality-enhancement review.

2. Development and underpinning principles

How was it developed?

The Framework and Toolkit were developed through a student–staff partnership within practical learning environments in the Department of Electrical Engineering and Electronics (EEE) at the University of Liverpool. Three undergraduate students worked alongside three academic staff as student co-creators, exploring how accessibility, participation and belonging were experienced in EEE practical learning environments.

The development process brought together accessibility audits of EEE laboratories, a student survey and focus groups, allowing both the physical environment and students' lived experiences to inform the Framework. Approximately 600 EEE students were invited to the survey, with 72 responses (12% response rate). A further 13 students participated in three 45-minute focus groups, facilitated independently to support open discussion. The project received ethical approval prior to data collection.

Students and staff collaboratively considered the findings to identify barriers, areas for improvement and recommendations for more accessible, inclusive and meaningful practical learning experiences. These informed the Framework and Toolkit, which were subsequently refined through the student–staff partnership.

Although developed within an EEE context, the Framework and Toolkit are intended to be adaptable across different practical learning environments, disciplines and professional settings. The principles and review domains can be adapted to reflect different contexts and needs.

Principles underpinning the toolkit

The Toolkit is based on six principles that inform the design, delivery and review of practical learning environments. They draw on established approaches to accessibility and inclusive education (Hockings, 2010), student partnership and belonging, while recognising the academic, professional and safety requirements of practical learning.

The principles were developed through the student–staff partnership, informed by the laboratory audit, survey and focus-group findings, and mapped against established literature and frameworks. Together, they provide the underpinning values and approaches for the Framework and its eight review domains.

The six principles are:

1 **Proactive Design**
Inclusive practice should be embedded at the design stage rather than added in response to barriers or individual adjustments. This reflects the anticipatory approach to accessibility within the Equality Act 2010 and the principles of Universal Design for Learning (CAST, 2024).

2 **Accessibility benefits all learners**
Designing for accessibility improves clarity, usability and participation for all students, not only those with identified support needs. This aligns with the Universal Design for Learning approach, which encourages flexible learning environments that anticipate learner variability (CAST, 2024).

3 **Student partnership is essential**
Students are active partners in identifying barriers and shaping inclusive practical learning environments. Meaningful partnership draws on students' lived experiences and can contribute to more responsive educational practices (Healey, Flint and Harrington, 2014). This approach is well established in the students-as-partners literature (Cook-Sather, Bovill and Felten, 2014).

4 **Belonging supports participation and success**
Practical learning environments should promote inclusion, confidence and a sense of belonging, enabling students to participate and succeed. A strong sense of belonging is associated with students' engagement, persistence and success in higher education (Strayhorn, 2019; Thomas, 2012).

5 **Continuous reflection and enhancement**
Inclusive practice requires ongoing reflection and improvement rather than one-off compliance. The Toolkit supports regular review and enhancement as learning environments, technologies, curricula and student needs change. This aligns with the UK Professional Standards Framework's emphasis on evaluating and enhancing professional practice (Advance HE, 2023).

6 **Balance inclusion with academic and professional requirements**
Barriers should be removed wherever possible while maintaining essential learning outcomes, professional requirements and safety standards. Inclusive practice should support meaningful participation and meet relevant accessibility and inclusion requirements without compromising essential academic, professional, technical or safety requirements. The specific requirements will vary across disciplines and professional contexts. For example, in engineering, the Engineering Council's Accreditation of Higher Education Programmes (AHEP) requires accredited programmes to meet prescribed learning outcomes, including those relating to safety (Engineering Council, 2020).

These principles provide the basis for the Framework, which organises areas for review into three interconnected dimensions and eight domains.

3. The Inclusive Practical Learning Framework

An inclusive practical learning environment is shaped by physical, digital, pedagogical, social and organisational factors. The Framework brings these together through three interconnected dimensions, recognising that accessibility, participation and belonging are closely connected aspects of the student experience.

1. Environment and Access

This dimension considers the physical, digital and organisational conditions that enable students to participate safely, independently and equitably in practical learning.

It includes:

- Physical Space
- Teaching Materials and Digital Resources
- Inclusive Fieldwork and Off-site Activities

2. Participation and Learning

This dimension focuses on how students engage with learning activities, develop knowledge and skills, and demonstrate achievement through inclusive curriculum and assessment practices.

It includes:

- Curriculum Content
- Assessment Practices
- Staff and Facilitator Development

3. Belonging and Partnership

This dimension recognises that students learn most effectively when they feel respected, included and able to contribute to the learning community. It also emphasises shared responsibility for continuous enhancement through student partnership.

It includes:

- Inclusive Participation and Belonging
- Student Voice and Continuous Improvement

The three dimensions are developed through eight review domains, which provide practical areas for reflection, evaluation and enhancement.

4. The Review Domains

The eight review domains provide practical areas for reflection, evaluation and enhancement. Each domain aligns most closely with one of the Framework's three dimensions, while recognising that the domains are interconnected. Considering them collectively can help identify how different aspects of the practical learning environment influence accessibility, participation and belonging

Environment and Access

1. PHYSICAL SPACE

The physical environment shapes how safely, independently and confidently students can participate in practical learning.

Key considerations:

- Accessible entrances, routes and circulation space (e.g., space to move safely around benches, equipment and exits)
- Availability of adjustable or alternative workstations where appropriate
- Safe and equitable access to equipment, materials and PPE
- Clear signage and wayfinding (including exit labels, safety cautions, power on/off instructions and labels on materials and equipment)
- Sensory environment (e.g., lighting, noise levels and layout)
- Inclusive emergency evacuation and safety procedures
- Access to assistive technologies where appropriate

Environment and Access

2. TEACHING MATERIALS AND DIGITAL RESOURCES

Learning materials and digital resources should enable students to prepare for, engage with, and succeed in practical learning.

Key considerations:

- Clear structure and organisation of materials
- Accessible formats and compatible digital resources (e.g., screen-reader compatible documents, tagged PDFs, videos)
- Timely release of materials for preparation and engagement
- Accessible software and online systems
- Captions and accessibility features for multimedia content
- Clear instructions, templates and guidance
- Avoidance of unnecessary assumptions about prior knowledge
- Early opportunity to identify prior knowledge and support needs (e.g., 'getting to know the learner' survey or introductory session)

The Review Domains (continued)

Environment and Access

3. INCLUSIVE FIELDWORK AND OFF-SITE ACTIVITIES

Fieldwork and off-site learning should be designed to enable equitable participation wherever possible.

Key considerations:

- Proactive planning for accessibility and inclusion (e.g., step-free routes, accessible transport, rest points and alternatives to physically demanding activities)
- Consideration of travel, cost and logistical barriers
- Inclusive risk assessment and safety planning
- Clear communication of expectations and support arrangements
- Alternative or equivalent learning opportunities where appropriate (e.g., where a learner cannot take part in a field activity because of access, health, safety, caring or religious reasons)
- Consideration of wellbeing, cultural, religious and personal safety needs

Participation and Learning

4. CURRICULUM CONTENT

Curriculum content should be structured to support progression from foundational understanding to applied practice.

Key considerations:

- Logical sequencing and scaffolding of learning
- Clear explanation of technical language and terminology (supported by glossaries or short pre-session primers where helpful)
- Recognition of diverse prior knowledge and experience
- Strong links between theory, practice and assessment
- Authentic, real-world and professional contexts
- Inclusion of diverse perspectives where appropriate (e.g., diverse case studies, examples and professional role models)

The Review Domains (continued)

Participation and Learning

5. ASSESSMENT PRACTICES

Assessment should enable students to demonstrate achievement of learning outcomes fairly while maintaining academic and professional standards.

Key considerations:

- Clear assessment requirements and criteria provided in advance
- Transparent marking criteria or rubrics
- Opportunities to understand expectations and standards
- Consistent application of reasonable adjustments
- Inclusive approaches to individual and group assessment
- Choice of assessment formats (e.g., written coursework, presentation or video), assessed against the same criteria, where appropriate
- Clear, timely and constructive feedback
- Students are supported to make effective use of feedback (e.g., through a short session or recorded guidance on understanding feedback and acting on it)
- Removal of unnecessary barriers unrelated to learning outcomes

Participation and Learning

6. STAFF AND FACILITATOR DEVELOPMENT

Staff confidence and shared understanding are essential for consistent inclusive practice.

Key considerations:

- Access to relevant training and guidance
- Shared understanding of accessibility and inclusion principles
- Consistent briefing of staff, demonstrators and facilitators
- Clear escalation and support processes
- Opportunities for reflection and peer discussion, supported by prompts for reflection to support consistency
- Alignment of practice across teams

The Review Domains (continued)

Belonging and Partnership

7. INCLUSIVE PARTNERSHIP AND BELONGING

Inclusive participation supports engagement, confidence and a sense of belonging in practical learning environments.

Key considerations:

- Clear expectations for participation and respectful behaviour
- Inclusive group work and collaboration practices
- Opportunities for equitable contributions from all students
- Equitable access to resources (equipment, materials, software and support) so that all students can contribute fully
- Support for confidence-building and participation development
- Awareness of communication barriers and preferences
- Clear routes to support and reporting mechanisms

Belonging and Partnership

8. STUDENT VOICE AND CONTINOUS IMPROVEMENT

Student feedback and partnership are central to improving inclusive learning.

Key considerations:

- Accessible and varied methods for collecting feedback, including anonymous options to encourage honest feedback
- Feedback collected at meaningful points in the learning cycle
- Inclusion of under-represented student experiences (e.g., targeted invitations, student partnership roles and anonymous feedback routes)
- Opportunities for student co-design and partnership (co-design: learners help shape activities before they run; partnership: learners share ongoing decisions about delivery and review)
- Clear communication of action/s taken in response to feedback
- Ongoing evaluation of changes, informed by student feedback

5. Using the Toolkit

The Toolkit provides practical checklists to review learning environments, identify barriers and plan improvements. It is organised around the three Framework dimensions and eight review domains:

- **Environment and Access:** Domains 1–3
- **Participation and Learning:** Domains 4–6
- **Belonging and Partnership:** Domains 7–8

Numbering links the dimensions, domains, checklists and action plans. Colour coding supports navigation alongside written labels.

Review Process:

Select	Choose relevant domain checklist for the practical activity being reviewed.
Review	Review collaboratively where possible, including students and relevant academic, technical and support staff
Record	Document evidence, observations, barriers and actions
Plan	Assign responsibility, target dates and success measures
Monitor	Review progress through ongoing module, programme or activity review
Reflect	Use findings to inform future inclusive design and delivery

Checklist rating system:

Each checklist item should be assessed against current practice, using available evidence to support the judgement. Select the status that best reflects the current position.

Status	Meaning	Action
Effective practice	Practice is established, consistently applied, and supports inclusive learning.	Maintain and share effective practice.
Needs improvement	Practice is in place but inconsistent or could be strengthened.	Identify and implement improvements.
Action required	A significant barrier or gap is present, or practice is not yet implemented.	Prioritise action and assign responsibility.
Not applicable	The item does not apply to this activity, environment or module.	Record a brief reason where appropriate.

Important: Any immediate health, safety, safeguarding or accessibility risk should be escalated through the relevant local process rather than recorded solely within the toolkit.

1. Physical Space Checklist

Activity / module: _____	Reviewer(s): _____	Review date: _____	Next review: _____

Why this matters: The physical environment directly affects how safely, independently and confidently students can participate in practical learning. Barriers in layout, equipment access or sensory conditions can unintentionally exclude students or increase risk.

Reflective questions:

- Can all students access and move through space safely and independently?
- Are equipment, materials, PPE and safety information accessible and clearly located?
- Have sensory needs been considered? Are accessibility and evacuation procedures inclusive and clearly communicated?

Checklist item	Effective practice	Needs improvement	Action required	Not applicable	Evidence / notes / agreed action
1.1 Accessible entrances and entry points are available	☐	☐	☐	☐	
1.2 Clear circulation routes and emergency exits are maintained	☐	☐	☐	☐	
1.3 Adjustable or alternative workstations are available where appropriate	☐	☐	☐	☐	
1.4 Equipment, materials, PPE and storage are accessible	☐	☐	☐	☐	
1.5 Signage and safety information are clear and visible	☐	☐	☐	☐	
1.6 Lighting, noise levels and sensory environment are appropriate	☐	☐	☐	☐	
1.7 Assistive technologies and accessibility supports are available	☐	☐	☐	☐	
1.8 Risk assessments include accessibility and evacuation considerations	☐	☐	☐	☐	

2. Teaching Materials and Digital Resources Checklist

Activity / module: _____	Reviewer(s): _____	Review date: _____	Next review: _____

Why this matters: Accessible and well-structured learning materials enable students to prepare for, engage in and succeed within practical learning. Barriers often arise when resources are unclear, inconsistent, inaccessible or released too late.

Reflective questions:

- Can students easily find and navigate the materials they need?
- Are resources accessible in format, structure and timing? Do materials support a range of prior knowledge and experience?
- Are digital tools, platforms and software accessible and usable?

Checklist item	Effective practice	Needs improvement	Action required	Not applicable	Evidence / notes / agreed action
2.1 Core learning resources are clearly organized and easy to locate	☐	☐	☐	☐	
2.2 Ground rules and expectations are agreed with learners at the start of the course, so learners know what to expect	☐	☐	☐	☐	
2.3 Materials are released in time to support preparation and engagement	☐	☐	☐	☐	
2.4 Documents and resources are available in accessible formats	☐	☐	☐	☐	
2.5 Instructions, templates and guidance are well-structured	☐	☐	☐	☐	
2.6 Materials are provided in appropriate multiple formats where possible	☐	☐	☐	☐	

Checklist item	Effective practice	Needs improvement	Action required	Not applicable	Evidence / notes / agreed action
2.7 Videos and multimedia content are accessible and captioned	☐	☐	☐	☐	
2.8 Required software and systems are accessible and usable	☐	☐	☐	☐	
2.9 Content does not assume uniform prior knowledge or experience	☐	☐	☐	☐	
2.10 A 'getting to know the learner' survey or introductory session is used at the start of the course to gauge prior knowledge and support needs	☐	☐	☐	☐	
2.11 Links, pages, and resources are accurate and maintained	☐	☐	☐	☐	

3. Inclusive Fieldwork and Off-site Activities Checklist

Activity / module: _____	**Reviewer(s):** _____	**Review date:** _____	**Next review:** _____

Why this matters: Fieldwork and off-site activities can introduce additional barriers related to access, cost, travel, safety and wellbeing. Inclusive planning ensures that all students can participate meaningfully wherever possible.

Reflective questions:

- Have accessibility and inclusion been considered in planning from the outset?
- Are travel, cost and logistical barriers identified and addressed where possible?
- Are students able to participate safely and equitably?
- Are alternative or equivalent learning opportunities available when needed

Checklist item	Effective practice	Needs improvement	Action required	Not applicable	Evidence / notes / agreed action
3.1 Accessibility is considered during planning from the outset	☐	☐	☐	☐	
3.2 Inclusion (participation, communications and support needs) is considered during planning from the outset	☐	☐	☐	☐	
3.3 Travel, transport and logistics are accessible where possible	☐	☐	☐	☐	
3.4 Costs are communicated clearly and minimised where possible	☐	☐	☐	☐	
3.5 Risk assessment includes accessibility and inclusion consideration	☐	☐	☐	☐	
3.6 Health, safety and emergency procedures are inclusive	☐	☐	☐	☐	

Checklist item	Effective practice	Needs improvement	Action required	Not applicable	Evidence / notes / agreed action
3.7 Alternative or equivalent learning activities are available where possible	☐	☐	☐	☐	
3.8 Students are informed of support arrangements in advance	☐	☐	☐	☐	
3.9 Wellbeing, cultural, religious and personal-safety needs are considered	☐	☐	☐	☐	

4. Curriculum Content Checklist

Activity / module: _____	Reviewer(s): _____	Review date: _____	Next review: _____

Why this matters: Curriculum content shapes how students build understanding and apply knowledge in practical learning environments. Clear structure, appropriate sequencing and inclusive content design help ensure all students can engage effectively.

Reflective questions:

- Is the content logically structured and appropriately sequenced?
- Does the content support progression from foundational to applied learning?
- Are technical terms and concepts clearly explained?
- Does the curriculum reflect a range of prior knowledge and experience?

Checklist item	Effective practice	Needs improvement	Action required	Not applicable	Evidence / notes / agreed action
4.1 Content is sequentially structured and clearly organised	☐	☐	☐	☐	
4.2 Learning is scaffolded from foundational to applied concepts	☐	☐	☐	☐	
4.3 Technical language and terminology are clearly explained	☐	☐	☐	☐	
4.4 Content acknowledges diverse prior knowledge and experience	☐	☐	☐	☐	
4.5 Curriculum links clearly to practical application and assessment	☐	☐	☐	☐	
4.6 Real-world and professional contexts are included where appropriate	☐	☐	☐	☐	
4.7 Diverse perspectives are included where appropriate	☐	☐	☐	☐	

5. Assessment Practices Checklist

Activity / module: _____	Reviewer(s): _____	Review date: _____	Next review: _____

Why this matters: Assessment should enable students to demonstrate achievement of intended learning outcomes fairly and consistently, while maintaining academic and professional standards. Barriers should be avoided where they are not directly related to the learning outcomes.

Reflective questions:

- Are assessment requirements and expectations clearly communicated in advance?
- Do students understand how their work will be assessed?
- Can students demonstrate achievement of learning outcomes without unnecessary barriers?
- Are reasonable adjustments applied consistently?

Checklist item	Effective practice	Needs improvement	Action required	Not applicable	Evidence / notes / agreed action
5.1 Assessment tasks are clearly explained and accessible	☐	☐	☐	☐	
5.2 Learning outcomes are clearly aligned with assessment criteria	☐	☐	☐	☐	
5.3 Marking criteria or rubrics are provided in advance	☐	☐	☐	☐	
5.4 Students are supported to understand expectations and standards	☐	☐	☐	☐	
5.5 Reasonable adjustments are applied consistently and appropriately	☐	☐	☐	☐	
5.6 Assessment design supports fair group and individual contributions	☐	☐	☐	☐	

Checklist item	Effective practice	Needs improvement	Action required	Not applicable	Evidence / notes / agreed action
5.7 Different assessment formats (e.g., coursework, presentation or video) are offered against the same criteria where appropriate	☐	☐	☐	☐	
5.8 Assessment avoids barriers unrelated to learning outcomes	☐	☐	☐	☐	
5.9 Feedback is clear, constructive and provided in a timely manner	☐	☐	☐	☐	
5.10 Students are supported to make effective use of feedback (e.g., through a session or recorded guidance)	☐	☐	☐	☐	
5.11 Students are signposted to academic support where appropriate	☐	☐	☐	☐	

6. Staff and Facilitator Development Checklist

Activity / module: _____	Reviewer(s): _____	Review date: _____	Next review: _____

Why this matters: Inclusive practical learning environments depend on staff confidence, shared understanding and consistent practice. Staff development ensures that inclusive approaches are embedded across teaching, technical and support roles.

Reflective questions:

- Do staff have access to relevant training and guidance on inclusive practice?
- Is there a shared understanding of accessibility and inclusion across the team?
- Are staff roles, responsibilities and support processes clearly understood?
- Is inclusive practice discussed and reviewed within teams?

Checklist item	Effective practice	Needs improvement	Action required	Not applicable	Evidence / notes / agreed action
6.1 Staff are signposted to relevant inclusion and accessibility training	☐	☐	☐	☐	
6.2 Staff understand local support processes and escalation routes	☐	☐	☐	☐	
6.3 Inclusive practice is discussed within teaching and delivery teams	☐	☐	☐	☐	
6.4 Demonstrators, facilitators and support staff are appropriately briefed	☐	☐	☐	☐	
6.5 Staff have opportunities to reflect on inclusive practice	☐	☐	☐	☐	
6.6 Prompts for reflection are provided to staff to support consistent reflection on inclusive practice	☐	☐	☐	☐	

Checklist item	Effective practice	Needs improvement	Action required	Not applicable	Evidence / notes / agreed action
6.7 Communication is consistent across teaching and support teams	☐	☐	☐	☐	
6.8 Roles, responsibilities, and escalation routes are clearly defined	☐	☐	☐	☐	

7. Inclusive Participation and Belonging Checklist

Activity / module: _____	Reviewer(s): _____	Review date: _____	Next review: _____

Why this matters: Inclusive participation supports engagement, confidence and a sense of belonging in practical learning environments. Students are more likely to succeed when they feel able to contribute safely, respectfully and meaningfully.

Reflective questions:

- Do all students feel able to participate and ask questions?
- Are participation expectations clear and consistently applied?
- Are group and collaborative activities inclusive and well supported?
- Do students feel respected and included within the learning environment?

Checklist item	Effective practice	Needs improvement	Action required	Not applicable	Evidence / notes / agreed action
7.1 Clear expectations for participation and respectful behaviour are set	☐	☐	☐	☐	
7.2 Group work and collaboration are structured to support inclusion	☐	☐	☐	☐	
7.3 All students have equitable opportunities to contribute	☐	☐	☐	☐	
7.4 All students have equitable access to the resources (equipment, materials, and digital tools) needed to participate	☐	☐	☐	☐	
7.5 Support is available for confidence-building and participation	☐	☐	☐	☐	
7.6 Communication barriers and preferences are considered	☐	☐	☐	☐	
7.7 Staff and facilitators are approachable and supportive	☐	☐	☐	☐	

Checklist item	Effective practice	Needs improvement	Action required	Not applicable	Evidence / notes / agreed action
7.8 Students are aware of support service and reporting routes	☐	☐	☐	☐	
7.9 Participation methods support different communication styles and needs	☐	☐	☐	☐	

8. Student Voice and Continuous Improvement Checklist

Activity / module: _____	Reviewer(s): _____	Review date: _____	Next review: _____

Why this matters: Student feedback and partnership are essential to identifying barriers and continuously improve inclusive practice in practical learning. Continuous improvement depends on listening to student experience and acting on it.

Reflective questions:

- Are students able to provide feedback in accessible and varied ways?
- Is feedback collected in meaningful points in the learning process?
- Are under-represented student experiences actively considered?
- Do students know how their feedback has informed changes?

Checklist item	Effective practice	Needs improvement	Action required	Not applicable	Evidence / notes / agreed action
8.1 Feedback is collected at appropriate points in the learning cycle (e.g., after the first practical session, mid-module and end of module)	☐	☐	☐	☐	
8.2 Students can provide feedback in accessible and varied methods, including anonymous options	☐	☐	☐	☐	
8.3 Feedback addresses accessibility, participation and belonging	☐	☐	☐	☐	
8.4 Experiences of under-represented groups are actively sought and considered (e.g., through targeted invitations, student partnership roles and anonymous feedback routes)	☐	☐	☐	☐	
8.5 Students are involved in co-design and/or review where appropriate	☐	☐	☐	☐	

Checklist item	Effective practice	Needs improvement	Action required	Not applicable	Evidence / notes / agreed action
8.6 Actions from feedback are recorded, assigned and tracked	☐	☐	☐	☐	
8.7 Students are informed about changes made in response to feedback	☐	☐	☐	☐	

6. Student Feedback Question Bank

Student feedback provides valuable insight into barriers, inclusion and opportunities to improve practical learning. A balanced mix of quantitative and qualitative questions should be used, ensuring feedback is accessible and inclusive.

Example quantitative questions

Question	Rating
Practical instructions are clear and easy to follow	1 2 3 4 5
I feel comfortable asking questions	1 2 3 4 5
I feel comfortable requesting help	1 2 3 4 5
I can access the equipment, materials and resources I need	1 2 3 4 5
Assessment expectations are clear	1 2 3 4 5
I feel included within practical sessions	1 2 3 4 5
I feel respected within practical sessions	1 2 3 4 5
Overall, I am satisfied with my experience of practical learning	1 2 3 4 5

Response scale: 1 = Strongly disagree, 2 = Disagree, 3 = Neither agree nor disagree, 4 = Agree, 5 = Strongly agree

Example qualitative questions

- What helped your learning in practical sessions?
- What barriers did you experience (if any)?
- What could be improved to support your participation or understanding?
- How could your experience be made more inclusive or accessible?

Close the feedback loop
Communicate clearly with students on what feedback was received, what actions will be taken (or changes cannot be made), who is responsible for actions and when progress will be reviewed.

7. Action Planning and Accountability

Use the outcomes of the checklist to identify strengths and areas for improvement, and to agree a manageable set of actions. Actions should be prioritised based on impact, urgency and feasibility. Action planning process includes:

1	Identify strengths and areas for improvement from the checklist, including impact on student experience.
2	Prioritise actions based on impact, urgency and feasibility
3	Agree actions, responsibilities, timelines, success measures, and how outcomes will be communicated to students.
4	Monitor progress and use outcomes to improve future practice and inform students of changes made.

Example of Action planning template

Area / domain	Issue and evidence	Priority	Agreed action	Owner	Target date	Success measure	Progress / review
		H / M / L					
		H / M / L					
		H / M / L					
		H / M / L					

8. Useful supporting information

This section provides internal and external guidance that supports the implementation of this toolkit. These should be reviewed periodically and supplemented with local School, Department or programme-specific resources where appropriate.

Internal Institutional Frameworks

- Liverpool 2031 Strategic Framework
- Liverpool Learning Framework
- Liverpool Leadership Commitment Framework
- Liverpool Access and Participation Plan
- Inclusive Curriculum and Equality Impact Assessment
- Student Services
- IT Services

External Frameworks and Standards

National and international frameworks that inform inclusive practice in higher education:

- Advance HE UK Professional Standards Framework for Teaching and Supporting Learning in Higher Education
- Office for Students Equality of Opportunity Risk Register
- Quality Assurance Agency (QAA) for Higher Education
- Advance HE Equality Charters
- Equality Act 2010
- Engineering Council Accreditation of Higher Education Programmes

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Document control

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