



## INCLUSIVE EDUCATION FRAMEWORK

### 1. INTRODUCTION

Inclusivity is at the heart of [Our Future: Keele University Strategy](#). This inclusive education framework reflects our commitment to ensure that all students, including those with protected characteristics and beyond, can participate and thrive in every aspect of the educational experience and process.

We recognise the legal and regulatory duty of educators to maximise success by proactively identifying and removing barriers to learning, participation and engagement. We intentionally create positive, engaging and socially cohesive learning environments that ensure all students can feel a sense of personal value and belonging.

We strive to remove barriers to learning, celebrate diversity and create a sense of community and a sense of belonging for all students. This includes a commitment to mainstream traditional reasonable adjustments to ensure that individual adjustments become the exception and not the rule. The values that we demonstrate and embed in our learning environments are those that our graduates will take with them into society.

#### 1.1 Purpose

**1.1.1** This framework provides a basis for multiple Codes of Practice, Guidance, Policy, Procedure and Strategy documents to clarify and strengthen our commitment to an inclusive education experience for every student. Collectively, this framework and associated documentation sets out the minimum requirements our students can expect and points to examples of good practice and aspirational aims that ensure every student has an equal opportunity to achieve their full potential.

**1.1.2** The framework recognises the need to proactively identify and eliminate barriers imposed to learning with respect to protected characteristics, prior experiences, and personal identity. Many of the challenges faced by marginalised groups are often experienced in some degree by other students. Mainstreaming reasonable adjustments, creating a sense of belonging for all students, and considering the changing needs of a diverse student group will benefit all and ensure that each student has the maximum opportunity to thrive and succeed.

**1.1.3 [The Equality Act 2010](#)** places a legal duty upon universities to make reasonable adjustments for staff, students, and service users in relation to:

- A provision, criteria, or practice (for example, admission criteria, curriculum design, teaching practice, assessment requirements).
- Physical features (for example, access to lecture theatres, laboratories, libraries).
- Auxiliary aids (for example, hearing loops, learning materials in accessible formats, support worker).

This duty remains anticipatory. That means that all staff involved in the learning and teaching process are legally required to proactively identify and remove potential barriers to learning and academic success before they become discriminatory.

## 1.2 Scope

**1.2.1** This framework is intended to cover all aspects of educational practice at Keele University. All staff involved in the learning and teaching process are required to ensure that the principles and expectations set out in this framework of inclusive education are built-in to the design and implementation of all teaching activities, learning resources, and assessments in fulfilment of their legal, statutory duties.

**1.2.2** This framework adopts a broad and intersectional approach to inclusion, recognising that students will affiliate and express multiple characteristics that shape their lived experience of discrimination, inequality, and privilege.

## 2. FRAMEWORK

### 2.1 Principles

**2.1.1** The framework identifies five key principles to be applied when considering curriculum design, delivery, and assessment.

**2.1.2 Anticipatory action.** All staff involved in the preparation, curation and delivery of teaching materials and experiences proactively address the needs of our diverse student body and plan accordingly. This includes reference to the protected characteristics defined in the Equality Act 2010 (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation) and goes beyond that. For example, we also consider the needs of students with undiagnosed disability, first-in-family to attend University, students from different cultural environments and backgrounds, lower socio-economic groups, or whose personal circumstances may impact on their success or experience.

**2.1.3 Accessibility.** All programmes are designed to ensure that all learners can flourish and achieve their full potential free from prejudiced attitudes and unlawful discrimination. Staff anticipate and proactively identify potential barriers to learning and seek to ensure that all learners can access their curriculum regardless of protected characteristics, health and wellbeing, privilege, or background. Teaching materials and activities are delivered to promote active learning and uses a multi-modal approach that scaffolds learning and adheres to [Keele Learning Principles](#).

**2.1.4 Celebrating diversity.** Students who relate to their curriculum are more likely to be motivated and to succeed. Teaching and assessment materials are fully representative of diverse student characteristics, lived experiences, and cultural perspectives, identifying and acknowledging structural power imbalance and building on individual learner strengths.

**2.1.5 Building belonging.** The literature clearly evidences the positive correlation between sense of belonging and both student success and student wellbeing. Teaching and learning environments, both physical and online, are safe spaces that respect individuality, empower student voice, and allow learners to make mistakes and ask for help and support without fear of judgement or humiliation.

**2.1.6 Maximising success and student attainment.** Assessment can be flash points that cause unnecessary stress, anxiety, self-doubt, and fatigue. Therefore, assessment is designed at programme level to be purposefully diverse and flexible. Assessment and marking processes are transparent, aim to consolidate learning, develop [Keele's Graduate Attributes](#), and adhere to the principles and expectations set out in our [Assessment and Feedback Code of Practice](#).

## 2.2 Identifying Potential Barriers to Learning

**2.2.1** There is evidence in the literature that specific student characteristics, lived experiences and cultural backgrounds and identity can raise potential barriers to learning. This is summarised in the [equality of opportunity risks register](#) (EORR) provided by the Office for Students, and underpins our approach to [Access and Participation Planning](#).

**2.2.2** Keele University recognises the need to acknowledge and ameliorate common barriers in educational practice in-line with our commitment to Access and Participation Planning.

## 2.3 Minimum Requirements and Good Practice

**2.3.1** Different modes of delivery and learning environments present unique challenges that require specific consideration in terms of inclusive practice. For example, Keele University recognises the need to acknowledge and ameliorate

common barriers in educational practice for each of the activities listed below. A link is provided to a bespoke toolkit for each of these activities. Each toolkit includes an expectations table that defines the minimum expectations that all staff must adhere to, good practice that should be implemented following relevant training or within 2 years, whichever comes first, and examples of aspirational practice. Each toolkit will also provide relevant literature, guidance and resources for staff and students where appropriate.

**2.3.2** Assessment and feedback.

**2.3.3** Communicating with students.

**2.3.4** Fieldwork and placements.

**2.3.5** Group work.

**2.3.6** Large lectures and seminars.

**2.3.7** Laboratories.

**2.3.8** Student presentations.

**2.3.9** Transitions

**2.3.10** Digital learning environments.

## **2.4 Monitoring Compliance**

**2.4.1** The principles of inclusive education outlined in this framework will be fully embedded in the learning and curriculum design processes and reflected in both the validation and revalidation of new and existing programmes.

**2.4.2** Module managers/leads include a statement in the module handbook to clarify how the chosen delivery methods have been designed according to the principles of inclusive delivery.

**2.4.3** Module managers/leads will provide assessment briefs that contain a section clarifying how each assignment has been developed to promote inclusivity. Note, this may not be possible with external assessments.

**2.4.4** End-of-module reviews and annual programme reviews will reflect on potential barriers to learning and state what provision has been made to uphold the values of inclusive practice.

**2.4.5** Monitoring compliance and identifying best practice in the implementation of the inclusive education framework will form part of the peer reflection process.

**2.4.6** Students will be invited to comment on the effectiveness of measures taken to implement the inclusive education framework through inclusion in both the student module evaluation and Student Voice processes.

**2.4.7** Instances of perceived non-compliance will be escalated to line managers and included in Staff Performance Review and Enhancement (SPRE).

## **2.5 Keele Initiatives**

### **2.5.1 [Access and participation planning.](#)**

[Access and Participation Plans \(APP's\)](#) set out how a higher education provider will improve equality of opportunity for students, to ensure that all students have the same opportunity to access, succeed in, and progress from higher education, no matter their background.

Higher education providers wanting to charge above the basic tuition fee cap, are required to have an APP in place which is regulated by the Office for Students. Plans include a provider's [risks to equality of opportunity](#) relevant to their context, their ambition for change and how they expect to achieve this with commitment to intervention strategies and whole provider approaches. Plans also include an overview of how work will be evaluated, and the financial investment committed by a provider to the work over the APP coverage period.

### **2.5.2 Allyship, advocacy and mentoring.**

Keele University encourages all staff and students to act as allies and advocates, becoming active bystanders to intervene or challenge when they witness discriminatory behaviour or language.

Mentors offer advice and coaching to all students. Keele University offers both [Academic Mentoring](#) and [Peer Support](#) to all students on taught programmes.

### **2.5.3 [Decolonising the curriculum.](#)**

Inclusive education ensures the student journey and experience for all Keele students - including its minority group students - is optimally beneficial and productive. Keele teaching is proud to be research-led, and therefore we promote and engage with decolonising its curriculum, its research, and even its libraries. We are decolonising within our classrooms and beyond. Decolonising matters because knowledge (construction and legitimisation) in higher education has for too long been dominated by just a small section of elites, who come from a relatively homogenous background (predominantly male, white, middle- or upper-class), making education

exclusive and excluding. Decolonising involves an interrogation of what constitutes knowledge, who is authorised to validate it, what type of knowledge is excluded, where knowledge is produced, and by whom. Decolonising involves ensuring we hear from diverse parts of the world, from diverse voices and groups, and that we teach and research in ways which are less discriminatory and more genuinely collaborative and co-creative.

#### **2.5.4 [Reasonable adjustments](#).**

Inclusive education acknowledges the need to remove barriers for all students. We strive to mainstream reasonable adjustments where appropriate and offer a range of reasonable adjustments for students with a diagnosed disability where mainstreaming is not yet possible.

### **3. ROLES AND RESPONSIBILITIES**

#### **3.1 All Staff Involved in Teaching**

**3.1.1** All members of staff involved in the design, delivery and assessment of teaching and learning activities are required to comply with the principles and expectations set in this framework. All academic members of staff are required to undergo biennial, mandatory training in inclusive education and are legally bound to proactively identify and remove barriers to learning before they become discriminatory.

#### **3.2 Academic Mentors**

**3.2.1 [Academic Mentors](#)** are expected to invite students to regular meetings across the academic year. The intention is to provide safe spaces for students to discuss their overall progress and developmental opportunities while building effective rapport and professional relationship. Any concerns or anxieties are referred to relevant services as appropriate (eg, IT, Careers or Student Support).

#### **3.3 Student Services**

[Student Services](#) offer a comprehensive range of services and support for every single student here at Keele, including those studying online and apprenticeship provision. This includes bespoke support for students living on campus, counselling and mental health support, disability support and inclusion, 24-hour crisis helpline, global opportunities, careers and employability, faith and chaplaincy, and general advice regarding your academic life and general wellbeing.

### 3.4 Students

Students engaged with academic programmes at Keele are responsible for their own learning and associated needs. This includes responsibility for identifying perceived barriers to their learning and self-advocacy. Where students perceive staff non-compliance with any aspect of this framework or the associated expectations, students are expected to raise this either through communication with their Module Manager/Lead, Academic Mentor, Programme Director, Director of Education, Disability Inclusion Tutor, or through the University [Student Complaints](#) process.

## 4. RELATED POLICIES AND PROCEDURES

**4.1** This framework sets out the high-level principles and expectations for inclusive education across the University. Associated governance documentation and toolkits pertaining to inclusive education sit under this framework.

**4.2** Relevant Codes of Practice:

- a) [Academic Mentoring](#)
- b) [Assessment and Feedback](#)
- c) [Exceptional Circumstances](#)
- d) [Freedom of Expression](#)
- e) [Gender Segregation](#)
- f) [Placement Learning](#)
- g) [Student Voice](#)

**4.3** Relevant Guidance:

- a) [Learning principles](#)

**4.4** Relevant Policy:

- a) [Bullying and Harassment](#)
- b) [Captured Content](#)
- c) [Freedom of Information](#)
- d) [Modern Slavery and Human Trafficking](#)
- e) [Reasonable Adjustments for Disabled Students](#)
- f) [Religion and Belief](#)
- g) [Safeguarding](#)
- h) [Student Attendance and Engagement](#)
- i) [Student Transgender Policy and Procedure](#)
- j) [Support to Study](#)

**4.5** Relevant Procedures:

- a) [KeeleSU and KPA Complaints Review](#)
- b) [Student Attendance Monitoring](#)

## 5. REVIEW, APPROVAL & PUBLICATION

**5.1** This framework has been approved by Education Committee in conjunction with Disability, Support & Inclusion (DSI) and Keele's Institute of Innovation and Teaching Excellence (KIITE).

**5.2** This framework will be reviewed by KIITE, in consultation with University Education Committee after three years or where operational and/or legislative requirements change.

**5.3** This framework will be published on the University policy zone web page and will also be accessible and supplemented via KIITE web pages.

**5.4** Equality issues have been considered during the development of this framework and all protected characteristics have been considered as part of the Equality Analysis undertaken.

## 6. ANNEXES

Annexes A - F: Tables of Expectation:

- Communication
- Fieldwork and Placements
- Groupwork
- Lab Classes
- Lecture and Seminars
- Student Presentations

## 7. DOCUMENT CONTROL INFORMATION

<b>Document Name</b>	Inclusive Education Framework
<b>Owner</b>	Dean of Education (Faculty of Natural Sciences)
<b>Version Number</b>	1.0
<b>Equality Analysis Form Submission Date</b>	[Date form submitted]
<b>Approval Date</b>	16 June 2024
<b>Approved By</b>	Senate
<b>Date of Commencement</b>	15 September 2024
<b>Date of Last Review</b>	Not applicable
<b>Date for Next Review</b>	15 September 2027
<b>Related University Policy Documents</b>	As listed in section 4
<i>For Office Use – Keywords for search function</i>	Inclusive Education; Equality Diversity and Inclusion; Discrimination



Communication			
Categories	Benchmark: Minimum Requirements (immediate implementation)	Benchmark: Good Practice (within 2 years)	Benchmark: Aspirational (examples only)
Written Communication (eg email and Power Point slides)	<p>Staff respond to student email requests within 5 working days.</p> <p>Activate out-of-office responses during university working days when you are not available, letting students know who to contact in your absence and when you are expected to return.</p> <p>Use Sans Serif font such as Arial, Calibri, Comic Sans, Tahoma, or Verdana, ordinarily with a minimum font size of 12.</p> <p>Highlight key words/phrases in bold.</p> <p>Minimise the use of italics, underlines, and capitalisation of whole words.</p> <p>Use headings and sub-headings to break up text. These should be included in bold.</p> <p>Avoid using centred or justified text.</p> <p>Write in plain language, as concise as possible, using bullet points or numbering where relevant and avoid long paragraphs.</p> <p>Embed alternative text into figures, tables, and images.</p>	<p>Strong recommendation to add preferred pronouns and typical working pattern to your signature.</p> <p>Add 150% spacing between lines and paragraphs.</p> <p>Use single colour backgrounds.</p> <p>Use appropriate contrast between backgrounds and text, avoiding black on white.</p> <p>Avoid long web links and make them meaningful, so that students know where the link will take them.</p> <p>Avoid having too much text on presentation material such as Power Point slides.</p>	<p>Add an audio name badge to your email signature.</p>

**Live Communication  
(eg face to face)**

Face the student(s) and avoid covering your face to allow lip reading.

Pace your delivery.

Be patient and repeat key pieces of information.

Look and/or speak directly to the student rather than communicating with them through an assistant or companion if present.

When communicating with a person who has difficulty speaking, be patient and provide them with time to complete their sentences. Do not finish sentences for them.

Use reflective listening skills: ask open questions, summarise what the other person has said or asked to ensure correct comprehension.

When communicating to more than one person, repeat students' questions and comments to ensure everyone has heard.

When speaking to a person who uses a wheelchair or crutches, pull up a chair to put yourself at eye level.

**Programme Director/Lead**

Welcome students at the beginning of each semester and let them know how to contact you.

Organise town hall events mid-semester to check-in with your students and provide an opportunity for them to provide feedback.

Contact students returning from a break in their studies, such as those returning from a leave of absence or placement, to welcome them back and offer a face-to-face meeting to help with transitions.

Contact students prior to any breaks in their study such as before the winter or spring breaks, or before taking a leave of absence to wish them well and provide any additional information or personal reflections.

## Module Manager/Lead

Welcome students to the module and provide contact details for all members of the teaching team.

Ensure that all teaching materials are fully accessible, editable, and released at least 48 hours in advance.

Reach out to students who may have failed a component or been offered another assessment opportunity to offer reassurance, clarify next steps and signpost to Academic Mentor and Student Services.

Send out KLE announcements to students at the beginning of each week to remind them what is happening that week.

Provide an indicative timeline for activities, including guidance on approximately how long students should typically spend writing up notes and working on assessment.

Celebrate student success by contacting students who have excelled.

**Fieldwork & Placements**

Categories	Benchmark: Minimum Requirements (immediate implementation)	Benchmark: Good Practice (within 2 years)	Benchmark: Aspirational (examples only)
<b>Prior to student enrolment</b>	<p>Programme Directors/Leads ensure that any fieldwork or placement opportunities considered essential to programme learning outcomes are clearly communicated to all potential applicants via the Programme Specification, course webpage and open days.</p>	<p>Teaching Teams consider alternative activities that will enable students to meet programme learning outcomes. For example, through engagement with virtual activities or different placement models including day-release.</p>	
<b>Prior to engaging in fieldwork or placements</b>	<p>Provide clear instructions to avoid ambiguity about expectations. This will include details about application and selection processes (where appropriate), contact details for the staff member organising the event, an itinerary that includes where the activity will take place, when, what kind of equipment is required, what accommodation is available (where relevant), what spending money may be appropriate and what arrangements are in place for rest breaks, mealtimes, working hours, toilet stops and transport.</p> <p>Where tutors are not present with students during the activity, assign a suitable Keele-based supervisor who can be contacted throughout, including for the purpose of whistleblowing.</p> <p>Collect student disclosure forms to identify specific needs and potential barriers.</p>	<p>Arrange an induction meeting to allow students to meet each other, and to get a better understanding of what a typical working day, or typical activities may involve.</p> <p>Arrange a visit to the placement provider to allow opportunities for students to discuss expectations, for example around parking permits, working hours and so on.</p> <p>Offer 1:1 Q&amp;A drop-in sessions to allow students to discuss any concerns they may have in advance of the activity (and application process where relevant).</p> <p>For placements, complete a learning contract that clearly sets out the roles and responsibilities of the student, the university, and the placement provider.</p> <p>Complete an inclusive risk assessment of providers to identify potential barriers and appropriate mitigations.</p>	<p>Consider how to maximise applications from marginalised or minority groups.</p> <p>For international fieldwork and placements, provide workshops that discuss local laws, customs, and attitudes, particularly those that may impact students with protected characteristics.</p>

	<p>Complete a needs assessment, risk assessment and/or personal emergency evacuation plan (PEEP) as required.</p> <p>Clarify when students can expect to take breaks during the activity.</p>		
<p><b>During fieldwork or placement</b></p>		<p>Ensure regular contact with students and placement providers.</p> <p>Try to keep assessment during the activity itself formative. Typically, students would be given time after the activity to complete summative assignments.</p>	

## Groupwork

Categories	Benchmark: Minimum Requirements (immediate implementation)	Benchmark: Good Practice (within 2 years)	Benchmark: Aspirational (examples only)
<b>Before the event</b>	<p>Clarify the purpose of group work. For example, is it needed to evidence PSRB requirements, programme learning outcomes or develop graduate attributes? What skills will be developed and why are they important post-graduation?</p> <p>Explain the different roles and expectations within the group. For example, chair, scribe, and participant.</p> <p>Describe the type of activities that will take place.</p> <p>Provide all reading materials at least 24 hours in advance, ensuring they are accessible and editable. Let students know if they will be required to read these out in the live event.</p> <p>Provide contact details of all tutors to allow students to raise concerns.</p>	<p>If group work is not required to meet PSRB requirements or programme-level learning outcomes, Teaching Teams consider alternative arrangements for students with concerns, such as the option to work alone or in smaller groups.</p> <p>Module Managers offer 1:1 drop-ins for students who may have concerns about group work, referring to Disability Inclusion Tutors where appropriate.</p> <p>Module Managers/Leads decide how students are allocated to groups but ensure that students are encouraged to let them know if this raises concerns.</p> <p>Ensure that any case studies or worked examples reflect the diversity of our student cohort and wider society.</p> <p>Ensure that all activities are authentic (representative of those undertaken in the workplace) and have real-world relevance.</p>	<p>Ensure the space is inclusive of group discussions. For example, allowing a horseshoe layout to facilitate lip reading.</p> <p>If students are expected to work in their groups independent to an academic facilitator, then provide timetabled space to facilitate this.</p> <p>Offer training in allyship and mentoring to support effective group work.</p>
<b>During the activity</b>	<p>Do not shame or humiliate students in front of their peers by questioning them arriving late or leaving and/or returning to the room early, unless this causes significant disruption to other learners or there are specific PSRB requirements related to attendance. Tutors may contact students after the activity if there are concerns for health and wellbeing.</p>	<p>Tutors clarify the expectation that all participants are considerate and respectful of each other and model that behaviour themselves.</p> <p>Facilitate conflict resolution where needed.</p> <p>Plan breaks to allow students to process and consolidate received information.</p>	<p>Tutors make notes of individual contributions and offer positive reinforcement after the event to highlight strengths and offer guidance to individual students about how they can improve their approach in the future.</p> <p>Avoid planning group work during times of high student workload.</p>

Tutors introduce themselves and encourage students to introduce themselves at the start of the activity.

Ask students to agree ground rules for group discussion, such as not talking over each other and respecting the confidentiality of others.

Ensure that only one student speaks at a time.

Ensure that a record is taken of key discussion points and actions. This could include an audio recording, minutes, or photos of white board discussion.

Do not put students on the spot by asking them to read materials out loud, unless you have already provided the material and explained this requirement in advance.

Do not question students using assistive technologies such as specialist software, laptops, tablets, mobile phones, fidget toys, stress balls, earphones, headphones, tinted glasses, overlays, back rests, or cushions.

Allow students to alternate between sitting and standing without comment from the tutor.

Ensure teaching finishes 10 minutes before the timetabled end.

Tutors explain that it is the responsibility of each student to ensure that all members of the group are encouraged to participate in discussions and decision making.

Provide an opportunity for all students to participate in a friendly and caring manner through positive encouragement.

Instead of asking individual students to answer questions, allow groups of students a few minutes to discuss possible answers and elect their own spokesperson.

At the end of the event, summarise key points that have been discussed and any further actions that are required.

If students are expected to work together outside the classroom, then tutors help them to agree how to do this within the activity.

Provide blank name badges for all participants so they can choose their preferred name.

Emphasise key points by repeating them back to students so that they can hear their ideas reflected back at them.

## Assessment

Clarify how students will be assessed, including any involvement of group marks, peer review and individual performance.

Design assessment that is not dependent on all students participating.

Explain how students can raise concerns of non-engagement by other students and what the consequences of non-engagement would be.

Allow students to build on their strengths by providing alternative ways for them to meet the learning outcomes.

Use marking rubrics to help clarify expectations.

Provide opportunities for formative and/or peer feedback prior to summative submission.

Provide an alternative to group assessment that allows individuals to reflect on their personal contribution to the group



## Lab Classes

Categories	Benchmark: Minimum Requirements (immediate implementation)	Benchmark: Good Practice (within 2 years)	Benchmark: Aspirational (examples only)
<b>Prior to student enrolment</b>	<p>If lab work is essential to programme learning outcomes or PSRB requirements, programme directors ensure that this is clearly communicated to all potential applicants via the programme specification, course webpage and open days.</p>	<p>Teaching Teams consider alternative activities that will enable students to meet programme learning outcomes. For example, through engagement with virtual activities.</p> <p>Provide opportunities for potential applicants to visit and interact with lab environments.</p>	
<b>Prior to activity starting</b>	<p>Tutors provide clear instructions, digitally at least 48 hours in advance. This will include lab protocols and experimental details, contact details for key staff members, what kind of equipment students need to bring and relevant health and safety requirements.</p> <p>If group work is expected, clarify how to work with a lab partner and the expectations of different roles. For example, direct students to swap tasks so each person gets a turn.</p> <p>Students may not be allowed late entry to labs due to missing key health and safety information at the start of the session. If this is the case, clearly explain this to students.</p> <p>Schools complete a needs assessment, risk assessment and/or personal emergency evacuation plan (PEEP) as required.</p>	<p>Arrange a visit to the lab to allow familiarisation of the environment.</p> <p>Offer 1:1 Q&amp;A drop-in sessions to allow students to discuss any concerns they may have.</p> <p>Provide a glossary of key terminology.</p> <p>Explain how students should record results.</p> <p>Tutors ensure that demonstrators are fully prepared by sharing relevant materials, deadlines, and expectations for students at least 48 hours in advance. Outline how demonstrators can support student learning by linking to related lectures and discussing what questions students might typically ask, and what challenges they might encounter.</p>	<p>Consider alternative arrangements for students unable to attend the lab, particularly if there are implications for summative assessment.</p> <p>Provide content warnings for sensitive content, including details of ethical approval where appropriate.</p> <p>Offer training in allyship and mentoring to support effective group work.</p> <p>Provide short induction or simulation videos that show the layout of the lab, introduce key pieces of equipment, and demonstrate each of the different techniques to be used throughout the class.</p> <p>Module Managers/Leads decide how students are allocated to pairs or groups (where relevant) but ensure that students are encouraged to let them know if this raises concerns.</p>

	<p>Clarify what assistive technologies students are permitted to use in the lab, for example, recording devices, specialist software, laptops, tablets, mobile phones, fidget toys, stress balls, earphones, headphones, tinted glasses, overlays, back rests, or cushions. If any of these are not permitted due to a genuine health and safety concern as identified by a risk assessment, this should be clearly communicated to all students in advance.</p> <p>Where a student needs support from a non-medical helper (lab support worker) clarify what they can do, and what competencies the student must demonstrate in order to meet module or programme learning outcomes, or PSRB requirements.</p> <p>Head of School to consider requests to allow assistance dogs into laboratory environments on student request and in line with University guidance on assistance dogs in the workforce.</p>		<p>Design short, formative quizzes that test student understanding of key activities and any health and safety requirements.</p>
<p><b>During Lab Classes</b></p>	<p>Teaching activities to start at the time indicated on the timetable and should finish 10 minutes before the timetabled end.</p> <p>Tutors introduce themselves, how they can be contacted, a summary of planned activities, key health and safety information and how students can raise questions or interact throughout.</p>	<p>Tutors highlight what skills are being developed in this activity, how they relate to the wider curricula, graduate attributes, and employer expectations.</p> <p>Plan scheduled touch points at regular intervals to check how students are progressing, remind students of the general timeline given for the activity and provide opportunities for students to ask questions.</p>	<p>Set realistic time frames for completion that considers common experimental or technical setbacks that students might encounter. Be clear and specific in outlining what you expect students to have completed at each stage, and how long that should typically take.</p> <p>Provide opportunities for students to give anonymous feedback in terms of delivery style or points of confusion.</p>

Tutors introduce all demonstrators and technicians where appropriate.

Explain expectations for rest breaks and toilet breaks. Typically, students would be allowed a short rest break for every 45 minutes of activity. This could be a safe area to sit down within the lab. Students should also be allowed to use the toilet and return to the class unless there are explicit health and safety reasons why this cannot be allowed, in which case this should be identified by a risk assessment and clearly communicated to students in advance.

Tutors agree to wear aids that support hearing when asked to do so by students. If this is not possible, inform students in advance.

Allow students to alternate between sitting and standing without comment. If seats are not available due to a genuine health and safety concern, then this should be identified by a risk assessment and clearly communicated to students in advance. Alternative arrangements should be made, for example, a seating area in a safe space that students can access throughout the activity.

Provide an opportunity for all students to participate in a friendly and caring manner through positive encouragement.

Tutors clarify the expectation that all participants are responsible for the health and safety of themselves, their colleagues, and the environment.

Demonstrate key techniques before asking students to complete them, ensuring that all students can clearly see and hear the technique being demonstrated.

Recap learning at the end of the event so that each student knows what the key outcomes should have been, regardless of whether or not their experiment was successful, and any further actions that may be required.

Take a note of all questions asked before, during and immediately after the event. Circulate these questions and answers to all students after the event.

<b>Assessment</b>	<p>Clarify how students will be assessed, including any links to coursework and individual competencies where appropriate.</p>	<p>Clarify how students that were unable to attend the lab class, or who may have been unsuccessful in generating appropriate data, can still complete any linked assessment.</p>	<p>Provide activities after the event that help consolidate learning and explain any data analysis that is required. This could be a timetabled in-situ session, or bespoke materials designed for asynchronous delivery.</p>
<b>Lone working</b>	<p>Ordinarily, students would not be working unsupervised in labs. However, there may be exceptions to this such as Level 6 or Level 7 independent research projects. Where this is the case, the academic supervisor will ensure that:</p> <ol style="list-style-type: none"> <li>1. Supervisors have completed a full risk assessment and made that available to the student.</li> <li>2. Students are familiar with relevant health and safety requirements.</li> <li>3. Tutors have demonstrated all key techniques and watched students attempt each technique to ensure competence.</li> <li>4. Students have contact details of key staff.</li> <li>5. Students are encouraged to carry a mobile phone and shown how to use the Safe Zone App to ask for help in an emergency.</li> </ol>		

Lectures & Seminars			
Categories	Benchmark: Minimum Requirements (immediate implementation)	Benchmark: Good Practice (within 2 years)	Benchmark: Aspirational (examples only)
<b>Before the event</b>	<p>Provide contact details of all tutors. Where external speakers are unable to do this, contact details should be given for a Keele facilitator.</p> <p>Provide all reading materials, including Power Points, digitally at least 48 hours in advance, ensuring they are accessible and editable.</p> <p>Ordinarily, students have the right to audio record live events. On rare occasions this may not be possible, for example, if there is a guest speaker discussing personal or sensitive issues. Where this is the case, students will be informed at least 24 hours in advance with appropriate justification.</p> <p>Explain any planned activities.</p> <p>Notify students via KLE announcement of any last-minute changes to the time or place of delivery.</p>	<p>Provide opportunities for students to ask questions about the delivery or content anonymously.</p> <p>Explain how content links with the wider curricula at both module and programme level.</p> <p>Ensure that content (for example case studies, role models, reading lists) is representative of the diversity of our student cohort and their lived experiences where appropriate.</p> <p>Provide a glossary of key terminology.</p> <p>Distinguish core reading from recommended reading and prioritise digital resources over print.</p>	<p>Review any questions asked in advance and consider revising the lesson plan accordingly.</p> <p>Provide content warnings for sensitive content.</p> <p>Let students know approximately how long they should spend working through the material, reading around the subject, and writing up their notes before and/or after the event.</p>
<b>During the activity: in-situ events</b>	<p>Teaching activities to start at the time indicated on the timetable and should finish 10 minutes before the timetabled end.</p> <p>Tutors introduce themselves, how they can be contacted, a summary of planned activities and/or learning outcomes and how students can raise questions or interact throughout.</p>	<p>Where possible, tutors highlight how this event links in with content taught across the module, Level of study and wider programme.</p> <p>Provide opportunities for students to ask questions anonymously.</p>	<p>Provide opportunities for students to give anonymous feedback in terms of delivery style or points of confusion.</p> <p>Be aware of any cultural reference you use as examples and try to avoid being too UK-centric.</p>

Allow students to position themselves within the room and alternate between sitting and standing without comment from the tutor.

Do not shame or humiliate students in front of their peers by questioning them arriving late or leaving and/or returning to the room early, unless this causes significant disruption to other learners or there are specific PSRB requirements related to attendance. Tutors may contact students after the activity if there are concerns for health and wellbeing.

Do not question students using assistive technologies such as recording devices, specialist software, laptops, tablets, mobile phones, fidget toys, stress balls, earphones, headphones, tinted glasses, overlays, back rests, or cushions.

Agree to wear aids that support hearing when asked to do so by students, unless this is not possible, and students have been informed in advance.

Do not put students on the spot by asking them to read materials out loud or to answer questions.

Plan breaks in the delivery to allow students to process and consolidate received information. This can include short activities to promote social learning.

Encourage student participation by building-in activities that promote social learning. This can include digital solutions such as polling software.

Instead of asking individual students to answer questions, encourage students to work together in pairs or small groups for a few minutes to discuss possible answers and elect their own spokesperson. If you are in a tiered lecture theatre, encourage students to work with those in front and behind as well.

Summarise key points at the end of the activity to help consolidate student learning.

Give students time to consider the content of each slide before moving on.

Follow a clear structure, signposting different sections and highlighting key points.

Avoid asking multiple questions at once.

Manage noise levels by encouraging students not to talk unless they are asking questions, or it is part of a planned activity.

Anticipate how different terms and phrases can be interpreted by different students depending on their background.

Take a note of all questions asked before, during and after immediately the event. Write down all these questions and answers and circulate that to all students after the event.

	<p>Allow time for questions.</p> <p>Capture core content, for example, using lecture capture or pre-recorded videos.</p>		
<b>Additional considerations during online events</b>	<p>Tutors turn their camera on when speaking.</p> <p>Tutors do not insist that students turn their camera on.</p>	<p>Give students a range of options to ask questions including raising their hands, writing in the chat, or speaking out.</p>	<p>Use break-out rooms to facilitate social learning activities.</p>

## Student Presentations

Categories	Benchmark: Minimum Requirements (immediate implementation)	Benchmark: Good Practice (within 2 years)	Benchmark: Aspirational (examples only)
<b>Before the event</b>	<p>Clarify the purpose of the student presentation. For example, is it needed to evidence PSRB requirements, programme learning outcomes or develop graduate attributes? What skills will be developed and why are they important post-graduation?</p> <p>Explain how the presentation will be assessed.</p> <p>Provide clear expectations. For example, how long will the presentation be, do students need to use Power Point or does time need to be allowed for questions from the audience.</p> <p>Deliver a workshop to develop presentation skills, explain best practice and manage presentation anxiety</p>	<p>If the presentation is not required to meet PSRB requirements or programme-level learning outcomes, Teaching Teams consider alternative arrangements for students with concerns, such as submitting a pre-recorded presentation.</p> <p>Module Managers offer 1:1 drop-ins for students who may have concerns about giving a presentation, referring to Disability Inclusion Tutors and/or Academic Mentors where appropriate. If alternative arrangements are considered appropriate, this can include submitting pre-recorded presentation, delivering to a smaller group, or allowing students to bring comfort aids such as stress balls or fidget gadgets, or to stand at the back of the classroom rather than the front.</p>	<p>Develop presentation skills at programme level. For example, at Level 4 submitting a pre-recorded presentation, at Level 5 presenting to a tutor, at Level 6 presenting to a small group of peers.</p> <p>Avoid planning student presentations during times of high student workload.</p> <p>Offer students some level of flexibility to choose when to deliver presentation. For example, in the morning or afternoon, or at the start or end of the session.</p> <p>At the beginning of the event, tutors share their own anxieties around giving presentations and what helps them overcome those nerves.</p>
<b>Facilitating the event</b>	<p>Tutors introduce themselves and encourage students to introduce themselves at the start of the event.</p> <p>Ask students to agree ground rules during the event such as not talking during presentations, the order of presentations and when students can ask questions.</p>	<p>Tutors clarify the expectation that all students are considerate and respectful of each other.</p> <p>Provide a short break between each presentation.</p> <p>Students submit presentations prior to the event and tutors upload them ready for access during the event.</p>	<p>Encourage students to bring water and provide at least 1 bottle of water for those who may have forgot.</p>



Assessing student presentations

Consider if the presentation needs to be quantitatively assessed, or could it be pass/fail?

Marking rubrics and marking criteria should be checked for terms or phrases that could be perceived as being directly or indirectly discriminatory. For example, do not assess students on their ability to speak clearly or penalise them for referring to notes.

If the presentation must be quantitatively assessed, use a marking rubric to help clarify expectations.