



Supporting the implementation of an inclusive education framework through interactive toolkits

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Presentation abstract

To support staff with the implementation of Keele University's Inclusive Education Framework (IEF) in the 2024-25 academic year, the Learning Experience Design team created eight toolkits, utilising the interactive media digital tool Thinglink. As this paper presentation explored, the toolkits are based on the five key principles and themes set out in the IEF: anticipatory action; accessibility; celebrating diversity; building belonging; and maximising success and student attainment. Moreover, each of the eight toolkits focus on a teaching context: assessment and feedback; group work; fieldwork and placements; digital learning environments; laboratories; lectures and seminars; communicating with students; and student presentations.

This paper presentation showcased the toolkits, as well as how staff were encouraged to engage with them and the resources contained within them, such as relevant literature, examples of practice and self-assessment diagnostics. Furthermore, this paper presentation discussed the process of creating the toolkits, particularly the ways in which we worked collaboratively with academic and professional services staff across the university to signpost and create bespoke resources. Also, we utilised the feedback and reflections of colleagues to guide the creation of the toolkits and continue to evaluate the use of the toolkits to inform their future development. Finally, the session highlighted next steps, including the development of further toolkits for the 2025-26 academic year; the expansion of case studies focusing on areas of inclusive practice across the institution; the creation of staff development training on inclusive educational delivery; and the ways in which the toolkits will evolve over time as we all work towards becoming 'inclusive by

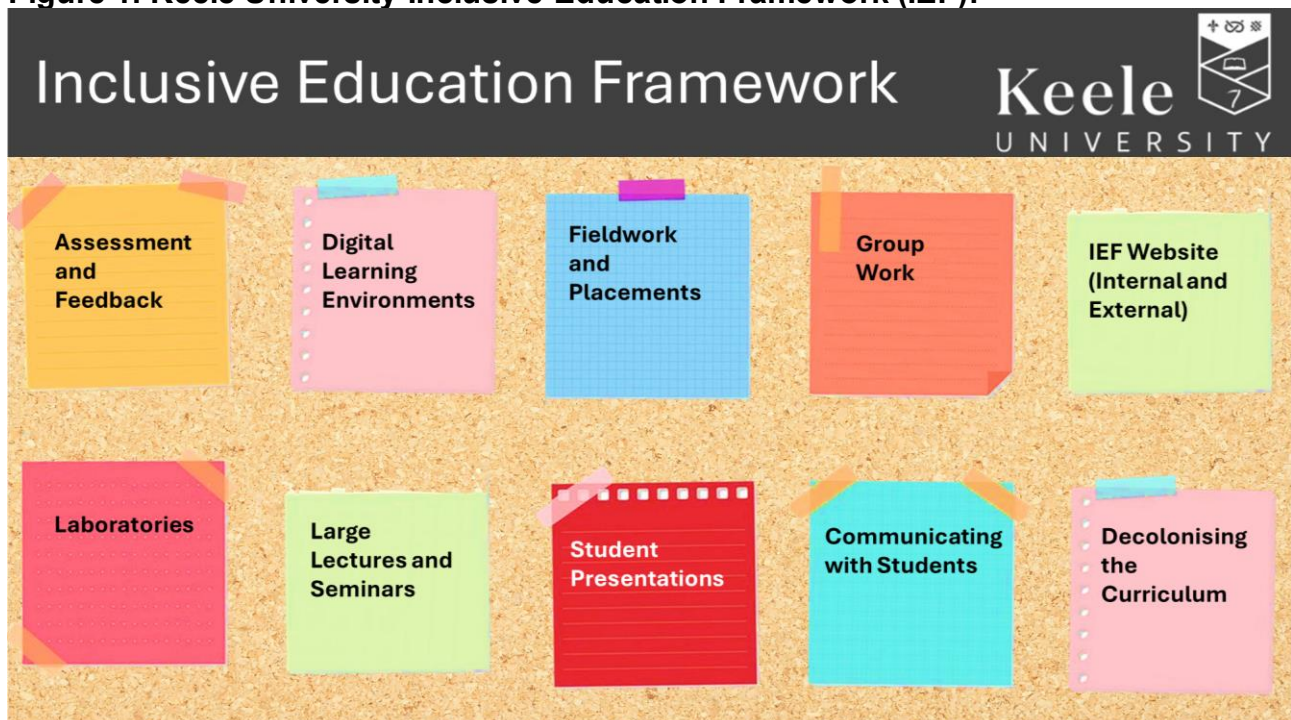
design'. Overall, this paper presentation intended to demonstrate the important role learning developers can play in supporting staff to further embed inclusivity and accessibility in their practice.

Keywords: inclusive education; accessibility; teaching toolkits; collaborative practice; decolonising curriculum.

Community response

The Inclusive Education Framework (IEF) designed by Keele was showcased in this presentation. The framework was developed using *ThingLink* to create rich and interactive web-based media. Attendees at the session engaged in lively discussion on this choice of tool, and participants were impressed with the visual look and navigation. The presenters noted that the use of *ThingLink* allowed development to happen at pace, meaning that resources could be developed, shared, and begin to have impact without significant delay between conceptual development and toolkit creation. Initial feedback gathered found the content and form of the toolkit both engaging and accessible.

Figure 1. Keele University Inclusive Education Framework (IEF).



One key observation from within discussion was the integration of the purpose of the IEF with the University's Decolonising the Curriculum toolkit. This provided an opportunity to bring together work on the institution's Race Equality Charter and the Inclusive Education Framework in order to better drive organisation-wide change. Coherence and interoperability between large scale imperatives that seek to change not just practice, but organisational culture can afford a robustness in giving both staff and students multiple points of reference regarding responsibilities and simplified access to significant policies, guidelines, and practical advice.

The self-assessment tools embedded within the toolkit are intended to act as development prompts to encourage those using the resource to consider future practice development. Whilst this approach was appreciated as being very enhancement-focused by participants in the session, one possible aspect of this that the developers/authors may wish to consider in the future is how users might engage with the resource to evaluate and track progress, in the way that, for example, the Jisc Digital Capability framework offers.

Next steps and additional questions

Imminent priorities and longer-term aspirations for the toolkit include the following:

- An evaluation and impact report, showing usage and uptake of the IEF.
- Peer review process within faculties, with a focus on compliance to the IEF.
- Development of an institutional definition and shared understanding of 'belonging' and the emergence of a policy related to supporting student transitions.
- Mandatory training for all staff on effective educational delivery.
- Implementation of student co-created personas in developing use cases of the IEF and modelling inclusive practice.
- Further embedding of IEF into Academic Development portfolio.

Authors' reflection

The implementation of Keele's Inclusive Education Framework (IEF) through interactive toolkits demonstrates how learning experience designers can contribute meaningfully to the enhancement of inclusive practice in higher education. The process of creating the

toolkits – guided by the five principles of the IEF (Keele University, 2024) and built through collaboration with academic and professional services colleagues – highlighted the importance of co-creation, agility, and responsiveness in learning development. The community response has confirmed the value of using accessible and visual digital tools, such as ThingLink, not only for their ease of navigation and interactivity, but also for how they allow content to be shared widely across the institution and beyond. It has been especially encouraging to see the toolkits recognised as both engaging and enhancement-focused, offering staff practical, research-informed ways to reflect on and strengthen their practice.

The community response has also enabled us to reflect on the significance of the connection and cohesion between university-wide frameworks, networks, and policies, and how this drives more consistent and robust development across the institution, as well as the role learning developers play within that. It was also valuable for us to connect with colleagues at other institutions embarking on similar projects and share good practice. The discussions following our presentation, particularly around the communication with academic colleagues and continued engagement with the toolkits, reaffirmed our intentions for enhancing our evaluation to demonstrate lasting impact across the institution. We remain committed to developing this work in a way that supports long-term impact, making inclusivity a fundamental principle which informs all aspects of learning and teaching in ways that benefit all.

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Author details

Frankie Morgan has extensive experience in widening access, supporting underrepresented learners to progress to higher education. Frankie holds a PhD in Gender Studies from the University of Birmingham, focusing on contemporary feminist art and online activism. She has published research, spoken at international conferences, and co-chaired a research centre on decolonisation. Now as a Learning Experience Designer within KIITE, Frankie's practice is grounded in inclusivity, equity, and embedding digital technologies in learning.

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