

**activity  
alliance**

disability  
inclusion  
sport

# Inclusive Learning Review Template

Aligned to Activity Alliance's  
Inclusive Learning Principles

[activityalliance.org.uk](https://activityalliance.org.uk)



# Contents

About the Inclusive Learning Principles .....	3
The self-assessment tool .....	3
Course/resource details.....	4
How the scoring works .....	4
Inclusive Learning Principles: Review Table .....	5
Principle 1. Inclusion isn't optional. It is part of everyone's role. ....	5
Principle 2. Led by lived experience. ....	6
Principle 3. Keep it real.....	7
Principle 4. Accessible by design. ....	8
Principle 5. Use clear, inclusive language and imagery.....	9
Principle 6. Flexible and personal.....	10
Principle 7. Enable growth and progression.....	11
Principle 8. Learn together. ....	12
Principle 9. Reflect, apply, act. ....	13
Principle 10. Monitor and improve. ....	14
Total score and overall rating.....	15
Strengths and priority improvements .....	15

# About the Inclusive Learning Principles

The Ten Inclusive Learning Principles are designed for anyone involved in creating, developing or reviewing learning. They help you make learning fairer, more welcoming and more accessible for everyone, particularly disabled people. The principles can be used when you begin to plan new learning, when improving something you already deliver, or thinking about how learners experience your content.

You can read about the principles in detail in our guide: [Inclusive Learning Principles – A guide to creating better learning for everyone](#).

Activity Alliance created the Inclusive Learning Principles with support from Sporting People and in close collaboration with expert partners including Active Partnerships National Organisation, CIMSPA, Sport England, UK Coaching and UK Sport.

## The self-assessment tool

This self-assessment tool helps reviewers, designers, tutors and organisations check and score their learning against the Inclusive Learning Principles. The results will show if the learning is fair, welcoming and accessible, and highlight areas that can be improved.

The self-assessment can be used widely for many learning materials such as courses, eLearning modules, workshops, session plans or resources.

### **The aim of the tool is to:**

- Strengthen inclusion from the very start.
- Identify what's working well.
- Spot where learners might face barriers.
- Support continuous improvement and development.
- Build a shared, sector-wide approach to accessible and inclusive learning.

### **This tool works whether you are new to inclusion or an experienced learning and development professional. It can be used:**

- **Before delivery** (at design stage)
- **During delivery** (during observation and learner experience)
- **After delivery** (during review and improvement of learning)

This is **not a pass/fail** exercise. It is a practical way to help learning reach more people, remove barriers, and support learners to achieve their goals.

## Course/resource details

Fill in the details of the learning material you want to review in the table below.

Information	Details
Course/resource name:	
Organisation:	
Reviewer name:	
Date of review:	
Version/draft number:	
Format of learning: (workshop/eLearning/blended/workbook/resource/assessment)	
Learning materials being reviewed: (course content, learner resources, tutor notes, assessment materials, learning objectives, orientation packs). List all documents included.	
Intended audience:	

## How the scoring works

Each learning principle is rated on a simple 3-point scale. There are ten principles, so the maximum score is 30 points (100%). See what each score means in the table below.

Level	Score	Meaning
★ <b>Emerging</b>	1 point	Early signs of inclusive practice but inconsistent or under-developed
★ ★ <b>Enabling</b>	2 points	Clear, reliable inclusive practice; good experience for most learners
★ ★ ★ <b>Enhancing</b>	3 points	Strong, embedded inclusive practice throughout; highly inclusive

Give each a principle a score using the 3-point scale and record your reasons so you can see where improvements can be made and make any necessary adjustments.

**When you have finished scoring each principle, your total score will help you to understand where the learning sits on the inclusion journey, and the steps you can take to strengthen it further.**

# Inclusive Learning Principles: Review Table

Use the descriptors under each principle to guide your judgement.

## Principle 1. Inclusion isn't optional. It is part of everyone's role.

Embed inclusion from the start, not as an afterthought.

Remember, there is a legal requirement for reasonable adjustments. At the start of a project you should consider who could be disadvantaged or face barriers, and what to do about it.

Rating	What this looks like in practice
★ Emerging	Inclusion is considered late in the content development process or inconsistently. There is limited planning for different needs.
★ ★ Enabling	Inclusion is clearly built into design and delivery. Learners' needs are anticipated and barriers are minimised.
★ ★ ★ Enhancing	Inclusion shapes the entire approach. Clear evidence of proactive planning, learner input, ongoing adjustments, and how adjustments are handled (with confidentiality and sensitivity).

Score: 1 / 2 / 3

Comments/reasons for score:

Action to take:

## Principle 2. Led by lived experience.

Listen to disabled people and learners. Their voices must shape how learning is designed, delivered and reviewed.

Rating	What this looks like in practice
★ Emerging	Occasional reference or consideration of lived experience, but not part of the design or evaluation process.
★ ★ Enabling	Lived experience is included meaningfully (quotes, case studies, feedback loops) with its influence clear in decisions.
★ ★ ★ Enhancing	Learning is co-designed or co-reviewed with disabled people. Lived experience shapes key decisions throughout.

Score: 1 / 2 / 3

Comments/reasons for score:

Action to take:

## Principle 3. Keep it real.

Design learning that connects to real-world roles, environments and the change we want to see.

Rating	What this looks like in practice
★ Emerging	Learning is mostly theoretical and not well connected to real-world practice.
★ ★ Enabling	Examples, scenarios and tasks feel practical, relevant and inclusive.
★ ★ ★ Enhancing	Learning has a clear connection to real-world roles and inclusivity. Learners can clearly apply learning to their everyday environments.

Score: 1 / 2 / 3

Comments/reasons for score:

Action to take:

## Principle 4. Accessible by design.

Design for everyone. Make sure learning spaces, materials and content meet different people's needs from the beginning. Check that reasonable adjustments are being made.

Rating	What this looks like in practice
★ Emerging	Adaptions are made when requested but are not proactively designed. Some accessibility gaps.
★ ★ Enabling	Accessible formats and design & learning principles, multiple ways to engage.
★ ★ ★ Enhancing	Accessibility is built in from the start, with diverse formats and user testing.

Score: 1 / 2 / 3

Comments/reasons for score:

Action to take:

## Principle 5. Use clear, inclusive language and imagery.

Communicate in plain, positive English with respectful images and words.

Rating	What this looks like in practice
★ Emerging	Some unclear language, instructions or jargon used. Limited diverse representation in imagery.
★ ★ Enabling	Written using plain English, positive tone, inclusive images, clear instructions.
★ ★ ★ Enhancing	Highly inclusive communication with excellent clarity, diverse representation, and accessible formats.

Score: 1 / 2 / 3

Comments/reasons for score:

Action to take:

## Principle 6. Flexible and personal.

Everyone learns differently. Create learning that adapts to each person and their goals. Offer adjustments where needed.

Rating	What this looks like in practice
★ Emerging	Single pathway, with limited choices for learning.
★ ★ Enabling	Clear options for pace, route, and learning preferences.
★ ★ ★ Enhancing	Learners can personalise the experience; flexible by default.

Score: 1 / 2 / 3

Comments/reasons for score:

Action to take:

## Principle 7. Enable growth and progression.

Believe in every learner's potential. Create learning that supports their growth with the right level of challenge.

Rating	What this looks like in practice
★ Emerging	Limited challenge or unclear progression.
★ ★ Enabling	Clear pathways for growth, appropriate levels of challenge offered.
★ ★ ★ Enhancing	Strong progression routes, visible skill development, and challenge.

Score: 1 / 2 / 3

Comments/reasons for score:

Action to take:

## Principle 8. Learn together.

Peer interaction supports stronger learning. Create inclusive spaces for sharing and collaborating.

Rating	What this looks like in practice
★ Emerging	Occasional peer interaction, minimal consideration of how inclusion is embedded within this.
★ ★ Enabling	Structured, regular opportunities for sharing and collaboration.
★ ★ ★ Enhancing	Quality peer interaction embedded into learning, accessible co-learning options and a safe learning space created.

Score: 1 / 2 / 3

Comments/reasons for score:

Action to take:

## Principle 9. Reflect, apply, act.

Help learners connect ideas and theory to real actions.

Rating	What this looks like in practice
★ Emerging	Reflection is optional or inconsistent.
★ ★ Enabling	Regular reflection prompts and opportunities to apply learning built in.
★ ★ ★ Enhancing	Regular reflection opportunities that are clearly linked to real-world action.

Score: 1 / 2 / 3

Comments/reasons for score:

Action to take:

## Principle 10. Monitor and improve.

Regularly check what's working and what's not with your learning design, delivery and approaches.

Rating	What this looks like in practice
★ Emerging	Feedback is collected but is not used well or reviewed. Feedback format is not always accessible.
★ ★ Enabling	Regular review cycles, learner feedback used to shape revisions.
★ ★ ★ Enhancing	Continuous improvement embedded; data and lived experience inform updates.

Score: 1 / 2 / 3

Comments/reasons for score:

Action to take:

## Total score and overall rating

Total score: \_\_\_\_ / 30

### Overall scoring:

- 25 points and over – Enhancing
- 20-24 points – Enabling
- 15-19 points – Emerging
- Below 15 points – Needs more attention

This score is a starting point for improvement, not a judgement.

## Strengths and priority improvements

**Strengths (What's working well?)**

**Areas to develop (Where might learners face barriers?)**

### Priority actions table

Use this table to note down your priority actions, timeline for completing, and who needs to be involved.

Priority action	Deadline	Who
1.		
2.		
3.		

Timeline for updating the resource:

Sign-off (optional):

Reviewer name	Signature/approval	Date