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**John Kelly UDL in Collaboration Award Rubrics**

This award celebrates institutions and organisations who are developing a systematic approach to embedding UDL into their institutional/organisational culture, practices, structures, and policies. This application should be made on behalf of a group of colleagues who are collaborating to embed UDL within their specific contexts. This group can be a centre within an ETB, or an entire ETB or College/School within a HEI or on behalf of the institution/organisation.

The following rubrics have been designed to enable reviewers to assess the applications for the John Kelly Awards. Each criteria is scored as follows:

* **Early stages (1-3)**
* **Progressing (4-7)**
* **Leading (8-10)**

Reviewers are asked to consider innovative practice being demonstrated throughout.

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| 1. **Implementation: Outline how UDL has been systematically implemented within this context (total of 20 points)**
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| **Stages/level of planning involved (10 pts)** |
| **Early stages (1-3)** | **Progressing (4-7)** | **Leading (8-10)** |
| UDL implementation is in early stages of planning although these plans are yet to be formalised.No clearly defined goals for UDL implementation have been set yet.Potential challenges to UDL implementation are yet to be identified. | Formal plans have been adopted with clear stages being identified.Organisation is in the process of setting clearly defined objectives.Challenges have been identified and reflected upon. | UDL implementation is clearly evidenced in well-structured plans and strategy.Objectives set for UDL implementation are clearly stated and in motion.Challenges have been identified, reflected upon and solutions to overcoming them are being acted upon. |
| **Consistency of application at various levels of the organisation (10 pts)** |
| UDL has been consistently implemented at one level of the organisation with plans to replicate this process at other levels.For example, in particular programme area, centre, school, course.Progress is monitored sporadically. | UDL is partly being implemented consistently at various levels of the organisation although there are some areas where it is not. For example, are the Digital Badge practitioners evenly spread across the organisation?Some monitoring of progress but could be improved. | UDL is being consistently and systematically implemented at various levels of the organisation and there is a formal review process to monitor progress. |

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| 1. **Stakeholder involvement and buy-in (total of 50 points)**
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| **Senior Leaders/Management (10 pts)** |
| Senior management are not involved in the implementation of UDL. | Senior management are consulted and aware of the UDL implementation. | Senior management are leading UDL implementation. |
| **Staff communication and awareness (10 pts)** |
| Awareness of UDL is low within the organisation with staff being communicated with irregularly.For example, UDL practitioners raise this at meetings occasionally. | Staff are regularly communicated with and informed about UDL implementation.For example, monthly communications highlight benefits of UDL adoption. | There is a clear strategy for communication and awareness campaign of UDL for staff with multiple means of engagement: regular emails, promo videos, targeted communications, UDL signposted at events and by senior management. |
| **Training Opportunities (10 pts)** |
| UDL specific and related training opportunities (disability awareness, accessibility, EDI, assistive technology) and relevant events such as workshops are highlighted to staff. | Staff are actively encouraged to undertake UDL training and other linked training opportunities. These are being organised by the institution/organisation. | Staff are given time and resources to engage in UDL training opportunities and this is recognised in promotional pathways. |
| **Dedicated committees/working groups (10 pts)** |
| No current dedicated committees or working groups established to implement UDL.  | Plans to establish a dedicated committee/working group with UDL implementation being a standing item at other relevant committees/working groups. | A dedicated committee/working group has been established with specific UDL remit and is being led by a senior figure within the organisation.  |
| **Sharing of resources & external partnerships (10 pts)** |
| Practitioners share UDL resources regularly although this is informal. | Practitioners share UDL resources regularly although this is informal.External partners are being consulted and advise on UDL implementation. | A community of practice has been set up to capture and share good practice and resources. The organisation also shares good practice and resources externally.External partners are active collaborators and the organisation is involved in joint activities/projects. |

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| 1. **Evidence impact on students - namely the level of involvement of students in this process. There should be clear student partnership (total of 20 points)**
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| **Impact on Learners (10 pts)** |
| Impact of UDL implementation on learners is being measured in some classes/modules. For example, individual practitioners are measuring the impact of their UDL implementation. | Impact of UDL implementation is being measured systematically for some groups of learners. For example, UDL specific questions are being asked in programme/module feedback. | Impact of UDL implementation is being captured in various formats: performance - (retention, progression, results), learning, experience, feedback - qualitative or quantitative.  |
| **Learner Engagement/Partnership (10 pts)** |
| Organisation aware of the need to actively engage learners as partners in UDL implementation. | Some steps to engage with learners about UDL implementation have begun however they are not yet considered full partners in this process - focus groups, surveys, awareness campaign. | Learners are fully engaged with the UDL implementation and are fully involved in every stage of the planning and execution at various levels. |

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| 1. **Outline future plans for deeper UDL implementation organisation wide (10 points)**
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| **Early stages (1-3)** | **Progressing (4-7)** | **Leading (8-10)** |
| Organisation has not clearly articulated future UDL plans. | Some reflection has been carried out although articulation of goals/objectives could have clearer direction. | Organisation has clearly articulated their future plans/goals. |