

## Individual Award (Further Education & Training and Higher Education) Rubrics

These awards celebrate individuals who are engaging in innovative and excellent practice with the Universal Design for Learning (UDL) framework and who deliver a more inclusive learning experience for their students. It is targeted at practitioners who have demonstrated their commitment to UDL by completing the Digital Badge in Universal Design for Teaching & Learning, and who are making exciting changes to their practice as a result of this. Applicants must demonstrate how their practice has developed and deepened beyond the scope of what was required of them when completing the Digital Badge. This is not limited to academic/teaching staff.

The following rubrics have been designed to enable reviewers to assess the 2022 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.

<b>UDL Implementation (20 points)</b>		
<b>Early stages (1-6)</b>	<b>Progressing (7-15)</b>	<b>Leading (15-20)</b>
UDL implementation is in early stages of planning. No clearly defined goals for UDL implementation have been set yet. Progress of implementation is not being tracked/monitored. UDL is being introduced in some capacity. Little engagement of others in this process.	Clearly articulated planning and objective setting. UDL evidenced in variety of ways, for example: <ul style="list-style-type: none"> <li>● Practical tools/technologies</li> <li>● Assessment</li> <li>● Classroom practices</li> </ul> UDL progress is being tracked/monitored in some instances.	UDL implementation is clearly evidenced in well structured plans. Objectives set for UDL implementation are clearly stated and in motion. There is consistent implementation of UDL across the programme/module. Progress is being clearly monitored and acted on.

	Other stakeholders are consulted and involved in the implementation.	
<b>Impact Measurement (10 points)</b>		
<b>Early stages (1-3)</b>	<b>Progressing (4-7)</b>	<b>Leading (8-10)</b>
Impact on learners not currently being measured although steps are being made to do so. Applicants signalling how they might go about this.	Impact of UDL is being captured in some formats: performance - (retention, progression, results), learning, experience, feedback - qualitative or quantitative.	Impact of UDL implementation is being captured in various formats and is being used to inform practice.
<b>Wider UDL Recognition and Influence (10 points)</b>		
<b>Early stages (1-3)</b>	<b>Progressing (4-7)</b>	<b>Leading (8-10)</b>
Applicant is showing evidence of engaging with colleagues but this has yet to 'convert' them to UDL practitioners with some sharing of resources. Applicant's efforts to raise awareness and communicate with wider organisation still to make headway.	The applicant has made efforts to encourage colleagues to explore UDL within their own practice. Resources and good practice shared by the applicant ad hoc. Some increased awareness of and interest within wider organisation in UDL as a result of the applicants' efforts but this is anecdotal. Applicant has facilitated the Digital Badge at least once.	The applicant has encouraged colleagues to undertake the Digital Badge. The applicant has shared resources and good practice regularly. Awareness of UDL within organisation has increased with this being raised at meetings, regular comms, etc. This could be recognised in policies or strategies, a community of practice being formed.
<b>Outline your future plans for deeper UDL implementation (10 points)</b>		
<b>Early stages (1-3)</b>	<b>Progressing (4-7)</b>	<b>Leading (8-10)</b>
Applicant is grappling with self-reflection and not clear on future plans.	Some reflection has been carried out although articulation of goals/objectives could have clearer direction.	Applicant has maximised the opportunity to reflect on their work and has clearly articulated their future plans/goals.