

John Kelly UDL in Collaboration Award Rubrics

This award will honour 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 ETB, or an entire ETB or a College/School within a HEI or on behalf of the institution/organisation as a whole.

Only one application can be made per entity. Endorsement from senior management is required.

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.

A note on language - we use group/organisation and variations on this throughout the document. This refers to the collective who are submitting their application.

While you may want to include links and refer to specific documents as evidence, the reviewer will judge applications based on the content provided within this application.

Criteria:

Outline the process of UDL implementation (20 points):

- stages/level of planning involved
- clearly stated objectives/goals
- consistency of application at various levels of the organisation
- Identifying, reflecting upon and overcoming challenges
- Has funding and/or dedicated personnel been allocated or sought?

Outline the stages/level of planning involved		
Early stages (1-3)	Progressing (4-7)	Leading (8-10)
<p>UDL implementation is in the early stages of planning although these plans are yet to be formalised.</p> <p>No clearly defined goals for UDL implementation have been set yet.</p> <p>Potential challenges to UDL implementation are yet to be identified.</p>	<p>Formal plans have been adopted with clear stages being identified.</p> <p>Organisation is in the process of setting clearly defined objectives.</p> <p>Challenges have been identified and reflected upon.</p>	<p>UDL implementation is clearly evidenced in well structured plans with a strategy.</p> <p>Objectives set for UDL implementation are clearly stated and in motion.</p> <p>Challenges have been identified, reflected upon and solutions to overcoming them are being acted upon.</p>
Impact on classroom practices		
Early stages (1-3)	Progressing (4-7)	Leading (8-10)
<p>UDL yet to be introduced into such things as classroom practices, assessment, etc.</p> <p>Progress of implementation is not being tracked/monitored.</p>	<p>UDL evidenced in variety of ways, for example:</p> <ul style="list-style-type: none"> • Practical tools/technologies • Assessment • Classroom practices <p>UDL progress is being tracked/monitored in some instances and/or programmes.</p>	<p>There is consistent implementation of UDL across the organisation/group.</p> <p>Formal review process for tracking and monitoring UDL implementation is in place.</p>

Leadership and inclusion of others in the process - buy-in of colleagues (management, teaching and professional staff {academic or non-academic staff}, external partners) (50 points):

- Evidence of staff communication and awareness
- Training & events - number of colleagues who have completed the DB
- Other training being signposted: accessibility, disability awareness, EDI, assistive technology, etc.
- Dedicated committees/working groups/communities of practice/personnel
- Sharing of good practice and resources

Staff communication and awareness		
Early stages (1-3)	Progressing (4-7)	Leading (8-10)
Awareness of UDL is low within the organisation with staff being communicated irregularly about UDL. 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		
Early stages (1-3)	Progressing (4-7)	Leading (8-10)
UDL specific and related training opportunities (disability awareness, accessibility, EDI, assistive technology) and relevant events such as workshops are highlighted to staff. Number of UDL practitioners and Digital Badge holders is low and has not increased.	Staff are actively encouraged to undertake UDL training, the Digital Badge 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. The number of Digital Badge holders within the organisation has increased over the time period.
Dedicated committees/working groups		
Early stages (1-3)	Progressing (4-7)	Leading (8-10)
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 (influencer) within the organisation.
Sharing of resources & external partnerships		

Early stages (1-3)	Progressing (4-7)	Leading (8-10)
Practitioners share UDL resources irregularly through informal networks.	Practitioners share UDL resources regularly although this is informal. A shared resource hub is available for colleagues. 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.
Senior Leaders/Management		
Early stages (1-3)	Progressing (4-7)	Leading (8-10)
Senior management are aware but not proactive in the implementation of UDL.	Senior management are consulted and aware of the UDL implementation.	Senior management are leading UDL implementation.

Evidence impact on students - namely the level of involvement of students in this process. There should be clear student partnership (20 points):

Impact on Learners		
Early stages (1-3)	Progressing (4-7)	Leading (8-10)
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/evaluation.	Impact of UDL implementation is being captured in various formats: performance - (retention, progression, results), learning, experience, feedback - qualitative or quantitative.
Learner Engagement/Partnership		
Early stages (1-3)	Progressing (4-7)	Leading (8-10)
Organisation/group aware	Some steps to engage	Learners are fully

of the need to actively engage learners as partners in UDL implementation.	with learners about UDL implementation have begun however they are not yet considered full partners in this process - focus groups, surveys, awareness campaign.	engaged with the UDL implementation and are fully involved in every stage of the planning and execution at various levels.
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Outline your future plans for deeper UDL implementation (10 points):

Early stages (1-3)	Progressing (4-7)	Leading (8-10)
Some reflection is evident but no specific plans or actions are evident.	Specific areas to progress have been identified and future plans are evident but not all actions are clearly articulated.	A multi-year plan is in place to further embed UDL in the organisation/institution with concrete actions aligned with areas of identified need for further development.



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