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THE UDL "3-PILLAR" INCLUSION STRESS TEST

ASSESSMENT

VET design

1. AT A GLANCE

Tool name	*The UDL "3-Pillar" Inclusion Stress Test*
Activity Type	*Individual*
Purpose	*Assessment*
Challenge	*Reaching Underrepresented Learners: Designing VET for migrants, NEETs, and other adult learners.*
When to use it	*Prototype / Test Stage*
Time to complete	*45 minutes.*
Materials Needed	*One draft VET asset (flyer, syllabus, or online activity), Stress Test Rubric, red and green markers.*

WHAT YOU WILL HAVE AFTERWARDS

- A score (0–3) for the three UDL pillars + Accessibility of one “first-touch” asset
- Your Inclusion Quotient (IQ) out of 12 and its risk level
- One concrete “Quick Fix” for your lowest-scoring pillar

DESIGN THINKING STAGE

Empathise | Define | Ideate | **Prototype** | **Test**

2. DESCRIPTION

Inclusion often fails at the point of communication. VET materials frequently use "Institutional Jargon" that acts as a cognitive or linguistic gatekeeper. This tool is a quantitative audit based on the three core pillars of Universal Design for Learning (UDL): Representation (how information is received), Action & Expression (how learners show what they know), and Engagement (how learners are motivated). It forces the user to look past the content and evaluate the accessibility of the training for a learner with low local language skills or digital anxiety.

2.1 WHEN TO USE IT

Deploy this tool during the Prototype stage as an iterative filter to catch "gatekeepers" like jargon or mobile-unfriendly files in your first-touch assets. Use it again in the Test stage to calculate a final Inclusion Quotient (IQ), ensuring your training is "Inclusive Legacy Ready" and respects EU values of equality before full-scale launch.



- The "Rule of 15": To score high on Representation, ensure no sentence in your material exceeds 15 words.
- Design for the Margins: If your material is accessible to a migrant learner with low literacy, it will be exceptionally clear for everyone else. This is the "curb-cut effect" for VET.
- Voice is Choice: For Pillar 2 (Action), always check if the learner must write. Could they record a voice note on WhatsApp instead? Providing options reduces the fear of failure.

2.2 THE THREE UDL PILLARS

👁️ PILLAR 1
REPRESENTATION

How information is received.

Ask: Is every key instruction given in 2+ formats (text + pictogram, audio or video)?

Score: 0 – 1 – 2 – 3

✍️ PILLAR 2
ACTION & EXPRESSION

How learners show what they know.

Ask: Can learners show competence in 2+ ways – not only by writing?

Score: 0 – 1 – 2 – 3

🔥 PILLAR 3
ENGAGEMENT

How learners are motivated.

Ask: Does the task use a real-world scenario that builds initiative, not just compliance?

Score: 0 – 1 – 2 – 3

3. STEP-BY-STEP INSTRUCTIONS

1

ASSET ISOLATION

Select one "First-Touch" item (e.g., a recruitment ad, a course application form, or the first 10 minutes of an online module).

2

PILLAR 1: REPRESENTATION AUDIT

Linguistic & Visual Check: Review the text for "Gatekeeper Words" (VET acronyms like ECTS/EQF). Ask: Is the font Open Dyslexic? Are there pictograms alongside every main instruction? Award points for information provided in 2+ formats (e.g., text + video).

3

PILLAR 2: ACTION AND EXPRESSION AUDIT

Response Check: Look at the tasks required. Does the learner have to write an essay? Can they instead perform a practical skill demonstration or use a mobile-friendly intake bot? Award points if there are 2+ ways to demonstrate competence.

4

PILLAR 3: ENGAGEMENT AUDIT

Relevance Check: Evaluate the "Motivation to Learn." Does the task use a real-world scenario (e.g., applying for a job in a local SME)? Does it foster a "Sense of Initiative" or just compliance? Award points for cultural and professional alignment.

5

CALCULATING THE “IQ” (INCLUSION QUOTIENT)

Sum the scores for each pillar (0-3 scale). Calculate your Inclusion Quotient (IQ). Any pillar scoring 0 or 1 is a "Dropout Risk" and requires an immediate redesign.

6

THE INCLUSIVE ITERATION

Draft one "Quick Fix" for your lowest-scoring pillar. (Example: "I will replace the 3-page PDF application with a 5-question WhatsApp bot interview").

4. THE TEMPLATE / CANVAS

Asset audited: _____ Audited by: _____ Date: _____

UDL PILLAR	INCLUSION INDICATOR	SCORE (0-3)	EVIDENCE FOUND / NOTES	REQUIRED FIX (INNOVATION)
Representation	Linguistic & Visual: Content uses "Easy-to-Read" sentences (<15 words), Open Dyslexic font, and supports text with pictograms/icons.			
Action and Expression	Response Flexibility: Learners can choose between 2+ ways to show competence (e.g., video, oral, or practical) instead of strictly written			
Engagement	Motivation & Relevance: Tasks use real-world job scenarios and culturally relevant examples to foster a "Sense of Initiative".			
Accessibility	Digital Equity: The asset is mobile-friendly and low-data, requiring no heavy PDF downloads or complex web architecture.			
Final Inclusion Quotient (IQ): _____ / 12				

4. THE TEMPLATE / CANVAS

SCORING LEGEND & ACTION PLAN

10–12

Inclusive Legacy Ready

The asset effectively respects EU values of equality and is ready for full-scale launch to underrepresented groups.

7–9

Developing

Significant barriers remain. Increase visual support and simplify linguistic complexity before proceeding to the final test phase.

0–6

High Exclusion Risk

REDESIGN MANDATORY. The asset contains "Institutional Gatekeepers" that will likely trigger immediate learner dropout. Apply Non-Formal Education (NFE) methods to reconstruct the

MY ACTION PLAN

My Inclusion Quotient (IQ): _____ / 12 Risk level: □ 10–12 □ 7–9 □ 0–6

Lowest-scoring pillar: □ Representation □ Action & Expression □ Engagement □ Accessibility

My Quick Fix: .....

.....

Who will implement it: ..... By when: .....

Re-test date (Test stage): ..... New IQ after the fix: _____ / 12

🔁 **Re-run the audit after your Quick Fix – aim for 10–12 before full-scale launch.**

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