

Rapid Impact Fund 2025 - Scoring Criteria

	CRITERIA	RATING				SCORE
	Proposed activity:	1	2	3	4	
1	Reflects the focus of the funding round - to support autistic students being able to excel, achieve, flourish and succeed at school/college and in learning.	Does not reflect the round's focus: the application does not demonstrate any clear connection to the goals of the funding round. It fails to address the needs of autistic students or outline how the proposed activity will support them in excelling, achieving, or succeeding in their educational journey.	Limited relevance to the round's focus: the application somewhat addresses the needs of autistic students, but the proposed activity lacks clarity and specificity in showing how it will help them excel, achieve, or flourish in school or college. There is a basic understanding of the challenges faced by autistic students, but the solution lacks a clear plan in achieving the funding round's objectives.	Clear relevance to the round's focus but lacks detail: the application clearly addresses the needs of autistic students and outlines how the proposed activity will support them in excelling and succeeding in their education. While the objectives and approach are generally aligned with the funding focus, some areas may lack sufficient detail, depth, or clarity to fully demonstrate how the activity will achieve its intended outcomes for	Strong alignment with the round's focus: the application is fully aligned with the goals of the funding round and provides a comprehensive and clear plan for helping autistic students excel, achieve, and succeed in their educational environments, and demonstrates a thorough understanding of how to support autistic learners in thriving both academically and personally.	

				autistic learners.		
2	Is quick to implement and will show impact in 6 months.	Not quick to implement and unlikely to show impact within 6 months: the proposed activity requires a significant amount of time (at least a term) to set up or involves complex processes that would delay implementation. There is little to no indication that it will achieve measurable results within 6 months. The timeline for impact is unrealistic given the scale or nature of the activity.	Slow to implement with uncertain impact within 6 months: while the activity could eventually be implemented, it involves considerable delays or is dependent on factors that may slow down progress. The potential impact within 6 months is unclear or unlikely, and the timeline for seeing results appears to be too long for the proposed objectives.	Quick to implement with moderate likelihood of showing impact in 6 months: the activity can be implemented relatively quickly (eg a couple of weeks) and there is a reasonable chance that it will show noticeable results within 6 months.	Very quick to implement with clear, measurable impact within 6 months: the proposed activity is ready for immediate implementation (within days), with a clear and well-defined plan that will yield measurable results within 6 months. The timeline is realistic, and the activity is designed to deliver noticeable improvements quickly, making a tangible impact within the specified period.	
3	Is creative and innovative.	Established practice: the application describes an initiative that should already be	Basic or reactive approach: the application presents an initiative that addresses	Targeted innovation: the application describes an initiative that is innovative and	Transformative innovation: the application describes a creative	

		<p>in place in an inclusive school. Little to no creative or innovative approach.</p>	<p>a current need in an inclusive school, but the approach is somewhat basic or reactive. The initiative may be an existing programme or strategy with little innovation, but it is necessary for meeting specific student needs.</p>	<p>designed to address specific needs within an inclusive school setting. It is clearly targeted at improving educational outcomes for students, including those with diverse needs. The initiative may already be piloted with some evidence of success.</p>	<p>and innovative initiative that is not only needed but could bring about transformative change within the inclusive school. It offers a unique solution to a well-defined problem and presents a clear path toward improving educational outcomes for all students, especially those with diverse learning needs.</p>	
4	<p>Involves autistic young people (YP) in planning and delivery.</p>	<p>No involvement of autistic YP: the proposed activity does not involve autistic young people in the planning or delivery in any way. The project is designed and executed without considering their input or perspective, which</p>	<p>Limited involvement of autistic YP (ie consultation): autistic young people are minimally involved in the planning and/or delivery of the activity. While their perspectives may be included to some degree, the level of</p>	<p>Active involvement of autistic YP in planning (collaboration): autistic young people are actively involved in the planning of the activity, with their input shaping the approach and content. However, their role in the delivery may be more limited, and</p>	<p>Full, meaningful involvement of autistic YP in planning and delivery (co-production): autistic young people play an integral role in both the planning and delivery of the activity. Their perspectives and experiences are central</p>	

		limits its relevance and effectiveness in addressing their needs.	engagement is superficial or tokenistic, and their role in shaping the activity is not significant or meaningful.	while their involvement is meaningful, there could be opportunities for deeper engagement or more responsibility in the execution of the activity.	to shaping the design and execution, and they take on a significant, empowered role throughout the process. The involvement is comprehensive, ensuring the activity is directly aligned with their needs and priorities.	
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