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|  | **Recommend for award**  **[Outstanding case[[1]](#footnote-1)]**  **(4 points)** | **Recommend for award**  **[Strong case]**  **(3 points)** | **May consider for award**  **[Good case]**  **(2 points)** | **May consider for award**  **[Average case]**  **(1 points)** | **Do not recommend for award**  **[Insufficient case]**  **(0 points)** |
| **Criterion 1**  **Undertakes activities that enable an excellent student educational experience** | * Fosters an outstanding one-off or sustained example of practice that contributes to the student educational experience through teaching and assessment, support of learning or via procedures or policy work | * Fosters an excellent one-off or sustained example of practice that contributes to the student educational experience through teaching and assessment, support of learning or via procedures or policy work | * Fosters a very good one-off or sustained example of practice that contributes to the student educational experience through teaching and assessment, support of learning or via procedures or policy work | * Fosters a good one-off or sustained example of practice that contributes to the student educational experience through teaching and assessment, support of learning or via procedures or policy work | * Limited example of role in practice that contributes to the student educational experience |
| **Criterion 2**  **Demonstrates inclusive practice** | * Considers issues of equity, diversity and inclusion/exclusion proactively and acts on this in innovative ways to create an inclusive environment for all students in their context or beyond | * Considers issues of equity, diversity and inclusion/exclusion proactively and acts on this effectively to create an inclusive environment for all students in their context | * Considers issues of equity, diversity and inclusion/exclusion responsively and acts on this to create an inclusive environment for all students in their context | * Partially identifies issues of equity, diversity and inclusion/exclusion and demonstrates some attempts to act on this to create an inclusive learning environment in their context | * Limited or no recognition of the issues of equity, diversity and inclusion/exclusion of the experience of the student community in their context |
| **Criterion 3**  **Evidences effectiveness in the student educational experience** | * Claims are supported with substantial evidence that the activity undertaken has been effective (e.g. student quantitative and qualitative feedback, measures of student achievement, peer and external examiner feedback) | * Claims are supported with strong evidence that the activity undertaken has been effective (e.g. student quantitative and qualitative feedback, measures of student achievement, peer and external examiner feedback) | * Claims are supported with some evidence that the activity undertaken has been effective (e.g. student quantitative and qualitative feedback, measures of student achievement, peer and external examiner feedback) | * Claims are supported with partial evidence that the activity undertaken has been effective (e.g. student quantitative and qualitative feedback, measures of student achievement, peer and external examiner feedback) | * Claims are not supported with evidence that the activity undertaken has been effective |
| **Criterion 4**  **Demonstrates effective collaboration**  **(For Collaborative Award[[2]](#footnote-2) Only)** | * Demonstrates outstanding strategies for effective collaboration (e.g. effective communication, valuing of different viewpoints, delegation and sharing of responsibilities) | * Demonstrates excellent strategies for effective collaboration (e.g. effective communication, valuing of different viewpoints, delegation and sharing of responsibilities) | * Demonstrates very good strategies for effective collaboration (e.g. effective communication, valuing of different viewpoints, delegation and sharing of responsibilities) | * Demonstrates some good strategies for effective collaboration (e.g. effective communication, valuing of different viewpoints, delegation and sharing of responsibilities) | * Demonstrates limited strategies for effective collaboration (e.g. effective communication, valuing of different viewpoints, delegation and sharing of responsibilities) |

1. Applications graded as Outstanding on some or all criteria may also be considered for the Vice Chancellor’s Prize in addition to the Education Excellence Award if they are deemed to demonstrate an exceptional contribution to excellence and enhancement and strong potential for transferability and wider impact. [↑](#footnote-ref-1)
2. The Collaborative Award is intended to recognise those colleagues working together to achieve specific collective objectives either through long-term or short-term collaborations. Teams may be formal, structured teams or informal collaborations of academic and/or professional services colleagues. [↑](#footnote-ref-2)