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|  | **Recommend for award**  **[Outstanding case]**  **(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[[1]](#footnote-1) 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. 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, and may include students. [↑](#footnote-ref-1)