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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
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| **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
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| **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
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| **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)
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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)