|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Recommend for award****[Outstanding case[[1]](#footnote-1)]****(4 points)** | **Recommend for award****[Strong case]****(3 points)** | **Recommend for award** **[Good case]****(2 points)** | **Consider for award****[Average case]****(1 points)** | **Do not recommend for award****[Insufficient case]****(0 points)** |
| **Enables meaningful student engagement in their educational experience** | * Fosters an outstanding active and interactive educational environment to inspire and motivate students and support student achievement
 | * Fosters an excellent active and interactive educational environment to inspire and motivate students and support student achievement
 | * Fosters a very good active and interactive educational environment to inspire and motivate students and support student achievement
 | * Fosters a good active and interactive educational environment to inspire and motivate students and support student achievement
 | * Limited example of role in fostering an active and interactive educational environment to inspire and motivate students and support student achievement
 |
| **Demonstrates an impact on the student educational experience** | * Outstanding example(s) of implementing a one-off or sustained activity that enhances the student educational experience
* Claims are supported with evidence of substantive impact (e.g. student quantitative and qualitative feedback, measures of student achievement, peer and external examiner feedback)
 | * Excellent example(s) of implementing a one-off or sustained activity that enhances the student educational experience
* Claims are supported with evidence of strong impact (e.g. student quantitative and qualitative feedback, measures of student achievement, peer and external examiner feedback)
 | * Very good example(s) of implementing a one-off or sustained activity that enhances the student educational experience
* Claims are supported with evidence of impact (e.g. student quantitative and qualitative feedback, measures of student achievement, peer and external examiner feedback)
 | * Good example(s) of implementing a one-off or sustained activity that enhances the student educational experience
* Claims are supported with partial evidence of some impact (e.g. student quantitative and qualitative feedback, measures of student achievement, peer and external examiner feedback)
 | * Limited example(s) of implementing a one-off or sustained initiative that enhances the student educational experience
* Claims are not supported with evidence of impact
 |
| **Demonstrates inclusive practice** | * Considers issues of equity, diversity and 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 exclusion proactively and acts on this effectively to create an inclusive environment for all students in their context
 | * Considers issues of equity, diversity and exclusion responsively and acts on this to create an inclusive environment for all students in their context
 | * Partially identifies issues of equity, diversity and 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 exclusion of the experience of the student community in their context
 |
| **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 Principal’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)