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|  | Recommend for award  [Outstanding case]  (3 points) | Recommend for award  [Strong case]  (2 points) | May consider for award  [Average case]  (1 points) | Do not recommend for award  [Insufficient case]  (0 points) |
| 1. Aligns with one or more objectives of the legacy St George’s [Inclusive Education Framework](https://www.sgul.ac.uk/about/our-education-centres/centre-for-innovation-and-development-in-education/inclusive-education/inclusive-education-framework) and/or one more theme in the [legacy City Inclusive Practice Framework](https://cityuni.sharepoint.com/sites/cs_CityLearningTeachngPortal/SitePages/Inclusive-Practice-Framework.aspx). Applications addressing other university priorities, such as sustainability and interdisciplinary, will also be considered | The project demonstrates a deep and comprehensive alignment with one or more objective of the legacy St George’s [Inclusive Education Framework](https://www.sgul.ac.uk/about/our-education-centres/centre-for-innovation-and-development-in-education/inclusive-education/inclusive-education-framework) and/or one more theme in the [legacy City Inclusive Practice Framework,](https://cityuni.sharepoint.com/sites/cs_CityLearningTeachngPortal/SitePages/Inclusive-Practice-Framework.aspx) or other university priorities. | The project aligns well with one or more objective of the legacy St George’s [Inclusive Education Framework](https://www.sgul.ac.uk/about/our-education-centres/centre-for-innovation-and-development-in-education/inclusive-education/inclusive-education-framework) and/or one more theme in the [legacy City Inclusive Practice Framework,](https://cityuni.sharepoint.com/sites/cs_CityLearningTeachngPortal/SitePages/Inclusive-Practice-Framework.aspx) or other university priorities. | The project partially aligns with one or more objective of the legacy St George’s [Inclusive Education Framework](https://www.sgul.ac.uk/about/our-education-centres/centre-for-innovation-and-development-in-education/inclusive-education/inclusive-education-framework) and/or one more theme in the [legacy City Inclusive Practice Framework,](https://cityuni.sharepoint.com/sites/cs_CityLearningTeachngPortal/SitePages/Inclusive-Practice-Framework.aspx) or other university priorities. but lacks depth and innovation in inclusive education approaches. | The project minimally aligns with the objective of the legacy St George’s [Inclusive Education Framework](https://www.sgul.ac.uk/about/our-education-centres/centre-for-innovation-and-development-in-education/inclusive-education/inclusive-education-framework) and/or one more theme in the [legacy City Inclusive Practice Framework,](https://cityuni.sharepoint.com/sites/cs_CityLearningTeachngPortal/SitePages/Inclusive-Practice-Framework.aspx) or other university priorities, showing a lack of understanding and ineffective incorporation of inclusive practices. |
| 2. Articulates the need for the project, the planned output(s), and how there will be a sustainable legacy for the school. | The application convincingly identifies and explains a compelling need, presents impactful outputs, and articulates a clear strategy for a sustainable legacy. | The application explains the identified need, outlines the planned outputs, and reflects on how the project’s legacy will be sustained. | The application identifies a need, presents planned outputs, and outlines a sustainability strategy, but lacks strong conviction or depth in addressing the identified need and ensuring long-term impact. | The application inadequately identifies the need, lacks clarity in planned outputs, and provides an unsustainable strategy, indicating a limited understanding of the project's long-term impact and effectiveness. |
| 3. Demonstrates clear plans for, and commitment to, joint working between students and staff to achieve the planned outputs | The project design demonstrates exceptional, clear plans for, and commitment to, joint working between students and staff, leveraging diverse perspectives and expertise to achieve planned outputs effectively. | The project design involves meaningful plans for, and commitment to, joint working between students and staff, showcasing co-creation of outputs. | The project design involves some plans for, and commitment to, joint working between students and staff, but may lack depth or effectiveness in leveraging diverse perspectives and expertise. | The project design shows minimal clear plans for, and commitment to, joint working between students and staff, with limited co-creation of outputs. |
| 4. Demonstrates a project design that is well thought-out, anticipates potential challenges, and is realistic within the timescale. | The project design is meticulously planned, demonstrating foresight in anticipating potential challenges, and offering credible innovative solutions within a realistic timescale. | The project design is well-thought-out, demonstrating a clear understanding of potential challenges and providing realistic solutions within the proposed timeline. | The project design shows some planning and consideration of potential challenges, but may lack thoroughness or innovation in addressing them within the proposed timeline. | The project design is poorly planned, with limited consideration of potential challenges and unrealistic solutions within the proposed timeline. |