Australian Council of Engineering Deans National Award for Engineering Education Excellence			Exemplary	Proficient	Poor
Criteria	Criteria description	Weighting	67 - 100%	34 - 66%	0 - 33%
1. Focus & Relevance	Articulate the challenges addressed and the outcomes achieved, focusing on the significance of the work to engineering education practice at an institutional and/or national level.	20%	Clearly articulates the challenges addressed and the outcomes achieved, providing compelling evidence of their significance to engineering education practice at both institutional and national levels. The work demonstrates a profound understanding of the field and its implications.	Articulates the challenges addressed and the outcomes achieved, with a clear focus on their significance to engineering education practice at either institutional or national levels. The work effectively communicates its relevance, although some aspects could be further developed.	Lacks clarity in articulating the challenges addressed and the outcomes achieved. The significance of the work to engineering education practice is unclear or insufficiently supported.
2. Context	Situate the work within relevant bodies of knowledge and describe how it draws on this to address our understanding of teaching and learning in your context	20%	Situates the work within relevant bodies of knowledge with exceptional clarity, demonstrating a deep understanding of how it contributes to our understanding of teaching and learning in the specific context. The connections to existing research are thoroughly explored and synthesised.	Situates the work within relevant bodies of knowledge, demonstrating an understanding of how it contributes to our understanding of teaching and learning in the context. The connections to existing research are adequately made, though some could be further elaborated.	Fails to situate the work within relevant bodies of knowledge or adequately describe its contribution to our understanding of teaching and learning in the context. The connections to existing research are unclear or lacking.
3. Contribution	Demonstrate how the work has contributed to Australasian Engineering Education and in particular the AAEE community	20%	Clearly demonstrates how the work has contributed to Australasian Engineering Education and the AAEE community, providing concrete examples of impact and engagement. The contribution is substantial and widely recognised within the community.	Demonstrates how the work has contributed to Australasian Engineering Education and the AAEE community, with evidence of impact and engagement. The contribution is notable, though some aspects could be further highlighted.	Fails to clearly demonstrate how the work has contributed to Australasian Engineering Education and the AAEE community. The evidence of impact and engagement are unclear or insufficiently supported.
4. Evidence of continuous monitoring and evaluation	Present original ideas and results of significance supported by clear reasoning and compelling evidence over a sustained period.	20%	Presents original ideas and significant results supported by clear reasoning and compelling evidence over a sustained period. The work demonstrates a commitment to rigorous monitoring and evaluation practices.	Presents original ideas and results supported by clear reasoning and evidence over a sustained period. The monitoring and evaluation practices are evident, though some areas could be further developed.	Lacks clear evidence of continuous monitoring and evaluation. The ideas and results presented may lack significance or be inadequately supported.
5. Clarity and readability	Writing that appeals to a broad readership interested in engineering education research and practice, supported by provide tables and figures, as needed.	20%	Exhibits a highly clear, concise, and precise exposition that appeals to a broad readership interested in engineering education research and practice. Tables and figures are included and meaningfully add to the narrative, enhancing clarity and understanding.	Exhibits clear, concise, and precise exposition that mostly appeals to readership within engineering education research and practice. Tables and figures are included, though there may be areas where further clarification could improve readability.	Lacks clarity, conciseness, or precision in exposition, making it difficult for a broad readership to engage with the content. Tables and figures, if included, may not meaningfully add to the narrative or could be absent.