CAPSL

Special Purpose Certificate in Academic Practice Handbook 2019–2020
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INTRODUCTION:
SPECIAL PURPOSE PROFESSIONAL CERTIFICATE IN ACADEMIC PRACTICE

The Professional Special Purpose Certificate in Academic Practice is a level 9, non-major award that focuses on professional development in academic practice, integrating four interrelated facets: teaching, learning, research and leadership. It carries a credit volume of 15 ECTS. This course offers a professional qualification in academic practice for staff in Trinity and is designed to be flexible, research-informed and practice-based. It encourages candidates to select their own professional development agenda in academic practice, and allows them to develop and evidence their academic practice, knowledge and values throughout their careers at times that are appropriate to them. Upon completion of the certificate staff can undertake further modules to facilitate lifelong learning and help maintain high quality practice throughout their careers. The Course is based on the premise that everybody educating our students in Trinity should be committed to and supported in achieving an excellent student learning experience.

AUDIENCE

WHO IS THE COURSE FOR?
This Professional Special Purpose Certificate in Academic Practice is for academics or academic-related professionals in Trinity, including researchers with teaching responsibilities, part time or adjunct teaching staff, or staff with roles in supporting learning. As the course focuses on application of theory to practice and has a strong focus on reflection and evaluation, all candidates should be in an active teaching or supporting learning role while participating in the course. Please contact us if you have any questions about this. This course is not open to Postgraduate Teaching Assistants as a separate for credit module exists for this purpose.

Early career academics should complete Module 1 - Perspectives on Teaching and Learning in Higher Education (previously called Introduction to teaching in Higher Education) as one of their 5 ECTS modules and select two more modules of 5 ECTS each, thereby contributing to the total credit volume of 15 ECTS.
COURSE FEATURES

FLEXIBILITY
All modules have a credit volume of 5 ECTS. Each module contains 10-12 hours of teaching time which take place at times that are chosen to provide as much flexibility to the participant as possible (including a variety of days and times such as lunchtimes/evenings/reading weeks etc.).

INCLUSIVITY
There is a growing cohort of professionals in Trinity who support teaching and learning in various guises (for example library staff; career staff; academic developers; instructional designers; learning technologists; adjunct lecturers). This course is open to all academic and professional staff with an active teaching role. (see “Who is the course for”)

CHOICE
Candidates choose from a suite of modules, according to their interests and professional needs. An initial pool of modules has been developed and subsequent modules will be added to this pool as priority areas for professional development are identified. This allows the course to be responsive to the needs of the professional community, to national or international trends and influences, and to Trinity’s strategic priorities in teaching & learning. Successful completion of any 3 modules will result in the award of a Professional Special Purpose Certificate in Academic Practice.

ASSESSMENT ROUTES
Participants may submit an assignment upon completion of each module. Assignments are designed to be applicable to the disciplines and constructed to focus on the application of theory into practice. Upon successful completion of three modules, the Professional Special Purpose Certificate in Academic Practice can be awarded.

OR
Participants can attend modules (totalling 15 ECTS) and opt for assessment by portfolio where they will apply their learning from these modules through a professional teaching portfolio. Upon completion of three modules and the accompanying Teaching Portfolio, the successful Professional Special Purpose Certificate in Academic Practice can be awarded.
RESEARCH-LED
All modules are underpinned and informed by a research-led approach to academic practice. Participants develop and evidence their academic practice through critically evaluating research in teaching and learning in higher education and using it to inform the development of their practice, or through undertaking pedagogical research within their discipline.

THEORY TO PRACTICE
The course is designed to provide a balance between theory and practice, to be research-informed and evidence-based. Participants are involved and active in practice-focused workshops and seminars that address educational theories/the literature of Higher Education and their application in practice. This approach provides participants with opportunities to address areas of challenge and interest within their discipline. Modules are structured to encourage theory, action, participation, discussion, analysis and critical reflection.

CROSS DISCIPLINE
The Course’s pedagogical approach is one of collaborative learning where the collective knowledge, experience and expertise of participants in teaching & learning across the disciplines is maximised. Modules facilitate a multi-disciplinary approach, where professional dialogue and the sharing of experiences are used as a source of learning. A variety of approaches to supporting student learning are fostered though professional dialogue where participants engage with and learn from others within the subject, across the disciplines and from within the wider higher education community.
AIMS AND LEARNING OUTCOMES

AIMS

The Professional Special Purpose Certificate in Academic Practice aims to:

- improve the teaching & learning experience within Trinity
- enable recognition and recording of the professional development of those involved in teaching and supporting learning
- recognise the importance of the preparation of staff for teaching and their continued support in academic practice
- facilitate staff to build and evidence achievement in their academic practice
- encourage staff to renew and share their teaching knowledge and skills within a research-led context
- enable staff to apply to individual practice a repertoire of appropriate teaching and learning principles, strategies, models and approaches
- encourage staff to access the research and literature on teaching and learning in higher education in order to inform conclusively the development of their practice
- foster multi-disciplinary critical discussion as a source of learning

LEARNING OUTCOMES

Upon completion of the Professional Special Purpose Certificate in Academic Practice students should be able to:

1) Identify the knowledge, skills, competencies and professional values necessary to teaching & learning in Higher Education.

2) Analyse the challenges of teaching & learning in Higher Education.

3) Apply to individual practice a repertoire of appropriate teaching and learning strategies, methodologies, pedagogies, models and approaches.

4) Evaluate their teaching through reflection and the Scholarship of Learning and Teaching.
5) Identify and critically appraise the academic literature on teaching and learning in Higher Education.

6) Use the research and literature on teaching and learning in Higher Education to inform the development of practice.

7) Engage with and learn from others within the subject and from within the wider Higher Education community.

<table>
<thead>
<tr>
<th>MODULES AND MODULE DESCRIPTIONS</th>
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<tbody>
<tr>
<td>VP1001 Perspectives on Teaching and Learning in Higher Education</td>
</tr>
<tr>
<td>VP1002 Curriculum design in Higher Education</td>
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<tr>
<td>VP1003 Technology enhanced learning in Higher Education</td>
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<td>VP1004 Research supervision in Higher Education</td>
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<td>VP1006 Assessment and feedback in Higher Education</td>
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<td>VP1011 Reflecting on and Evaluating your Teaching in Higher Education</td>
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<td>VP1013 Developing Creative Teaching and Learning Approaches in Your Discipline</td>
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<tr>
<td>VP1016 Embedding Reflection in the Curriculum</td>
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</tbody>
</table>
### Perspectives on Teaching and Learning in Higher Education

**Facilitator:** Dr Michael Wride  
**Time:** 10:00 – 16:00  
**Venue:** Room 1.03, 3-4 Foster Place

- Class 1 – Tuesday 27th August 2019  
- Class 2– Wednesday 28th August 2019  
- Class 3 – Tuesday 10th September 2019

Early career academics should complete Module 1 - Perspectives on Teaching and Learning in Higher Education as one of their 5 ECTS modules and select two more modules of 5 ECTS each, thereby contributing to the total credit volume of 15 ECTS.

### Assessment and Feedback in Higher Education

**Facilitators:** Dr Mike Wride, Dr Cicely Roche, Dr Ciara O’Farrell & Ms Catherine Kane  
**Time:** 11:00 - 13:00  
**Venue:** Room 1.03, 3-4 Foster Place

- Class 1 – Tuesday 8th October 2019  
- Class 2 – Tuesday 15th October 2019  
- Class 3 – Tuesday 22nd October 2019  
- Class 4 – Tuesday 29th October 2019  
- Class 5 – Tuesday 5th November 2019  
- Class 6 – Tuesday 12th November 2019
### Perspectives on Teaching and Learning in Higher Education

**Facilitator:** Dr Michael Wride  
**Time:** 10:00 – 16:00  
**Venue:** Room 1.03, 3-4 Foster Place  
- Class 1 – Tuesday 19th November 2019  
- Class 2 – Wednesday 20th November 2019  
- Class 3 – Tuesday 10th December 2019  

Early career academics should complete Module 1 - Perspectives on Teaching and Learning in Higher Education as one of their 5 ECTS modules and select two more modules of 5 ECTS each, thereby contributing to the total credit volume of 15 ECTS.

### Technology Enhanced Learning in Higher Education

**Facilitators:** Kevin O’Connor & David Hamill  
**Time:** 12:00 - 14:00  
**Venue:** Room 1.03, 3-4 Foster Place  
- Class 1 – Thursday 24th October 2019  
- Class 2 – Thursday 31st October 2019  
- Class 3 – Thursday 7th November 2019  
  - Week of Monday 11th November 2019 - Individual consultancies of 20 minutes available this week (optional).  
- Class 4 – Thursday 21st November 2019  
- Class 5 – Thursday 28th November 2019  
- Class 6 – Thursday 5th December 2019
PERSPECTIVES ON TEACHING AND LEARNING IN HIGHER EDUCATION

This module is aimed at academics or academic-related professionals who teach and support student learning and who may be new to a teaching role. It will provide perspectives for participants on the knowledge, skills and values that teaching in higher education requires. The module will enable teachers in higher education to clarify and reflect on their own conceptions of and approaches to teaching and learning, to reflect on and evaluate their teaching roles, including developing a teaching philosophy and to apply the theories of education and the principles of teaching and learning to their discipline. It will introduce strategies for small and large group teaching, explore the fundamentals of curriculum design and constructive alignment and investigate how to involve and engage students in the learning process, including an introduction to technology-enhanced learning.

The module is designed to develop a supportive community of practice and will provide opportunities for participants to carry out micro-teaching and to receive formative peer feedback.

For those early career academics taking the Special Purpose Cert for credit, this module should be completed as one of their three 5 ECTS modules. The modules form part of the Special Purpose Certificate in Academic Practice, where modules are taken individually and built up to a professional qualification in academic practice (15 ECTS).

NB Early career academics should complete Module 1 – Perspectives on Teaching and Learning in Higher Education as one of their 5 ECTS modules and select two more modules of 5 ECTS each, thereby contributing to the total credit volume of 15 ECTS.
MODULE LEARNING OUTCOMES

On successful completion of this module participants should be able to:

1. Discuss concepts, theories and philosophies of teaching and learning.
2. Demonstrate how appropriate teaching and assessment strategies have been developed and applied to promote learning.
3. Demonstrate critical awareness of the literature of teaching and learning.
4. Articulate/illustrate how their professional values about academic practice, have been influenced by engagement with this module.

ASSESSMENT

Submission of a rationale for the development of a module incorporating student-centred/active learning approaches and backed up by appropriate theory and practice.

(2,500 words or word equivalent; e.g. 10 min podcast).

OR

Two research-informed CAPSL-type resources on any aspect of your student-centred/active learning approaches:

For: academic staff/staff supporting student learning.

Featuring:

- An introduction to and discussion of the approach
- A case study or vignette of the pedagogy in practice
  (approx. 1250 words each — approx. 2 pages plus references)

OR

Participants can also choose to submit a professional teaching portfolio for assessment consideration upon completion of any 3 modules (7,500 words or word equivalent).

Please see Rubric on Page 38.

MODULE COORDINATOR

Dr Mike Wride

TEACHING STAFF

Dr Mike Wride
CURRICULUM DESIGN IN HIGHER EDUCATION

This module will introduce curriculum design and development at both module and programme level. It will discuss the means by which curricula can be designed to improve coherency and enhance student learning, and analyse the challenges of curriculum development. It will explore and critique different models and frameworks of curriculum design, including the outcomes-based approach to student learning and inclusive curriculum. It will also examine the relationship between curriculum planning, teaching strategies and assessment (constructive alignment). Participants will have the opportunity to engage in the design or development of a module for Higher Education, including the integration of technology-enhanced learning into module curriculum design.

MODULE LEARNING OUTCOMES

On successful completion of this module participants should be able to:

1. Discuss the principles, purposes and challenges of curriculum design.
2. Develop and apply effective curriculum design strategies.
3. Demonstrate critical awareness of the literature of curriculum design.
4. Articulate/illustrate how their professional values about academic practice, have been influenced by engagement with this module.
ASSESSMENT

Submission of a rationale for a design or development of the curriculum of a module for one’s discipline.

(2,500 words or word equivalent; e.g. 10 min podcast).

OR

Two research-informed CAPSL-type resources on any aspect of curriculum design:

For: academic staff/staff supporting student learning

Featuring:

- An introduction to and discussion of the approach
- A case study or vignette of the approach

(1250 words each – approx.. 2 pages plus references)

OR

Participants can also choose to submit a professional teaching portfolio for assessment consideration upon completion of any 3 modules (7,500 words or word equivalent).

Please see Rubric on page 40.

MODULE COORDINATOR

Dr Mike Wride

TEACHING STAFF

Dr Ciara O’Farrell

Dr Mike Wride

Ms Catherine Kane
This module is aimed at teaching staff who wish to explore the meaningful integration of technology into their teaching practice. Participants will develop the knowledge and skills required to integrate technology-enhanced learning activities into their own practice using blended learning (a mixture of online and face-to-face learning) via Blackboard Learn. There will be a focus on guiding participants on the use of the ‘flipped classroom’ approach whereby students engage with online materials such as videos and readings before participating in online and in-class activities.

The various forms of technology-enhanced learning activities will be explored. Appropriate research literature and instructional design principles will be referred to throughout the module. The module is comprised of online activities and face-to-face sessions covering topics such as module design, video creation, communication tools and online assessment. Classes will involve working in teams to complete activities and individual consulting sessions will also be provided. The assessment requires participants to construct technology-enhanced learning activities focused on an authentic area of their teaching. Participants will also be asked to write an assignment or create a video discussing their created activities.

**MODULE LEARNING OUTCOMES**

On successful completion of this module participants should be able to:

1. Evaluate the relationship between technology and pedagogy in Higher Education with reference to the activities created through the module and the literature on technology-enhanced learning
2. Apply instructional design principles for blended learning
3. Create appropriate technology-enhanced learning activities within Blackboard to support student learning
4. Articulate/illustrate how their professional values about academic practice, have been influenced by engagement with this module.
ASSESSMENT
The module will be assessed by:

• the completion and development of technology-enhanced learning activities in a virtual learning environment, currently Blackboard.

and

• a 1,500-word assignment or 8-minute video based on the activities created for the module.

Please ensure you stay within 10% of the assignment or video length otherwise marks will be deducted relative to the additional length.

Please see Rubric on page 42.

MODULE COORDINATOR
Dr Julie Byrne

TEACHING STAFF
Kevin O’Connor
David Hamill
This module is aimed both at supervisors new to doctoral supervision and those who are more experienced. It will encourage participants to think critically and systematically about their supervision, exploring both the realities and requirements of the practice of supervision and the pedagogies that guide it. Participants will thus be introduced to institutional policies and procedures specific to Trinity but also to themes such as optimising applicant attractions or supporting the learning process through supervision. The rationale is to support academics involved in the process of research supervision whilst cultivating scholarly exchange by encouraging supervisors from across the disciplines to share and critique dialogues about supervision.

MODULE LEARNING OUTCOMES

On successful completion of this module participants should be able to:

1. Recognise and interpret key themes and arguments in relation to, and consequences of, research supervision in higher education
2. Reflection and evaluation of the pedagogies that guide supervision practice
3. Demonstrate critical awareness of the literature of teaching and learning
4. Articulate/illustrate how [their] professional values about academic practice have been influenced by engagement with this module.
ASSESSMENT
The module will be assessed by an assignment to be submitted on completion of the module based on the learning from the module. The assessment will involve an engagement with the literature on research supervision in Higher Education and a reflection on own relevant disciplinary supervision (2,500 words or word equivalent).

OR

Participants can also choose to submit a professional teaching portfolio for assessment consideration upon completion of any 3 modules (7,500 words or word equivalent).

Please see Rubric on page 44.

MODULE COORDINATOR
Dr Michelle Share

TEACHING STAFF
Dr Michelle Share
This module explores the key role that assessment and feedback play in enhancing student learning. Participants will explore how the practice of assessment is multifaceted and interlinked and how managing it and improving practice (for both the assessor and the student) requires an integrated research-informed approach. This module will enable participants to share their experiences and practices of assessment and feedback, and reflect on its challenges and opportunities; e.g. student self- and peer-assessment, assessment of graduate attributes, programmatic assessment, and giving and receiving feedback. The module will open up space for debate around these issues. It will also explore assessment literacy and will introduce technology enhanced approaches to assessment and feedback. Overall, the module will lead to developments in assessment and feedback practices that enhance student learning.

**MODULE LEARNING OUTCOMES**

On successful completion of this module participants should be able to:

1. Discuss the principles, purposes and challenges of assessment and feedback.
2. Develop and apply effective assessment and feedback strategies.
3. Demonstrate critical awareness of the literature of assessment and feedback.
4. Articulate/illustrate how their professional values about academic practice have been influenced by engagement with this module.
ASSESSMENT
Submission of a rationale for, reflection on and/or analysis of an assessment and/or feedback strategy for a module.

(2,500 words or word equivalent; e.g. 10 min podcast).

OR

Two research-informed CAPSL-type resources on any aspect of assessment and/or feedback:

For: academic staff/staff supporting student learning

Featuring:

- An introduction to and discussion of the approach
- A case study or vignette of the approach

(1250 words each – approx. 2 pages plus references)

OR

Participants can also choose to submit a professional teaching portfolio for assessment consideration upon completion of any 3 modules (7,500 words or word equivalent).

Please see Rubric on page 46.

MODULE COORDINATOR
Dr Mike Wride

TEACHING STAFF
Dr Ciara O’Farrell
Dr Mike Wride
Dr Cicely Roche
Catherine Kane
This module uses reflection as a framework for critical inquiry into teaching in higher education. Combining the practical elements of teaching and evaluation with a scholarly approach to reflective practice, this module will use guided reflection as a vehicle to stimulate participants to think critically and systematically about their teaching, exploring both the realities of its practice and the pedagogies that guide it. The module also encourages exploration of what it means to be an academic within this changed higher education environment, and how to understand, define and develop new academic identities through reflecting on and even problematizing their identities as teacher-scholars. This reflection happens as part of a critical conversation that engages in a scholarly discourse about, and evaluation of, teaching. This evaluation of teaching and learning will thus take place in an environment of systematic dialogue, reflection, peer review, and shared analysis. The module aims to provide a framework with which academics can foster a more critical understanding of their role in this changing and uncertain higher education environment. What arises is a ‘community of practice’ or a ‘teaching commons’ a space that supports and encourages reflection, dialogue and research on teaching.

**MODULE LEARNING OUTCOMES**

On successful completion of this module participants should be able to:

1. Critically discuss how evaluation and reflection contribute to the development of teaching & learning practice.

2. Inform their teaching/supporting of learning through critical review of the appropriate literature of teaching and learning.

3. Present a reflection of their teaching/supporting learning role or teaching philosophy, and apply methods of formative evaluation to peer presentations and feedback.

4. Articulate/illustrate how their professional values about academic practice, have been influenced by engagement with this module.
ASSESSMENT

The module will be assessed by submission and review of:

A written critical reflection on an aspect of one’s teaching, informed by the teaching and learning literature and reflective of the author’s professional values, and which demonstrates learning derived from the peer presentation and feedback activities during the module (circa 2,500 words or word equivalent).

OR

Participants can also choose to submit a professional teaching portfolio for assessment consideration upon completion of any 3 modules (7,500 words or word equivalent).

Please see Rubric on page 48.

MODULE COORDINATOR
Dr Cicely Roche

TEACHING STAFF
Dr Mike Wride
Dr Cicely Roche
DEVELOPING CREATIVE TEACHING AND LEARNING APPROACHES IN YOUR DISCIPLINE

This module is aimed at academics and those who teach and support student learning. It will enable teachers in higher education to clarify and reflect on their conceptions of, and approaches to, creativity in teaching and learning. Through both individual and collaborative enquiry, it will enable them to reflect on the extent to which they are being creative in their teaching roles, and enable them to apply theories and philosophies of creativity to the principles of teaching and learning and curriculum development in their discipline.

Practical creative strategies for stimulating more creative thinking in both small and large group teaching will be discussed, and explore opportunities for more creative assessments that involve and engage students in creative learning processes. The role of social media and virtual learning environments (VLEs) in teaching and learning creatively will also be explored.

LEARNING OUTCOMES

On completing this module, participants should be able to:

1. Discuss concepts, theories and philosophies of creativity.
2. Develop and apply creative teaching and assessment strategies to promote learning.
3. Demonstrate critical awareness of the literature of creativity and creativity in teaching and learning.
4. Articulate/illustrate how their professional values about academic practice, have been influenced by engagement with this module.
The assessment has a ‘multi-format’, inclusive approach; i.e. a flexible range of assessment options to encourage a wider range of opportunities for creative expression beyond traditional modes of assessment. It has two parts:

Part 1: Submission of a rationale for, or a critical reflection on, the creative development of a module: 1,800-2,000 words or word equivalent; e.g. podcast, poster, wiki, blog, resource document etc.

Part 2: Production of a creative artefact to articulate/illustrate how your professional values about academic practice have been influenced by engagement with this module: 500-700 words equivalent; e.g. creative writing, poem, drawing, cartoon, painting, ‘wall of photos’.

OR

Participants can also choose to submit a professional teaching portfolio for assessment consideration upon completion of any 3 modules (7,500 words or word equivalent).

*Please see Rubric on page 50.*
EMBEDDING REFLECTION IN THE CURRICULUM

The objective of embedding reflection within the curriculum is a key component of the Trinity Education project (TEP). This module will enable participants to think critically and systematically about their teaching and assessment of reflection/reflective practice, exploring both the realities of its practice and the pedagogies that guide it, and including ‘hands on’ introduction to relevant web 2 technologies (journals, blogs and wikis).

MODULE LEARNING OUTCOMES

On successful completion of this module participants should be able to:

1. Critically discuss how student reflection contributes to student learning and development.

2. Inform [their] teaching of reflection/development of student reflection through critical review of the appropriate literature, including consideration of the role of Web 2.0 technologies (journals, wikis and blogs) in facilitating student reflection.

3. Present a sample of embedding reflection/reflective practice in the curriculum and apply methods of evaluation to samples of embedding reflection/reflective practice.

4. Articulate/illustrate how [their] professional values about academic practice, have been influenced by engagement with this module.
ASSESSMENT

The module will be assessed by:

A 10 to 15 minute Video clip (for example a Panopto video/you tube/ Mobile phone etc.) for academic colleagues where you demonstrate an approach to embedding reflection in the curriculum informed by this module’s learning outcomes, for a 5 or 10ECTS module. The video should identify your rationale for the proposed activity, show how you have designed the activity and propose a means by which the impact of the activity will be evaluated. It should be informed by TEP Guidelines on Student Learning and Assessment and by the relevant literature.

OR

a written critical reflection on an aspect of one’s teaching reflection/ reflective practice to students, informed by the teaching and learning literature and reflective of the author’s professional values, and which demonstrates learning derived from the peer presentation and feedback activities during the module (2,500 words or word equivalent).

OR

Participants can also choose to submit a professional teaching portfolio for assessment consideration upon completion of any 3 modules (7,500 words or word equivalent).

Please see Rubric on page 52.

MODULE COORDINATOR

Dr Cicely Roche

TEACHING STAFF

Dr Cicely Roche

Kevin O’Connor
Assessment is both formative and summative, focusing on knowledge, application, skills and competencies, reflection and evaluation. Guidelines and criteria for individual module assignments will be supplied by the module coordinator. In all cases:

- **Attendance is compulsory for those seeking accreditation**
- **The assessment weighting is 100%**
- **Modules and portfolios are graded on a pass/fail basis**
- **A 50% pass mark is required for portfolios or module assessments**
- **In cases where candidates fail to achieve a minimum of 50% in a written assignment, a resubmission will be permitted, normally within 2 months.**
- **In cases where candidates fail to achieve a minimum of 50% in the professional portfolio, the candidate will be invited to resubmit the portfolio within one working month. Or the portfolio can be resubmitted for the next round of portfolio submissions.**
- **An external examiner will ensure that the regulations governing examining are observed.**
Appeals will be considered by a sub group of the Course Committee, chaired by the Senior Lecturer.

If the appeal is not upheld, the student has the right to appeal to the Dean of Graduate Studies, as per Calendar Part III.

For further information on appeals, please see Calendar Part III.

The Academic Appeals Committee is the final decision-making body.

Trinity has a policy on the provision of feedback to students on submitted work. For postgraduate programmes this is 30 working days. Where this is not possible, the module leader must inform you in advance and provide an alternative date for when the feedback will be provided, as well as clear reasons for the delay. CAPSL aim to give feedback within 30 working days from the date of the assignment deadline.

In some circumstances extensions may be granted (normally within the academic year) at the discretion of the course director.

THE PROFESSIONAL TEACHING PORTFOLIO: APPLICATION PROCESS

An accreditation panel meets yearly to review and discuss portfolio applications (usually in October). The panel will consist of the course director and coordinators of relevant modules. Candidates will need to:

- Submit the completed portfolio 4 weeks before the accreditation panel convenes.

Portfolio submissions for 2019-2020 should be submitted by 4th September 2020 to caps@tcd.ie

THE PROFESSIONAL TEACHING PORTFOLIO: CRITERIA

The professional teaching portfolio is a candidate’s documentation, reflection and evaluation of their professional development in academic practice in terms of knowledge, values and successful engagement of teaching and learning activities.

The submitted Professional Teaching Portfolio (7500 words or word equivalent) will contain the following:

- A Teaching Philosophy Statement (750-1000 words)
- 3 reflective case studies (2000-2500 each)*
- Evidence of attendance at 3 modules (attendance is compulsory)
*It may be possible, in consultation with the Programme Director, that a case study detailing a more substantial activity may be submitted for assessment purposes. In this case a single 4500-5000 word reflective case study would be considered in place of 2 x 2000-2500 word case studies, and marked out of 40. This case study must relate to two of the modules you have undertaken. A third case study of 2000-2500 words must also be submitted.

**CRITERIA**

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>MARKS</th>
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<tbody>
<tr>
<td>Teaching Philosophy Statement</td>
<td>40</td>
</tr>
<tr>
<td>Reflective Case Study 1</td>
<td>20</td>
</tr>
<tr>
<td>Reflective Case Study 2</td>
<td>20</td>
</tr>
<tr>
<td>Reflective Case Study 3</td>
<td>20</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
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</tbody>
</table>

**TEACHING PHILOSOPHY STATEMENT**

The Teaching Philosophy Statement is marked out of 40

**MARKING CRITERIA**

- Does the writer articulate and clarify their teaching and learning beliefs and values?

- Are appropriate examples and reflections on experiences given to demonstrate alignment between beliefs and practice?

- Is the statement demonstrably grounded in some knowledge of the teaching & learning literature?

- Are relevant concepts, models and/or frameworks from the teaching & learning literature considered in ways that conclusively add value?

**Pass:** The writer articulates and clarifies their teaching and learning beliefs. Appropriate examples and/or reflections on experiences are given to demonstrate alignment between beliefs and practice. The Statement is grounded in some knowledge of the teaching & learning literature. Relevant concepts, models and frameworks from the teaching & learning literature are used in ways that clearly add value.

**Fail:** The writer does not define or discuss their teaching and learning beliefs, and does not ground the discussion within knowledge of the literature. Examples or reflections on experiences given are either not present, or inappropriate to the beliefs and practice or goals defined in the Statement. There is no evidence of grounding in the teaching & learning literature, or the literature is used in ways that does not add significant value.
REFLECTIVE CASE STUDIES

Each case study is marked out of 20 (total of 60 for the three case studies):

<table>
<thead>
<tr>
<th>MARKING CRITERIA</th>
<th>MARKS</th>
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<tbody>
<tr>
<td>Does the reflective case study form a purposeful reflection on the writers’ professional practice, a critical evaluation of the process involved, and a consideration of the outcomes achieved?</td>
<td>/20</td>
</tr>
<tr>
<td>Does the reflective case study show evidence of knowledge, activities and professional values that aim to enhance academic practice/teaching &amp; learning in the candidate’s context? Does it refer to learning achieved in the module attended and applied in the discipline or beyond?</td>
<td></td>
</tr>
<tr>
<td>Is the case study grounded in knowledge of the teaching &amp; learning literature? Is this literature used in ways that conclusively adds value?</td>
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</table>

**Pass:** The reflective case study is a purposeful reflection and a critical evaluation of practice and is informed by the teaching & learning literature. Relevant concepts, models and frameworks from the teaching & learning literature are used in ways that clearly add value. It is aligned to learning achieved in the module attended and illustrates dimensions of practice applied in the discipline or beyond in terms of knowledge needed, activities undertaken and professional values exemplified.

**Fail:** The reflective case study is not considered a purposeful reflection or critical evaluation of practice. It is not sufficiently grounded in the teaching & learning literature, or the literature used does not add significant value. The case study does not show ample evidence of knowledge needed, activities undertaken and professional values to inform the writer’s practice.
THE PROFESSIONAL TEACHING PORTFOLIO: GUIDELINES

GUIDELINES FOR WRITING A TEACHING PHILOSOPHY STATEMENT

WHAT IS A TEACHING PHILOSOPHY STATEMENT?
A teaching philosophy is a statement of reflection and a philosophical framework of your personal approach to teaching and student learning. It explains the rationale behind what guides your practice, what factors impact on you as an educator and what values underlie your practice. It can be written for a variety of purposes:

- Summative (for promotion, job interviews, teaching awards, professional development credit)

Or

- Formative (pedagogical, personal, reflective).

A Teaching Philosophy Statement should:

- Evidence your sincerely-held beliefs
- Show your pedagogical thinking at a particular time
- Examine your teaching values and corresponding practices
- Monitor your development as a teacher

Your statement is not curriculum vitae; neither is it a vision statement. It is a sincere expression of your values and practices within the contextual reality in which you teach. Your teaching goals should be achievable and relevant. Give examples to illustrate your beliefs and if it forms part of a portfolio ensure it aligns to this.

HOW LONG SHOULD IT BE?
This depends on the purpose of your statement but ideally no longer than two pages (750-1000 words)
WHAT IS THE PURPOSE OF MY STATEMENT AND WHO IS THE READER?

WHAT CONTENT CAN I INCLUDE IN MY TEACHING PHILOSOPHY STATEMENT?
A Teaching Philosophy is a personal statement and should avoid cliché. It should focus on what you believe about teaching, and how you apply those beliefs. There are many areas that can be discussed in a teaching philosophy statement. Because of length restrictions, it is not advisable to squeeze too much information into your statement. However, reflecting on some questions below may help to articulate your approaches:

SOME GUIDING QUESTIONS
- What do I believe about teaching?
- What do I believe about learning? Why? How is that played out in my classroom?
- What are my goals as a teacher?
- What do I expect to be the outcomes of my teaching?
- What is the student-teacher relationship I strive to achieve?
- How do I know when I have taught successfully?
- What habits, attitudes, or methods mark my most successful teaching achievements?
- What values do I impart to my students?
- Has my approach to teaching changed?
- What role do my students play in the classroom (listeners? Co-discoverers? Peer teachers?)
- What have I learned about myself as a teacher?
- What excites me about my discipline?
- How has my research influenced my teaching?
- What does teaching mean to me (leading, guiding, telling, showing, mentoring?)
- What teaching practices do I use and prefer (lecture, lead discussions, guide problem solving, provide demonstrations?)
- What are my plans for developing or improving my teaching? (learn new skills, try our new approaches?)
- How has the T&L literature, concepts, frameworks and models influenced my teaching?
- What demonstrates my desire to grow as a teacher?
What do I still struggle with in terms of teaching and student learning?
What motivates me to learn about this subject?
What are the opportunities and constraints under which I learn and others learn?

HOW DO I STRUCTURE MY STATEMENT?

Look at examples of statements to get some ideas. Typically, statements are focused on themes or form a simple narrative. See below for two examples of structure:

A. CHISM’S FIVE COMPONENTS

1. CONCEPTUALIZATION OF LEARNING
Ask yourself such questions as “What do we mean by learning?” and “What happens in a learning situation?” Think of your answers to these questions based on your personal experience. Chism points out that some teachers have tried to express and explain their understanding of learning through the use of metaphor, because drawing comparisons with known entities can stimulate thinking, whether or not the metaphor is actually used in the statement. Or you can take a more direct approach to conceptualizing learning by describing what you think occurs during a learning episode, based on observation and experience.

2. CONCEPTUALIZATION OF TEACHING
Ask yourself questions such as “What do we mean by teaching?” and “How do I facilitate this process as a teacher?” Again, the metaphor format can be used or a description of the role of the teacher in motivating and facilitating learning. You may also address such issues as how to challenge students intellectually and support them academically, how to respond to different learning styles, help students who are frustrated, and accommodate different abilities.

3. GOALS FOR STUDENTS
This section should describe what skills the teacher expects her/his students to obtain as the result of learning. It can address what goals you set for your classes and what the rationale behind them is; what kind of activities you try to implement in
class in order to reach these goals; and how these goals have changed over time as you learn more about teaching and learning.

4. IMPLEMENTATION OF THE PHILOSOPHY

Your teaching philosophy statement should illustrate how your concepts about teaching and learning, and goals for your students are transformed into classroom activities. Ask yourself, “How do I operationalize my teaching philosophy in the classroom?” To answer these questions, you may reflect on how you present yourself and course materials, what activities, assignments, and projects you implement in the teaching-learning process and how you interact with students both in and outside the classroom.

5. PROFESSIONAL GROWTH PLAN

It is important for teachers to continue professional growth, and to do so, teachers need to set clear goals and means to accomplish these goals. Think about questions such as “What goals have I set for myself as a teacher?” and “How do I accomplish these goals?” For instance, you can illustrate how you have professionally grown over the years, what challenges exist at the present, what long-term development goals you have projected, and what you will do to reach these goals. Chism suggests that writing this section can help you think about how your perspectives and actions have changed over time.

In summary, these are the main questions Chism suggests to consider in a statement:

- How do people learn?
- How do I facilitate that learning?
- What goals do I have for my students?
- Why do I teach the way that I do?
- What do I do to implement these ideas about teaching and learning in the classroom?
- Are these things working/Do my students meet the goals I set for them?
What are my future goals for growth as a teacher?

http://ucat.osu.edu/read/teaching-portfolio/philosophy/guidance
(extracted from Ohio State University)

B. GOODYEAR AND ALLCHIN (1998)

1. INTEGRATION OF RESPONSIBILITIES
Teaching, research, and public service are the main missions of university faculty. Each teacher therefore should explicitly describe what they do in carrying out these three missions in their teaching philosophy statement.

2. EXPERTISE
It is important for faculty to link their special knowledge or expertise in the field to ways of helping their students learn that knowledge and communicate with students effectively during this teaching-learning process.

3. RELATIONSHIPS
A healthy relationship between the teacher and students is “essential to successful teaching.” Ways in which a teacher establishes such a relationship, such as getting to know students, specific ways of building rapport with students, and special teaching techniques used, can be described in a teaching philosophy statement.

4. LEARNING ENVIRONMENT
These teachers can illustrate what they have done to create a supportive learning environment in their classes socially, psychologically, and physically.

5. METHODS, STRATEGIES, AND INNOVATION
Teaching philosophy statements can be used to reflect on one’s teaching practice, both past and present, as well as to illustrate how special teaching methods are alighted to their teaching philosophy.
6. OUTCOMES
Teachers can demonstrate here how their teaching has produced anticipated outcomes. For example, how students have learned the subject matter and able to use the knowledge learned in class to solve real-world problems.

http://ucat.osu.edu/read/teaching-portfolio/philosophy/guidance
(extracted from Ohio State University)

WHEN EDITING YOUR DOCUMENT
Circle those words that reveal your teaching values and gauge:
- Are these the concepts really important to you?
- Have you measured their effectiveness?
- Should you work for greater clarity, by giving examples?

QUESTIONS TO CONSIDER
- Have you articulated and clarified your teaching and learning beliefs and values?
- Have you given appropriate examples and reflections on experiences that demonstrate alignment between your beliefs and your practice?
- Is the statement demonstrably grounded in a knowledge of the teaching & learning literature?
- Are relevant concepts, models and/or frameworks from the teaching & learning literature considered in ways that conclusively add value?

A final exercise is to think about what a reader will remember the most about this teaching philosophy statement. Is this what you want them to remember?

AND WHEN IT’S FINISHED?
Finally, remember teaching philosophy statement is a dynamic document, and one that will change and grow as your academic development does.

FURTHER READING

Reflective Case Study: Guidelines

Does the Case Study Form a Purposeful Reflection on the Writers’ Professional Practice and a Critical Evaluation of the Process Involved?

Reflective case studies should describe and analyse examples from your practice, informed by the 3 modules attended, and show evidence of:

- Evaluation of teaching and learning
- Critical reflection

Each reflective case study is a critical reflection on your teaching & learning development and practice within your discipline or beyond. Each case study will describe the context and rationale for the teaching & learning activity, critically analyse the effectiveness of the activity and evaluate any appropriate data or feedback. It should demonstrate that you have engaged in purposeful reflection on professional practice/teaching & learning within your discipline.

Is the Case Study Grounded in Knowledge of the Literature?

The narrative should be written in the first person, and supported with appropriate references to the literature and consideration of research on teaching & learning in Higher Education. Relevant concepts, models and frameworks from the teaching & learning literature should be used in ways that clearly add value. It should demonstrate engagement with generic or subject-based teaching & learning literature on pedagogic research.

Does the Reflective Case Study Show Evidence of Knowledge, Activities and Professional Values That Aim to Enhance Academic Practice/Teaching and Learning in the Candidate’s Context? Does It Refer to Learning Achieved in the Module Attended and Applied in the Discipline or Beyond?

Each reflective case study should explore your learning from the modules you have attended, and the application of that learning in your discipline or beyond. It should highlight the knowledge, activities and values that inform and influence your practice. Each case study should illustrate the dimensions of your practice in terms of:

I. Knowledge needed
II. Activities undertaken
III. Professional values exemplified

It should include a critical discussion of the activity undertaken to support student learning; the core knowledge needed to carry out this activity, and the professional values embraced to achieve this. Possible examples of each of these dimensions of practice are outlined on the next page.
SOME PROMPTS THAT MAY BE USED WHEN CONSIDERING YOUR REFLECTIVE CASE STUDY:

- What is the context of the activity?
- What are the features or challenges of the context?
- What is the need for the activity?
- What is your engagement with the activity?
- How does knowledge inform the activity?
- How did you evaluate the activity?
- What is the effectiveness of the activity? How do you know?
- What did you learn from the results?
- What are the future implications for practice? How can you increase effectiveness? How can you enhance it over time?
- What evidence do you have to underpin this? How does the research inform your teaching and support of learning?
- How did you seek to establish a climate where teaching & learning is valued?
<table>
<thead>
<tr>
<th>Knowledge needed</th>
<th>Activities undertaken</th>
<th>Professional values exemplified</th>
</tr>
</thead>
</table>
| What learning is needed to carry out the teaching & learning activity? Knowledge may include but need not be restricted to the following:  
- Principles of teaching & learning in HE  
- How students learn and how to engage learning  
- Appropriate teaching & learning methods across a variety of teaching contexts  
- Higher education policies and theories  
- Curriculum design and development  
- Using assessment to aid learning  
- Providing constructive formative and summative feedback to aid learning  
- Use of technologies to enhance teaching, learning and assessment  
- Methods of evaluating teaching  
- Use of reflection to develop T&L  
- The integration of research and teaching  
- Supervising students  
- Leadership in teaching and higher education  
- The research degree examination process | What processes have you implemented in teaching & learning? Evidence of engagement in teaching & learning activities may include, but not be limited to the following:  
- Designing and planning learning activities  
- Designing and planning curricula  
- Designing and planning assessments  
- Teaching and supporting learning  
- Assessing and giving feedback  
- Supervising learning in the research degree  
- Conducting or preparing for the research viva  
- Using technologies to enhance learning  
- Using or contributing to HE policy  
- Using HE theories to inform teaching  
- Developing effective learning environments  
- Relating leadership theories and models to practice  
- Evaluating sessions or activities  
- Incorporating discipline or pedagogic research into teaching & learning | When designing, performing or evaluating teaching & learning activities, how do you establish a climate where learning is fostered and valued? Professional values also encompass the capacity of teachers to reflect critically on their own practice and to be committed to their own development as teachers, including engaging in personal and collegial professional learning. Reflective case studies should provide evidence of professional values embraced when designing, performing or evaluating teaching and learning activities, such as those listed below:  
- Respecting learning styles  
- Equality, diversity or inclusion  
- Lifelong learning  
- Professional development as a teacher  
- Reflection and evaluation of practice (as a teacher)  
- Collaboration with others in the development of learning |
# Perspectives on Teaching & Learning in Higher Education. Critical reflection 2,500 words (100%)

<table>
<thead>
<tr>
<th>Weight</th>
<th>Criterion / Criteria</th>
<th>Outstanding &gt;20 to 25%</th>
<th>Excellent &gt;15 to 20%</th>
<th>Borderline/ Satisfactory &gt;10 to 15%</th>
<th>Poorly addressed &gt;5 to 10%</th>
<th>Very Poorly addressed &gt;0 to 5%</th>
<th>Not addressed 0%</th>
<th>%</th>
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<tbody>
<tr>
<td>25%</td>
<td>The assignment discusses concepts, theories and philosophies of teaching and learning.</td>
<td>The assignment fulfils all requirements for ‘Excellent’ and, in addition, is sophisticated in its overall arguments and presentation.</td>
<td>The assignment discusses concepts, theories and philosophies of teaching and learning in a comprehensive, clear, concise and cogent manner.</td>
<td>The assignment discusses concepts, theories and philosophies of teaching and learning in a logical manner.</td>
<td>The assignment contains little evidence of discussion of concepts, theories and philosophies of teaching and learning.</td>
<td>The assignment does not discuss concepts, theories and philosophies of teaching and learning.</td>
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<td>25%</td>
<td>The assignment demonstrates how appropriate teaching and assessment strategies have been developed and applied to promote learning.</td>
<td>The assignment fulfils all requirements for ‘Excellent’ and, in addition, is sophisticated in its overall arguments and presentation.</td>
<td>The assignment demonstrates in a comprehensive, clear, concise, and cogent manner how teaching and assessment strategies have been developed and applied to promote learning.</td>
<td>The assignment demonstrates in a limited manner how teaching and assessment strategies have been developed and applied to promote learning.</td>
<td>The assignment contains little evidence of how teaching and assessment strategies have been developed and applied to promote learning.</td>
<td>The assignment does not demonstrate how teaching and assessment strategies have been developed and applied to promote learning.</td>
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<tr>
<td>25%</td>
<td>The assignment contains evidence of critical awareness of the literature of teaching and learning.</td>
<td>The assignment fulfills all requirements for 'Excellent' and, in addition, demonstrates a sophisticated integration of teaching and learning.</td>
<td>The assignment contains comprehensive, clear and cogent evidence of critical awareness of the literature of teaching and learning in ways that clearly add value.</td>
<td>The assignment contains evidence of critical awareness of the literature of teaching and learning in a logical manner in ways that add value.</td>
<td>The assignment contains evidence of critical awareness of the literature of teaching and learning, but in a limited manner.</td>
<td>The assignment contains little evidence of critical awareness of the literature of teaching and learning.</td>
<td>The assignment is not grounded in the teaching and learning literature.</td>
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<tr>
<td>25%</td>
<td>The assignment articulates/illustrates how [their] professional values about academic practice have been influenced by engagement with this module.</td>
<td>The assignment fulfills all requirements for 'Excellent' and, in addition, is outstanding in its overall arguments and presentation.</td>
<td>Articulates/illustrates how professional values about academic practice have been influenced by engagement with this module in a comprehensive, clear, concise and cogent manner.</td>
<td>Articulates/illustrates how professional values about academic practice have been influenced by engagement with this module in a logical manner.</td>
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**Feedback:**

Result: Pass/Resubmit
(50% Pass)

Signed:

Date:

**Total %**
# Curriculum Design in Higher Education. Critical reflection 2,500 words (100%)

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<th>Weight</th>
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<th>%</th>
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<tr>
<td>25%</td>
<td>The assignment identifies the principles, purposes and challenges of curriculum design.</td>
<td>Fulfils all requirements for ‘Excellent’ and, in addition, is sophisticated in its overall arguments and presentation.</td>
<td>Identifies the principles, purposes and challenges of curriculum design in a comprehensive, clear, concise, and cogent manner.</td>
<td>Identifies the principles, purposes and challenges of curriculum design in a logical manner.</td>
<td>Identifies the principles, purposes and challenges of curriculum design in a limited manner.</td>
<td>Provides little identification of the principles, purposes and challenges of curriculum design</td>
<td>Does not identify the principles, purposes and challenges of curriculum design.</td>
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<tr>
<td>25%</td>
<td>The assignment develops and applies effective curriculum design strategies.</td>
<td>Fulfils all requirements for ‘Excellent’ and, in addition, contains sophisticated evidence of development and application of curriculum design strategies.</td>
<td>Evidences the development and application of effective curriculum design strategies in a comprehensive, clear, concise, and cogent manner.</td>
<td>Evidences the development and application of effective curriculum design strategies in a logical manner.</td>
<td>Evidences development and application of effective curriculum design strategies, but in a limited manner.</td>
<td>Provides little evidence of development and application of effective curriculum design strategies.</td>
<td>Provides no evidence of development and application of curriculum design strategies.</td>
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<tr>
<td>25%</td>
<td>The assignment demonstrates critical awareness of the literature of curriculum design.</td>
<td>The assignment fulfils all requirements for 'Excellent' and, in addition, demonstrates a sophisticated integration of the literature of curriculum design.</td>
<td>The assignment demonstrates critical awareness of the literature of curriculum design in a comprehensive, clear, concise, and cogent manner in ways that clearly add value.</td>
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**Feedback:**

| | Result: Pass/Resubmit (50% Pass) |
| | Signed: |
| | Date: |
| | Total % |
## Technology-Enhanced Learning in Higher Education

<table>
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<th>Weight</th>
<th>Criterion / Criteria</th>
<th>Outstanding</th>
<th>Excellent</th>
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<th>Poorly addressed</th>
<th>Very Poorly addressed</th>
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<tbody>
<tr>
<td>%</td>
<td>&gt;20 to 25%</td>
<td>&gt;15 to 20%</td>
<td>&gt;10 to 15%</td>
<td>&gt;5 to 10%</td>
<td>&gt;0 to 5%</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>25%</td>
<td>The assessment evaluates the relationship between technology and pedagogy in Higher Education with reference to the created activities and literature on technology-enhanced learning (TEL).</td>
<td>Fulfils all requirements for ‘Excellent’ and, in addition, is sophisticated in its overall arguments and presentation.</td>
<td>Evaluates the relationship between technology and pedagogy in Higher Education in a comprehensive, clear, concise, and cogent manner with reference to the created activities and literature on TEL.</td>
<td>Evaluates the relationship between technology and pedagogy in Higher Education in a logical manner; few references to the created activities and literature on TEL.</td>
<td>Provides little evaluation of the relationship between technology and pedagogy in Higher Education; little reference to the created activities and literature on TEL.</td>
<td>Provides no evidence of the application of instructional design principles for blended learning.</td>
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</table>

<p>| 25%    | The assessment applies instructional design principles for blended learning. | Fulfils all requirements for ‘Excellent’ and, in addition, contains sophisticated evidence of the application of instructional design principles for blended learning. | Evidences the application of instructional design principles for blended learning in a comprehensive, clear, connected, and cogent manner. | Evidences the application of instructional design principles for blended learning in a logical manner. | Provides little evidence of the application of instructional design principles for blended learning. | Provides no evidence of the application of instructional design principles for blended learning. |</p>
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<tr>
<th>25%</th>
<th>The assessment provides evidence of the creation of appropriate technology-enhanced learning activities within Blackboard to support student learning.</th>
<th>Fulfils all requirements for 'Excellent' and, in addition, evidences a sophisticated creation of appropriate TEL activities within Blackboard to support student learning.</th>
<th>The assessment demonstrates the effective creation of appropriate TEL activities within Blackboard to support student learning in a comprehensive manner with few technical issues.</th>
<th>The assessment demonstrates the creation of appropriate TEL activities within Blackboard to support student learning in a logical manner in ways that add value; some technical issues.</th>
<th>The assessment demonstrates the creation of appropriate TEL activities within Blackboard to support student learning but in a limited manner; technical issues would prevent the activity from being implemented without slight adjustments.</th>
<th>The assessment demonstrates little evidence of the creation of appropriate TEL activities within Blackboard to support student learning; major technical issues would prevent the activity from being implemented.</th>
<th>The assessment demonstrates no evidence of the effective creation of appropriate TEL activities within Blackboard to support student learning.</th>
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<tr>
<td>25%</td>
<td>Articulate/illustrate how their professional values about academic practice have been influenced by engagement with this module.</td>
<td>The assignment fulfils all requirements for 'Excellent' and, in addition, is outstanding in its overall arguments and presentation.</td>
<td>Articulates/illustrates how professional values about academic practice have been influenced by engagement with this module in a comprehensive, clear, concise and cogent manner.</td>
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Feedback: Result: Pass/Resubmit (50% Pass) Signed: Date: Total %
## Research Supervision in Higher Education

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<th>Very Poorly addressed (0 to 5%)</th>
<th>Not addressed (0%)</th>
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</thead>
<tbody>
<tr>
<td>25%</td>
<td>The assignment recognises and interprets key themes and arguments in relation to, and consequences of, research supervision in higher education.</td>
<td>The assignment fulfils all requirements for &quot;Excellent&quot; and, in addition, is sophisticated in its overall arguments and presentation.</td>
<td>The assignment identifies, recognises and interprets key themes and arguments in relation to, and consequences of, research supervision in higher education in a comprehensive, clear, concise and cogent manner.</td>
<td>The assignment identifies, recognises and interprets key themes and arguments in relation to, and consequences of, research supervision in higher education, but in a limited manner.</td>
<td>The assignment identifies, recognises and interprets key themes and arguments in relation to, and consequences of, research supervision in higher education.</td>
<td>The assignment contains little evidence of the key themes and arguments in relation to, and consequences of, research supervision in higher education.</td>
<td>The assignment does not identify, recognise and interpret key themes in relation to, and consequences of, research supervision in higher education.</td>
<td></td>
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<tr>
<td>25%</td>
<td>The assignment provides reflection on and evaluation of the pedagogies that guide supervision practice.</td>
<td>The assignment fulfils all requirements for &quot;Excellent&quot; and, in addition, is sophisticated in its overall arguments and presentation.</td>
<td>The assignment demonstrates in a comprehensive, clear, concise, and cogent manner reflection on and evaluation of the pedagogies that guide supervision practice.</td>
<td>The assignment demonstrates in a logical manner reflection on and evaluation of the pedagogies that guide supervision practice.</td>
<td>The assignment demonstrates in a limited manner reflection on and evaluation of the pedagogies that guide supervision practice.</td>
<td>The assignment contains little evidence of reflection on and evaluation of the pedagogies that guide supervision practice.</td>
<td>The assignment does not demonstrate reflection on and evaluation of the pedagogies that guide supervision practice.</td>
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<tr>
<td>25%</td>
<td>The assignment contains evidence of critical awareness of the literature of teaching and learning.</td>
<td>The assignment fulfils all requirements for 'Excellent' and, in addition, demonstrates a sophisticated integration of teaching and learning.</td>
<td>The assignment contains comprehensive, clear and cogent evidence of critical awareness of the literature of teaching and learning in ways that clearly add value.</td>
<td>The assignment contains evidence of critical awareness of the literature of teaching and learning in a logical manner in ways that add value.</td>
<td>The assignment contains evidence of critical awareness of the literature of teaching and learning, but in a limited manner.</td>
<td>The assignment contains little evidence of critical awareness of the literature of teaching and learning.</td>
<td>The assignment is not grounded in the teaching and learning literature.</td>
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Feedback: Result: Pass/Resubmit (50% Pass)
Signed:
Date:
Total %
### Assessment and Feedback in Higher Education. Critical reflection 2,500 words (100%)

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<th>Excellent &gt;15 to 20%</th>
<th>Borderline/ Satisfactory &gt;10 to 15%</th>
<th>Poorly addressed &gt;5 to 10%</th>
<th>Very Poorly addressed &gt;0 to 5%</th>
<th>Not addressed 0%</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>25%</td>
<td>The assignment identifies the principles, purposes and challenges of assessment.</td>
<td>Fuills all requirements for ‘Excellent’ and, in addition, is sophisticated in its overall arguments and presentation.</td>
<td>Identifies the principles, purposes and challenges of assessment in a comprehensive, clear, concise, and cogent manner.</td>
<td>Identifies the principles, purposes and challenges of assessment in a logical manner.</td>
<td>Identifies the principles, purposes and challenges of assessment in a limited manner.</td>
<td>Provides little identification of the principles, purposes and challenges of assessment.</td>
<td>Does not identify the principles, purposes and challenges of assessment.</td>
<td></td>
</tr>
<tr>
<td>25%</td>
<td>The assignment develops and applies effective assessment and/or feedback strategies.</td>
<td>Fuills all requirements for ‘Excellent’ and, in addition, contains sophisticated evidence of development and application of assessment and/or feedback strategies.</td>
<td>Evidences the development and application of effective assessment and/or feedback strategies in a comprehensive, clear, concise, and cogent manner.</td>
<td>Evidences the development and application of effective assessment and/or feedback strategies in a logical manner.</td>
<td>Evidences development and application of effective assessment and/or feedback strategies, but in a limited manner.</td>
<td>Provides little evidence of development and application of effective assessment and/or feedback strategies.</td>
<td>Provides no evidence of development and application of assessment and/or feedback strategies.</td>
<td></td>
</tr>
<tr>
<td>25%</td>
<td>The assignment demonstrates critical awareness of the literature of assessment and feedback.</td>
<td>The assignment fulfils all requirements for 'Excellent' and, in addition, demonstrates a sophisticated integration of the literature of assessment and feedback.</td>
<td>The assignment demonstrates critical awareness of the literature of assessment and feedback in a comprehensive, clear, concise, and cogent manner in ways that clearly add value.</td>
<td>The assignment demonstrates critical awareness of the literature of assessment and feedback in a logical manner in ways that add value.</td>
<td>The assignment demonstrates critical awareness of the literature of assessment and feedback, but in a limited manner.</td>
<td>The assignment demonstrates little evidence of critical awareness of the literature of assessment and feedback.</td>
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<tr>
<td>25%</td>
<td>The assignment articulates/illustrates how (the) professional values about academic practice have been influenced by engagement with this module.</td>
<td>The assignment fulfils all requirements for 'Excellent' and, in addition, is outstanding in its overall arguments and presentation.</td>
<td>Articulates/illustrates how professional values about academic practice have been influenced by engagement with this module in a comprehensive, clear, concise and cogent manner.</td>
<td>Articulates/illustrates how professional values about academic practice have been influenced by engagement with this module in a logical manner.</td>
<td>Articulates/illustrates how professional values about academic practice have been influenced by engagement with this module, but in a limited manner.</td>
<td>There is little articulation/illustration of how professional values about academic practice have been influenced by engagement with this module.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Feedback:</td>
<td>Result: Pass/Resubmit (50% Pass)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>There is no articulation/illustration of how professional values about academic practice have been influenced by engagement with this module.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total %**
## Reflecting on and evaluation of teaching in Higher Education. Critical reflection 2,500 words (100%)

<table>
<thead>
<tr>
<th>Weight %</th>
<th>Criterion / Criteria</th>
<th>Outstanding &gt;20 to 25%</th>
<th>Excellent &gt;15 to 20%</th>
<th>Borderline/ Satisfactory &gt;10 to 15%</th>
<th>Poorly addressed &gt;5 to 10%</th>
<th>Very Poorly addressed &gt;0 to 5%</th>
<th>Not addressed 0%</th>
</tr>
</thead>
<tbody>
<tr>
<td>25%</td>
<td>Critically discuss how evaluation and reflection contribute to the development of teaching &amp; learning practice.</td>
<td>Reflection fulfills all requirements for ‘Excellent’ and, in addition, is outstanding in its overall arguments and presentation.</td>
<td>A purposeful reflection and critical evaluation of how reflection contributes to the development of teaching and learning practice, which integrates findings from the teaching and learning literature in a comprehensive, clear, concise, and cogent manner.</td>
<td>A limited reflection and critical evaluation of how reflection contributes to the development of teaching and learning practice, which integrates findings from the teaching and learning literature presented in a logical manner.</td>
<td>There is little purposeful reflection and/or a critical evaluation of how reflection contributes to the development of teaching and learning practice.</td>
<td>There is no evidence of purposeful reflection or critical evaluation of how reflection contributes to the development of teaching and learning practice.</td>
<td>25%</td>
</tr>
<tr>
<td>25%</td>
<td>Inform [their] teaching/ supporting of learning through critical review of the appropriate literature of teaching and learning.</td>
<td>Reflection fulfills all requirements for ‘Excellent’ and, in addition, is outstanding in its overall arguments and presentation.</td>
<td>Integrates a range of relevant concepts, models and frameworks from the teaching and learning literature to add value in a comprehensive, clear, concise, and cogent manner in ways that clearly add value.</td>
<td>A range of relevant concepts, models and frameworks from the teaching and learning literature are included in a logical manner in ways that add value.</td>
<td>Relevant concepts, models and frameworks from the teaching and learning literature are used in ways that add value, although in a limited manner.</td>
<td>The reflection is not sufficiently grounded in the teaching and learning literature, and/or the literature used does not add significant value.</td>
<td>There is no evidence of grounding the reflection in the teaching and learning literature.</td>
</tr>
<tr>
<td>25%</td>
<td>Present a reflection of [their] teaching/supporting learning role or teaching philosophy and apply methods of formative evaluation to peer presentations and feedback.</td>
<td>Reflection fulfils all requirements for 'Excellent' and, in addition, is outstanding in its overall arguments and presentation</td>
<td>The reflection integrates learning achieved in the module (including the peer presentation and feedback process) and illustrates dimensions of practice applied in the discipline or beyond, in terms of knowledge needed and activities undertaken, in a comprehensive, clear, concise, and cogent manner</td>
<td>The reflection shows learning achieved in the module (including the peer presentation and feedback process), and dimensions of practice applied in the discipline or beyond, in terms of knowledge needed and activities undertaken in a logical manner.</td>
<td>The reflection shows learning achieved in the module (including the peer presentation and feedback process) and dimensions of practice applied in the discipline or beyond, in terms of knowledge needed and activities undertaken, in a limited manner.</td>
<td>The reflection shows little evidence of knowledge needed or activities undertaken and/or there is not sufficient evidence of learning derived from the peer presentation and feedback activities during the module.</td>
<td>The reflection does not show evidence of knowledge needed or activities undertaken and there is no evidence of learning derived from the peer presentation and feedback activities during the module.</td>
</tr>
</tbody>
</table>

| 25% | Articulate/illustrate how [their] professional values about academic practice have been influenced by engagement with this module. | Reflection fulfils all requirements for 'Excellent' and, in addition, is outstanding in its overall arguments and presentation | Defines and discusses how professional values about academic practice have been influenced by engagement with this module in a comprehensive, clear, concise, and cogent manner. | Defines and discusses how professional values about academic practice have been influenced by engagement with this module in a logical manner. | Defines and discusses how professional values about academic practice have been influenced by engagement with this module, although in a limited manner. | There is little demonstration of how professional values about academic practice have been influenced by engagement with this module. | There is no articulation/illustration of how professional values about academic practice have been influenced by engagement with this module. |

Feedback: | Result: Pass/Resubmit (50% Pass) | Signed: Date: | Total % |
## Developing Creative Teaching and Learning Approaches in Your Discipline. Critical reflection 2,500 words (100%)

<table>
<thead>
<tr>
<th>Weight</th>
<th>Criterion / Criteria</th>
<th>Outstanding</th>
<th>Excellent</th>
<th>Borderline/ Satisfactory</th>
<th>Poorly addressed</th>
<th>Very Poorly addressed</th>
<th>Not addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>25%</td>
<td>The assignment discusses concepts, theories and philosophies of creativity</td>
<td>&gt;20 to 25%</td>
<td>&gt;15 to 20%</td>
<td>&gt;10 to 15%</td>
<td>&gt;5 to 10%</td>
<td>&gt;0 to 5%</td>
<td>0%</td>
</tr>
<tr>
<td>25%</td>
<td>The assignment demonstrates how creative teaching and assessment strategies have been developed and applied to promote learning.</td>
<td>&gt;20 to 25%</td>
<td>&gt;15 to 20%</td>
<td>&gt;10 to 15%</td>
<td>&gt;5 to 10%</td>
<td>&gt;0 to 5%</td>
<td>0%</td>
</tr>
</tbody>
</table>

- Outstanding: The assignment fulfils all requirements for 'Excellent' and, in addition, is sophisticated in its overall arguments and presentation.
- Excellent: The assignment discusses concepts, theories and philosophies of creativity in a comprehensive, clear, concise and cogent manner.
- Borderline/ Satisfactory: The assignment discusses concepts, theories and philosophies of creativity in a logical manner.
- Poorly addressed: The assignment discusses concepts, theories and philosophies of creativity, but in a limited manner.
- Very Poorly addressed: The assignment provides little evidence of discussion of concepts, theories and philosophies of creativity.
- Not addressed: The assignment does not discuss concepts, theories and philosophies of creativity.
| 25% | The assignment contains evidence of critical awareness of the literature of creativity and creativity in teaching and learning. |
|     | The assignment fulfills all requirements for 'Excellent' and, in addition, demonstrates a sophisticated integration of the literature of creativity and creativity in teaching and learning. |
|     | The assignment contains evidence of critical awareness of the literature of creativity and creativity in teaching and learning in ways that clearly add value. |
|     | The assignment contains evidence of critical awareness of the literature of creativity and creativity in teaching and learning, but in a limited manner. |
|     | The assignment contains little evidence of critical awareness of the literature of creativity and creativity in teaching and learning. |
|     | The assignment is not grounded in the literature of creativity and creativity in teaching and learning. |

| 25% | There is a 'creative component' to the assignment, which articulates/illustrates how professional values about academic practice, have been influenced by engagement with this module. |
|     | The creative component fulfills all requirements for 'Excellent' and, in addition is very innovative, sophisticated, and/or unique. |
|     | There is a 'creative component' to the assignment, which articulates/illustrates how professional values about academic practice, have been influenced by engagement with this module and this is presented in an original, interesting and/or surprising manner by combining a variety of reflections, ideas, sources and contexts to communicate new insights. |
|     | There is a 'creative component' to the assignment, which articulates/illustrates how professional values about academic practice, have been influenced by engagement with this module in a logical manner in ways that clearly add value. |
|     | There is a 'creative component' to the assignment, but it is imitative rather than innovative and/or there is little attempt at and/or little effectiveness in articulation/illustration of how professional values about academic practice, have been influenced by engagement with this module. |
|     | There is no 'creative component' to the assignment and/or no articulation/illustration of how professional values about academic practice, have been influenced by engagement with this module. |

**Feedback:**

| Result: Pass/Resubmit (50% Pass) |
| Signed: Date: | Total % |
## Embedding reflection in the Curriculum ‘Videoclip ‘reflection’ for academic colleagues OR a written critical reflection (2,500 words or equivalent).

<table>
<thead>
<tr>
<th>Weight</th>
<th>Criterion / Criteria</th>
<th>Outstanding &gt;20 to 25%</th>
<th>Excellent &gt;15 to 20%</th>
<th>Borderline/ Satisfactory &gt;10 to 15%</th>
<th>Poorly addressed &gt;5 to 10%</th>
<th>Very Poorly addressed &gt;0 to 5%</th>
<th>Not addressed 0%</th>
</tr>
</thead>
<tbody>
<tr>
<td>25%</td>
<td>Critically discuss how student reflection contributes to student learning and development.</td>
<td>Reflection fulfils all requirements for ‘Excellent’ and, in addition, is outstanding in its overall arguments and presentation.</td>
<td>The reflection is a purposeful and critical evaluation of how student reflection contributes to student learning and development, which integrates findings from the teaching and learning literature in a comprehensive, clear, concise and cogent manner.</td>
<td>The reflection is a purposeful and critical evaluation of how student reflection contributes to student learning and development, which integrates findings from the teaching and learning literature and is presented in a logical manner.</td>
<td>The reflection is a purposeful and critical evaluation of how student reflection contributes to student learning and development, which integrates findings from the teaching and learning literature, although in a limited manner.</td>
<td>The reflection demonstrates little purposeful critical evaluation of how student reflection contributes to student learning and development. OR Videoclip &lt;10 mins or &gt;15Mins OR Written reflection &gt;3,000 words or equivalent.</td>
<td>There is no evidence of purposeful reflection or critical evaluation of how student reflection contributes to student learning and development.</td>
</tr>
<tr>
<td>25%</td>
<td>Inform [their] teaching of reflection/ development of student reflection through critical review of the appropriate literature, including consideration of the role of Web 2.0 technologies (journals, wikis and blogs) in facilitating student reflection.</td>
<td>Reflection fulfils all requirements for ‘Excellent’ and, in addition, is outstanding in its overall arguments and presentation.</td>
<td>The reflection integrates a range of relevant concepts, models and frameworks from the teaching and learning literature to add value in a comprehensive, clear, concise and cogent manner in ways that clearly add value.</td>
<td>The reflection integrates a range of relevant concepts, models and frameworks from the teaching and learning literature in ways that clearly add value and which are presented in a logical manner in ways that add value.</td>
<td>The reflection uses relevant concepts, models and frameworks from the teaching and learning literature in ways that add value, although in a limited manner.</td>
<td>The reflection is not sufficiently grounded in the teaching and learning literature, and/or the literature used does not add significant value. OR Videoclip &lt;10 mins or &gt;15Mins OR Written reflection &gt;3,000 words or equivalent.</td>
<td>There is no evidence of grounding the reflection in the teaching and learning literature.</td>
</tr>
<tr>
<td>25%</td>
<td>Present a sample of embedding reflection/reflective practice in the curriculum and apply methods of evaluation to samples of embedding reflection/reflective practice.</td>
<td>Reflection fulfils all requirements for 'Excellent' and, in addition, is outstanding in its overall arguments and presentation.</td>
<td>Integrates learning achieved in the module (including the peer presentation and feedback process) and illustrates dimensions of practice applied in the discipline or beyond in terms of knowledge needed and activities undertaken in a comprehensive, clear, concise and cogent manner.</td>
<td>Learning achieved in the module (including the peer presentation and feedback process) and dimensions of practice applied in the discipline or beyond in terms of knowledge needed and activities undertaken, are presented clearly.</td>
<td>Learning achieved in the module (including the peer presentation and feedback process) and dimensions of practice applied in the discipline or beyond in terms of knowledge needed and activities undertaken are included – although in a limited manner.</td>
<td>The reflection does not show sufficient evidence of knowledge needed and activities undertaken to inform the writer’s practice and/or there is not sufficient evidence of learning derived from the peer presentation and feedback activities during the module.</td>
<td>The reflection does not show evidence of knowledge needed and/or activities undertaken to inform the writer’s practice and there is no evidence of learning derived from the peer presentation and feedback activities during the module.</td>
</tr>
<tr>
<td>25%</td>
<td>Articulate/illustrate how [their] professional values about academic practice have been influenced by engagement with this module.</td>
<td>Reflection fulfils all requirements for ‘Excellent’ and, in addition, is outstanding in its overall arguments and presentation.</td>
<td>Defines and discusses how professional values about academic practice have been influenced by engagement with this module in a comprehensive, clear, concise, and cogent manner.</td>
<td>Defines and discusses how professional values about academic practice have been influenced by engagement with this module in a logical manner.</td>
<td>Defines and discusses how professional values about academic practice have been influenced by engagement with this module, although in a limited manner.</td>
<td>There is little demonstration of how professional values about academic practice have been influenced by engagement with this module.</td>
<td>There is no articulation/illustration of how professional values about academic practice have been influenced by engagement with this module.</td>
</tr>
</tbody>
</table>

**Feedback:**

Result: Pass/Resubmit (50% Pass)
Signed:
Date:

Total %
### Writing a Teaching Philosophy Statement

<table>
<thead>
<tr>
<th>Weight %</th>
<th>Criterion / Criteria</th>
<th>Outstanding &gt;20 to 25%</th>
<th>Excellent &gt;15 to 20%</th>
<th>Borderline/ Satisfactory &gt;10 to 15%</th>
<th>Poorly addressed &gt;5 to 10%</th>
<th>Very Poorly addressed &gt;0 to 5%</th>
<th>Not addressed 0%</th>
</tr>
</thead>
<tbody>
<tr>
<td>25%</td>
<td>Articulate and clarify teaching and learning beliefs and values.</td>
<td>The statement fulfils all requirements for ‘Excellent’ and, in addition, is outstanding in its overall arguments and presentation.</td>
<td>The statement defines and discusses teaching and learning beliefs and values in the context of the literature in a comprehensive, clear, concise and cogent manner.</td>
<td>The statement defines and discusses teaching and learning beliefs and values in the context of the literature, and is presented in a logical manner.</td>
<td>The statement defines and discusses teaching and learning beliefs and values, although in a limited manner.</td>
<td>The statement provides little definition of and/ or discussion of teaching and learning beliefs and/ or values.</td>
<td>Reference to teaching and/ or learning beliefs and values is not evident in the statement.</td>
</tr>
<tr>
<td>25%</td>
<td>Provide examples of reflections on experiences that demonstrate alignment between beliefs and practice.</td>
<td>Statement fulfils all requirements for an ‘Excellent’ statement and, in addition, is outstanding in its overall arguments and presentation.</td>
<td>Integrates a range of examples and reflections on experiences, which demonstrate alignment between beliefs and practice in a comprehensive, clear, concise and cogent manner.</td>
<td>Integrates a range of examples and reflections on experiences, which clearly demonstrate alignment between stated beliefs and practice in a logical manner.</td>
<td>Integrates appropriate examples and/ or reflections on experiences, which demonstrate alignment between beliefs and practice, although in a limited manner.</td>
<td>Examples or reflections on experiences are inappropriate for the beliefs and practice and/ or goals defined in the Statement.</td>
<td>Reflections on experiences are not present.</td>
</tr>
<tr>
<td>25%</td>
<td>The statement is demonstrably grounded in concepts, models and/or frameworks from the teaching &amp; learning literature in ways that conclusively add value.</td>
<td>Statement fulfils all requirements for an 'Excellent' statement and, in addition, is outstanding in its overall arguments and presentation.</td>
<td>The statement is grounded in, and enhanced by, concepts, models and/or frameworks from the teaching and learning literature in ways that conclusively add value in a comprehensive, clear, concise and cogent manner.</td>
<td>The statement is grounded in concepts, models and/or frameworks from the teaching and learning literature in ways that conclusively add value in a logical manner.</td>
<td>The statement is grounded in concepts, models and/or frameworks from the teaching and learning literature in ways that add value, although in a limited manner.</td>
<td>The statement shows little evidence of grounding the statement in relevant concepts, models and/or frameworks from the teaching and learning literature in ways that add value.</td>
<td>There is no evidence of grounding the statement in relevant concepts, models and/or frameworks from the teaching and learning literature.</td>
</tr>
</tbody>
</table>

| 25% | The teaching Philosophy Statement exhibits critical reflection. | Statement fulfils all requirements for an 'Excellent' statement and, in addition, is outstanding in its overall arguments and presentation. The statement may also contain elements of meta-reflection, the ability to reflect on the process of reflection. | Critical reflection: This form of reflection shows, in addition to dialogic reflection, evidence that the learner is aware that the same actions and events may be seen in different contexts, and that the different contexts may be associated with different explanations. | Dialogic reflection: This writing suggests that there is a 'stepping back' from the events and actions which leads to a different level of discourse. There is a sense of discourse with the 'self' and an exploration of the role of the 'self' in events and actions. The quality of judgements and of possible alternatives for explaining and hypothesising are also considered. The reflection is analytical or integrative, linking factors and perspectives. | Descriptive reflection: This is a description of events that also shows some evidence of deeper consideration ... but in relatively descriptive language. There is no real evidence of the notion of alternative viewpoints in use. | Descriptive writing: This is a description of events …. It does not show evidence of reflection. Note: Some parts of a reflective account will need to describe the context – but in the case of ‘descriptive writing’, the writing does not go beyond description. | Does not provide any evidence of reflective writing. |

| Feedback: | Result: Pass/Resubmit (50% Pass) | Signed: Date: | Total % |
COURSE ENTRY REQUIREMENTS

There is one award and one entry route: The Professional Special Purpose Certificate in Academic Practice: 3 modules to be completed.

This is a special purpose non-major award. The entry requirement is at graduate level and applicants would normally hold a minimum of an honours degree or equivalent in any discipline. Prospective candidates should either be academic staff or staff members who support students to learn (though not postgraduate Teaching Assistants). All candidates must be in an active teaching role or have teaching commitments while participating in the course.

APPLICATION PROCEDURE

Applicants for this course can apply directly to;

https://www.tcd.ie/CAPSL/professional-development/special-certificate/

To receive the award, candidates must complete 3 modules and the relevant assessment within 5 years of enrolment. Upon successful completion of the course, candidate details will be transferred to the Academic Registry for validation and commencement scheduling.

Applicants wishing to attend modules without seeking credit must also register through CAPSL. Participants may also decide to apply to CAPSL for admission to the Course upon immediate completion of a module.

PROGRESSION

Students who wish to progress to the Diploma/M.Ed. in Teaching and Learning (Higher Education) have up to 3 years from the date of award of the Professional Special Purpose Certificate in Academic Practice to apply for entry to the Diploma/M.Ed. programme. Such candidates can apply to the School of Education for recognition of prior learning (RPL) through its division of Continuous Professional Development (CPD) and if relevant, will receive appropriate exemption depending on those modules studied at Professional Special Purpose Certificate in Academic Practice level. Applicants will be required to make a case in writing to the CPD Coordinating Committee, chaired by the University Registrar, seeking exemption
from study for modules undertaken at special purpose Certificate level to a maximum of 15 ECTS. In their submission, candidates will be required to provide relevant transcripts and details of the modules studied, which will be reviewed by the Committee on a case by case basis. Where successful, candidates continuing on to complete the 60/90 ECTS Diploma/M.Ed. in Teaching and Learning in Higher Education will be required to take three only of the available four 15 ECTS modules, and to take the 30 ECTS dissertation module if they wish to enter for the award of the M.Ed. (15 + 45 + 30 = 90 ECTS).

If accepted, candidates are required to rescind their Special Purpose Award as is College policy. It is recommended that candidates intending to progress to the Diploma/M.Ed in Higher Education contact the course co-ordinator in the School of Education, Dr John Walsh prior to choosing modules.
Course Director: Dr Ciara O’Farrell  
+353 1 896 3930  
cofarre@tcd.ie

Course Administrator: Ms Jade Concannon  
Tel: +353 1 896 3601  
Jade.Concannon@tcd.ie