Academic Practice

# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction:</td>
<td>1</td>
</tr>
<tr>
<td>The Professional Special Purpose Certificate in Teaching, Learning and Assessment for Academic Practice</td>
<td>1</td>
</tr>
<tr>
<td>Audience</td>
<td>1</td>
</tr>
<tr>
<td>Course Features</td>
<td>2</td>
</tr>
<tr>
<td>Aims and Learning Outcomes</td>
<td>4</td>
</tr>
<tr>
<td>What’s on at a Glance in 2022-2023</td>
<td>6</td>
</tr>
<tr>
<td>Course Timetable</td>
<td>7</td>
</tr>
<tr>
<td>Perspectives on teaching and Learning in Higher Education</td>
<td>11</td>
</tr>
<tr>
<td>Curriculum design in Higher Education</td>
<td>14</td>
</tr>
<tr>
<td>Assessment and feedback in Higher Education</td>
<td>17</td>
</tr>
<tr>
<td>Embedding Digital Pedagogies into your Teaching Practice</td>
<td>20</td>
</tr>
<tr>
<td>Assessment Strategy</td>
<td>23</td>
</tr>
<tr>
<td>The Professional Teaching Portfolio: Application process</td>
<td>24</td>
</tr>
<tr>
<td>The Professional Teaching Portfolio: Criteria</td>
<td>24</td>
</tr>
<tr>
<td>The Professional Teaching Portfolio: Guidelines</td>
<td>26</td>
</tr>
<tr>
<td>Rubrics Appendix</td>
<td>36</td>
</tr>
<tr>
<td>Course Entry requirements</td>
<td>46</td>
</tr>
<tr>
<td>Progression</td>
<td>46</td>
</tr>
</tbody>
</table>
INTRODUCTION:
THE PROFESSIONAL SPECIAL PURPOSE CERTIFICATE IN TEACHING, LEARNING AND ASSESSMENT FOR ACADEMIC PRACTICE.

The Professional Special Purpose Certificate in Teaching, Learning and Assessment for Academic Practice is an M-level/level 9 non-major award. The 15 ECTS-credited ‘SpCert’ focuses on four interrelated facets of academic practice: teaching, learning, research, and leadership.

The SpCert is intended for academics and/or academic-related professionals in Trinity and is awarded following the completion of three discrete 5 ECTS modules. Cohorts typically include teaching academics, researchers with teaching responsibilities, clinical teaching staff, part time and/or adjunct teaching staff, and other professionals with roles in supporting learning.

The programme is flexible, research-informed and practice-based. It encourages candidates to advance their own professional development agenda in academic practice throughout their careers at times that are appropriate to them. Upon completion of the certificate staff can take further modules to facilitate lifelong learning and advance their practice throughout their careers. The programme champions teaching that enhances learning as a core feature of the Trinity experience for both staff and students.

AUDIENCE

WHO IS THE COURSE FOR?

This Professional Special Purpose Certificate in Teaching, Learning and Assessment for Academic Practice is for academics and 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.

Colleagues may take the modules from the suite either for professional development purposes alone or on a for-credit basis leading to the award of the SpCert. Colleagues
considering taking the SpCert on a for-credit basis should, where possible, take Perspectives on Teaching and Learning in Higher Education as their first module. Two further modules should be selected from the suite in line with the candidate’s own interests (e.g. to a total credit volume of 15 ECTS).

COURSE FEATURES

FLEXIBILITY
All modules carry a credit volume of 5 ECTS. Modules typically have between c. 10-12 hours of ‘direct contact’ time. Modules are made available in a range of shapes and across the year, e.g. ‘block-timetabled’ and across the term. This recognises the need to afford as much flexibility to the participant as possible. Candidates have three years from date of first enrolment to complete the three modules and are advised to take no more than two modules in any given academic year.

INCLUSIVITY
There is a growing cohort of professionals in Trinity who support teaching and learning in various guises (for example library staff; careers 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. A core pool of modules has been developed and additional modules are 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 Teaching, Learning and Assessment for Academic Practice.

ASSESSMENT ROUTES
Module assignments are designed to be applicable to the disciplines and constructed to focus on the application of theory into practice. The Professional Special Purpose Certificate in Teaching, Learning and Assessment for Academic Practice is awarded after the successful completion of three modules. There are two pathways to the award of the SpCert:
1. Programme participants may choose to attend and submit an assignment for one module at a time. A range of assessment options are available for each module. Once the candidate has completed three separate modules successfully, they are eligible for the award of the SpCert.

OR

2. Participants can attend three modules (totalling 15 ECTS) and opt for assessment by portfolio. Where the candidate decides to develop a portfolio, this should be aligned to facets of their academic practice and related to the modules taken, supported by a teaching philosophy statement. Once the candidate has completed three modules and successfully developed a teaching portfolio, they are eligible for the award of the SpCert.

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 and/or to support pedagogical research within their discipline.

THEORY TO PRACTICE

The programme is designed to provide a balance between practice and theory: modules are 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 connect facets of their academic practice and address areas of challenge and interest within their discipline. Modules are structured to encourage theory, action, participation, discussion, analysis and critical reflection.
DISCIPLINE-SENSITIVE
Participants come from a broad range of backgrounds and professional environments. The programme is grounded in a collaborative approach intended to support colleagues to advance their practice through active reflection and sharing experiences. Participants are encouraged to engage in cross-disciplinary dialogue and to identify particular features of successful academic practice suitable for their own disciplinary environment. A variety of approaches to supporting student learning are fostered through 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 Teaching, Learning and Assessment for 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 Teaching, Learning and Assessment for Academic Practice, participants 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>Term</th>
<th>Events</th>
</tr>
</thead>
<tbody>
<tr>
<td>Michaelmas Term 2022</td>
<td>Perspectives on Teaching and Learning in Higher Education</td>
</tr>
<tr>
<td></td>
<td>Assessment &amp; Feedback in Higher Education</td>
</tr>
<tr>
<td>Hilary Term 2023</td>
<td>Perspectives on Teaching and Learning in Higher Education</td>
</tr>
<tr>
<td></td>
<td>Embedding Digital Pedagogies into your teaching practice</td>
</tr>
<tr>
<td>Trinity Term 2023</td>
<td>Curriculum Design in Higher Education</td>
</tr>
<tr>
<td>Summer 2023</td>
<td>Perspectives on Teaching and Learning in Higher Education</td>
</tr>
<tr>
<td></td>
<td>Embedding Digital Pedagogies into your teaching practice</td>
</tr>
</tbody>
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## MICHAELMAS TERM 2022

### Assessment & Feedback in Higher Education
**Facilitators:** Dr Pauline Rooney (module lead) & Assoc. Prof. Cicely Roche  
**Delivery:** Blended  
**Time:** 10:30 – 13:00  
**Dates:**  
- Tuesday 4th October 2022 (In person)  
- Tuesday 11th October 2022 (In person)  
- Tuesday 8th November 2022 (In person)  
- Tuesday 15th November 2022 (Online)  
- Tuesday 6th December 2022 (Online)  
- Tuesday 13th December 2022 (In person)

### Perspectives on Teaching and Learning in Higher Education
**Facilitators:** Dr Jonny Johnston (module lead) & Dr Caitríona Ní Shé  
**Delivery:** Blended.  
**Time:** 14:00 – 16:30  
**Dates:**  
- Thursday 6th October 2022 (In person)  
- Thursday 13th October 2022 (In person)  
- Thursday 10th November 2022 (In person)  
- Thursday 24th November 2022 (Online)  
- Thursday 8th December 2022 (Online)  
- Thursday 15th December 2022 (In person)  
- Teaching Philosophy Statement Workshop (optional attendance on Friday 16th December 2022 from 13:00 – 15:00 online)

(*N.B. Module participants are welcome to attend either or both of sessions 6 and 7 but are expected to participate in at least one of these).  

We strongly recommend programme participants taking the SpCert on a for-credit basis to complete Perspectives on Teaching and Learning in Higher Education as their first module from the suite.
Hilary Term 2023

Perspectives on Teaching and Learning in Higher Education

Facilitators: Dr Jonny Johnson (module lead) & Assoc. Prof. Cicely Roche

Delivery: Blended

Times: 10:30 – 13:00

Dates:

- Tuesday 24th January 2023
- Tuesday 7th February 2023
- Tuesday 21st February 2023
- Tuesday 21st March 2023
- Tuesday 4th April 2023
- Tuesday 18th April 2023
- One further day for TPS and Microteaching TBC

(*N.B. Module participants are welcome to attend either or both of sessions 6 and 7 but are expected to participate in at least one of these).

We strongly recommend programme participants taking the SpCert on a for-credit basis to complete Perspectives on Teaching and Learning in Higher Education as their first module from the suite.

Embedding Digital Pedagogies into your Teaching Practice

Facilitators: Dr Pauline Rooney (module lead) & Dr Caitríona Ní Shé

Delivery: Blended.

Time: 14:00 – 16:00

Dates:

- Wednesday 1st February 2023
- Wednesday 8th February 2023
- Wednesday 15th February 2023
- Wednesday 22nd February 2023
- Wednesday 1st March 2023
- Wednesday 15th March 2023
Trinity Term 2023

Curriculum Design in Higher Education

Facilitators: Dr Caitriona Ni Shé (module lead), Dr Pauline Rooney, Dr Jonny Johnston & Assoc. Prof. Cicely Roche.

Delivery: Blended.

Time: 10:30 – 13:00 (except where otherwise indicated)

Dates:

- Tuesday 25th April 2023
- Tuesday 9th May 2023
- Tuesday 16th May 2023
- Tuesday 30th May 2023 (10:30 – 16:30)
- Tuesday 13th June 2023

Summer 2023

Embedding Digital Pedagogies into your Teaching Practice

Facilitators: Dr Pauline Rooney (module lead) & Dr Caitriona Ní Shé

Delivery: Blended.

Time: Varies

Dates:

- 20 June: 10:00 – 4:00 (In person)
- 22 June: 2:00 – 4:00 (Online)
- 27 June: 2:00 – 4:00 (Online)
- 29 June: 10:30 – 1:00 (In person)
Perspectives on Teaching and Learning in Higher Education

Facilitators: Dr Jonny Johnston (module lead) & Assoc. Prof. Cicely Roche

Delivery: In-person (2 day event with 2 follow up afternoon event days)

Times: 10:00 – 16:30

Dates: 11th & 12th July 2023
This online module is targeted to the needs of academics and/or academic-related professionals who teach and support student learning and who may be newer to a teaching role. The module enables teachers in higher education to clarify conceptions of, and reflect on their own approaches to, teaching and learning in higher education. Module participants are supported to evaluate their teaching role, articulate their own teaching philosophy, and to apply theories of education and the principles of teaching and learning to their discipline.

Module participants will explore how to apply the theories and principles of teaching and learning to their practice. The module will introduce strategies for teaching online and in hybrid environments and explore the fundamentals of curriculum design & assessment. The module is designed to develop a supportive community of practice through formative peer feedback.

N.B. Where colleagues are taking the SpCert on a for-credit basis, we recommend they take Perspectives on Teaching and Learning in Higher Education as their first module in the programme.

There is a compulsory core of approximately 10 contact hours in this module. Total engagement for a 5 ECTs module is 125 hours.
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.

Colleagues should commit to engaging with ‘continuous’ assessment tasks, e.g. engaging with discussion boards. Module participants taking the module on a for-credit basis should also submit one of these four assessment tasks:

1. Develop (and critically locate) a comprehensive Teaching Philosophy Statement (c. 800-1000 words or equivalent), reflecting throughout on your practice.

OR

2. A case study or vignette of ‘pedagogy in practice’, typically of c. 1000-1500 words of equivalent. This might involve:

   i) The production of one or more resource documents intended at enhancing academic practice in your disciplinary context, e.g. produced for academic staff and/or students.

   ii) A reflective case study focused on your own practice, which should be critically located in the context of your approach and philosophy/ies of teaching and learning.

   iii) Undertaking a peer observation. The critical reflection accompanying the observation/session outline should identify clear benefits to current approaches and constructively outline potential areas for practice enhancement.

OR
3. Submission of a rationale for the planning, redesign, or development of a module from scratch. The curricular plan accompanying this rationale should be critically located and acknowledge the appropriate literature of teaching and learning in how you demonstrate your selection and sequencing of activities. The rationale and curricular plan would typically be c. 1000-1500 words or equivalent, e.g. 8-minute video artefact, animation, performance, etc.

OR

4. Participants may alternatively develop a critical reflection on the module’s impact on their practice as part of the professional teaching portfolio, e.g. as one of the four elements of the portfolio (total c.7,500 words or word equivalent). This critical reflection might be text-based or developed as a digital artefact.

Please see Rubric on Page 36.

MODULE COORDINATOR
Dr Jonny Johnston

TEACHING STAFF
Dr Jonny Johnston, Dr Caitríona Ní Shé, Assoc. Prof. Dr Cicely Roche & Dr Pauline Rooney
CURRICULUM DESIGN IN HIGHER EDUCATION

This module introduces the principles of curriculum design in higher education and examines how curriculum theory is put into practice at both programme and module level. Module participants will explore and critique different models and frameworks of curriculum design, developing insight into how to shape curricula to enhance student learning. The module is structured on an experiential basis and participants are supported to identify effective principles of curriculum design at the session, module, and programme levels. Specifically participants will use one or more curriculum models/frameworks to design/develop a module suitable for use in their own current or future teaching.

Please note this module will most likely take place in blended format and as such a focus will be placed on curriculum design for hybrid/blended learning. Module delivery is predominantly synchronous, e.g. facilitated in live time.

MODULE LEARNING OUTCOMES

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

1. Discuss principles, purposes, and challenges relating to curriculum design in higher education.
2. Demonstrate how one or more model/framework can be used to inform curriculum design/implementation.
3. Demonstrate critical awareness of the literatures of curriculum design.
4. Articulate/illustrate how their professional values about academic practice have been influenced by engagement with this module.
Participants should commit to engaging with continuous formative assessment tasks, e.g. engaging with discussion boards. Those taking the module on a for-credit basis should also submit one of these three assessment tasks:

1. **An annotated module outline that includes**: module outcomes, assessment structure, teaching and learning strategies, specific of the learning environment, indicative session content (‘curriculum map’), and a module ‘pitch’ or aim suitable for students, The module outline should also contain a critical discussion and rationale for the module’s design and planned implementation. The submission should relate to the curricular design and (planned) delivery of a new or significantly revised module appropriate for the candidate’s current or future teaching context.

   OR

2. **Two original research-informed Academic Practice-style resources focusing on any aspect of curriculum design** (each framed as e.g. 1250-word document or collaborative blog post, c. 5 mins videoclip/podcast, or equivalent). These should typically be targeted to academic staff, students, or staff holding roles supporting teaching and learning. These could, for example, consist of:
   - An introduction to and discussion of a (potential) approach to curriculum design relevant to your own context
   - A case study or vignette of a curriculum design approach in action
   - A critical evaluation of the benefits/challenges of distinct curriculum design approaches in relation to your own professional context

   OR

3. Participants may alternatively develop a critical reflection on the module’s impact on their practice as part of the **professional teaching portfolio**, e.g. as one of the four elements of the portfolio (total c.7,500 words or word equivalent). This critical reflection might be text-based or developed as a digital artefact.
**Assessment workload** across each option equates to a circa 10-minute videoclip or other multimedia artefact, c.2000-2500 words text-based document, or an alternative (by discussion with the module coordinator). Where multimedia artefacts are produced, these should be accompanied by a 1-2 page (c. 500-1000) word written critical overview and introduction to the multimedia materials.

**A short (annotated) bibliography** highlighting key engagement with the literature(s) of curriculum design should accompany all options.

**Please see Rubric on page 38.**

**MODULE COORDINATOR**
Dr Caitriona Ni Shé

**TEACHING STAFF**
Dr Caitriona Ni Shé, Assoc. Prof. Dr Cicely Roche, Dr Pauline Rooney & Dr Jonny Johnston
This module explores the principles, purposes, opportunities and challenges of assessment and feedback processes in higher education and the impact of assessment and feedback on student learning.

Through critical engagement with relevant literature, participants will reflect on their current assessment and feedback practices at module and/or programme level and they will be encouraged to identify opportunities for enhancing and/or re-designing these practices with programmatic context in mind. Participants will also be supported to design and implement feedback strategies that enhance and support student learning.

The module supports a programmatic and inclusive approach to assessment, offering participants a range of assessment options.

**MODULE LEARNING OUTCOMES**

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

1. Discuss the principles, purposes, opportunities and challenges of assessment and feedback in higher education.

2. Design, develop and/or enhance effective assessment and feedback strategies.

3. Demonstrate critical engagement with the literature of assessment and feedback.

4. Articulate/illustrate how their professional values about academic practice have been influenced by engagement with this module.
Participants should commit to engaging with ‘continuous’ assessment tasks, e.g. engaging with discussion boards. Those taking the module on a for-credit basis should also submit one of these three assessment tasks:

1. an **ePortfolio** that documents the participant’s engagement in the module and that demonstrates their achievement of module learning outcomes. Using a platform of their choice (e.g. Google Sites, OneNote), participants are encouraged to utilise a range of mediums (e.g. text, video, audio, imagery) to evidence their engagement and learning. These might include critical summaries of key articles, reflections on existing assessment/feedback practices, explorations of practice change, video ‘snippets’ explaining assessment change, learning materials intended to develop student assessment literacy, etc.

As ePortfolios are practice-focused and developmental, participants should commit to developing their eportfolio as they undertake the module, rather than at the end. Note that the epPortfolios should equate to 2,500 words or a total of c. 10 minutes of digital artefacts such as videos, podcasts, etc.

2. **Two scholarly resources suitable for peers in their discipline focusing on an aspect of assessment and feedback in higher education.** (These could, for example, consist of:

- A critical discussion of the (re)design of an assessment and/or feedback strategy suitable for use in their own practice.
- A reflective case study of an assessment and feedback strategy in action.
- Guidelines for staff on the implementation of a novel assessment and feedback strategy, supported by critical engagement with the literature.
- Participants are encouraged to develop a range of media for these resources such as text, image, video, podcast etc.

OR
3. A critical reflection on the module’s impact on their practice as part of the professional teaching portfolio, e.g. as one of the four elements of the portfolio (total c.2500 words or word equivalent). This critical reflection may be text or media-based (e.g. video/audio).

Note that assessment ‘workload’ across each option above equates to
- multimedia artefacts totalling c. 10-minute duration (e.g. videos/podcasts),
- text-based document totalling c.2000-2500 words or
- an alternative or combination of (by discussion with the module coordinator).

All assessment submissions should demonstrate critical engagement with the literature(s).

Please see Rubric on page 40.

MODULE COORDINATOR
Dr Pauline Rooney

TEACHING STAFF
Dr Pauline Rooney, Dr Jonny Johnston & Assoc. Prof. Cicely Roche.
EMBEDDING DIGITAL PEDAGOGIES INTO YOUR TEACHING PRACTICE

This module introduces participants to key digital pedagogies in higher education and how these may be effectively used to support student learning. Participants will also explore societal, technological and educational issues in relation to the use of digital technologies in higher education. This module aims to enable teaching staff to make informed choices about how to effectively embed digital pedagogies in their own practice. Specifically, participants will be required to design a digital pedagogy initiative to be used within their own practice. In this module digital pedagogy is defined as “as the study of how digital technologies can be used to best effect in teaching and learning”. (JISC 2021).

Participants are supported to engage in a supportive community of practice throughout the module.

Please note this module will most likely take place in blended format with a mix of independent online learning and synchronous (live) classes.

MODULE LEARNING OUTCOMES

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

1. Demonstrate critical engagement with the literature on digital pedagogies and related societal, technological, and educational issues.
2. Make informed decisions on the design and implementation of digital pedagogy within the participants’ own disciplinary context.
3. Demonstrate the ability to put this design into practice using appropriate digital technologies.
4. Articulate/illustrate how their professional values about academic practice, have been influenced by engagement with this module.
Participants must demonstrate continuous and consistent engagement with weekly activities (e.g. online discussions) to proceed to final submission. Some of these will be collaborative in nature whilst others can be done on an individual basis.

Module participants taking the module on a for-credit basis should also select one of the following three assessment options:

1. **A short (annotated) bibliography** highlighting key engagement with relevant literature(s) AND A **case study or vignette of a digital pedagogy that you have implemented in your practice**. This case study/vignette should typically be targeted to academic staff, students, or staff holding roles supporting teaching and learning. (c. 2500 words in total inclusive of annotated bibliography).

   OR

2. **An annotated mindmap or an eportfolio** which presents a research-informed design for embedding digital pedagogy within a module relevant to your discipline. This mindmap/eportfolio should demonstrate the ability to put this design into practice using appropriate digital technologies.

   Using a platform of your choice (e.g. OneNote or Free Mind), participants are encouraged to utilise a range of mediums (e.g. text, video, audio, imagery) to evidence your engagement and learning. As ePortfolios are practice-focused and developmental, participants should commit to developing their eportfolio as they undertake the module, rather than at the end. Note that eportfolios and mindmap should equate to 2,500 words or a total of c. 10 minutes of digital artefacts such as videos, podcasts, or an appropriate mix of both.

   OR

3. **A critical reflection on the module’s impact on their practice as part of the professional teaching portfolio**, e.g. as one of the four elements of the portfolio (total c.2500 words or word equivalent). This critical reflection may be text or media-based (e.g. video/audio).
Please see Rubric on page 42.

MODULE CO-ORDINATOR
Dr Pauline Rooney

TEACHING STAFF
Dr Pauline Rooney & Dr Caitriona Ni Shé
Assessment is focused on knowledge, application, skills and competencies, reflection and evaluation and is planned programmatically. Guidelines and criteria for individual module assignments will be supplied by the module coordinator.

In all cases:

- Modules/ the SpCert are awarded on a pass/fail basis.
- A 50% grade is required for individual module assessments or portfolios.
- Consistent attendance is expected for those taking SpCert modules on a for-credit basis and candidates may not be permitted to proceed to assignment submission where attendance is a concern.
- Where candidates do not achieve a minimum of 50% in a submitted assignment, one resubmission will be permitted, normally within 2 months and within the same academic year.
- Where candidates do not achieve a minimum of 50% in the professional portfolio, one resubmission of the portfolio will be permitted, normally within one working month.
- An external examiner will ensure that the regulations governing examining are observed.
• In the case of an appeal, this will be considered by a subgroup 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. Academic Practice 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

A panel of assessors meets yearly to review and discuss portfolio applications (usually in October). The panel consists 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 in 2022-23 should be submitted by 12pm on Thursday 19th January 2023 to Jade.Concannon@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) should 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, for candidates to submit one longer case study (i.e. connecting at least two modules) or one longer plus one shorter case study instead of three shorter case studies.
In practice: this means instead of 3x 2000–2500 word case studies + x1 teaching philosophy statement, the candidate might submit x1 7500 word reflective case study + x1 teaching philosophy statement, or x1 4500 word case study + 1x 2000 – 2500 word case study + x1 teaching philosophy statement. Candidates considering submissions for the portfolio that differ from the typical x3 case studies + teaching philosophy are requested to contact the team in advance of their submission.

Case studies typically document and evidence the impact of a candidate’s engagement with a module on their teaching – this might be presented in the shape of reflective writing, a scholarship-of-teaching style artefact, or similar. Case studies should be referenced appropriately and demonstrate evidence of engagement with the appropriate literature. More information is available on case studies and the teaching philosophy statement below.

<table>
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<tr>
<th>CRITERIA</th>
<th>MARKS</th>
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<tbody>
<tr>
<td>Teaching Philosophy Statement</td>
<td>25</td>
</tr>
<tr>
<td>Reflective Case Study 1</td>
<td>25</td>
</tr>
<tr>
<td>Reflective Case Study 2</td>
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**TEACHING PHILOSOPHY STATEMENT**

The Teaching Philosophy Statement is marked out of 25

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<th>MARKING CRITERIA</th>
<th>MARKS</th>
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<tbody>
<tr>
<td>• Does the writer articulate and clarify their teaching and learning beliefs and values?</td>
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<td>• Are appropriate examples and reflections on experiences given to demonstrate alignment between beliefs and practice?</td>
<td>/25</td>
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<tr>
<td>• Is the statement demonstrably grounded in some knowledge of the teaching &amp; learning literature?</td>
<td></td>
</tr>
<tr>
<td>• Are relevant concepts, models and/or frameworks from the teaching &amp; learning literature considered in ways that conclusively add value?</td>
<td></td>
</tr>
</tbody>
</table>

**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 25 (total of 75 for the three case studies):

<table>
<thead>
<tr>
<th>MARKING CRITERIA</th>
<th>MARKS</th>
</tr>
</thead>
<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></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>
<td></td>
</tr>
</tbody>
</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 statement offers a snapshot of your beliefs and values in relation to facets of your academic practice. It should focus on what you believe about teaching, and how you apply those beliefs. Teaching philosophy statements are written in the first person (e.g. I believe that…), and should avoid cliché and jargon where possible. 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 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?

(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 aligned 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>
<tbody>
<tr>
<td>What learning is needed to carry out the teaching &amp; learning activity? Knowledge may include but need not be restricted to the following:</td>
<td>What processes have you implemented in teaching &amp; learning? Evidence of engagement in teaching &amp; learning activities may include, but not be limited to the following:</td>
<td>When designing, performing or evaluating teaching &amp; 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:</td>
</tr>
<tr>
<td>- Principles of teaching &amp; learning in HE</td>
<td>- Designing and planning learning activities</td>
<td>- Respecting learning preferences</td>
</tr>
<tr>
<td>- How students learn and how to engage learning</td>
<td>- Designing and planning curricula</td>
<td>- Equality, diversity or inclusion</td>
</tr>
<tr>
<td>- Appropriate teaching &amp; learning methods across a variety of teaching contexts</td>
<td>- Designing and planning assessments</td>
<td>- Lifelong learning</td>
</tr>
<tr>
<td>- Higher education policies and theories</td>
<td>- Teaching and supporting learning</td>
<td>- Professional development as a teacher</td>
</tr>
<tr>
<td>- Curriculum design and development</td>
<td>- Assessing and giving feedback</td>
<td>- Reflection and evaluation of practice (as a teacher)</td>
</tr>
<tr>
<td>- Using assessment to aid learning</td>
<td>- Supervising learning in the research degree</td>
<td>- Collaboration with others in the development of learning</td>
</tr>
<tr>
<td>- Providing constructive formative and summative feedback to aid learning</td>
<td>- Conducting or preparing for the research viva</td>
<td>- Use of technologies to enhance teaching, learning and assessment</td>
</tr>
<tr>
<td>- Use of technologies to enhance teaching, learning and assessment</td>
<td>- Using technologies to enhance learning</td>
<td>- Using or contributing to HE policy</td>
</tr>
<tr>
<td>- Methods of evaluating teaching</td>
<td>- Using HE theories to inform teaching</td>
<td>- Using HE theories to inform teaching</td>
</tr>
<tr>
<td>- Use of reflection to develop T&amp;L</td>
<td>- Developing effective learning environments</td>
<td>- Relating leadership theories and models to practice</td>
</tr>
<tr>
<td>- The integration of research and teaching</td>
<td>- Relating leadership theories and models to practice</td>
<td>- Evaluating sessions or activities</td>
</tr>
<tr>
<td>- Supervising students</td>
<td>- Incorporating discipline or pedagogic research into teaching &amp; learning</td>
<td>- Incorporating discipline or pedagogic research into teaching &amp; learning</td>
</tr>
<tr>
<td>- Leadership in teaching and higher education</td>
<td>- The research degree examination process</td>
<td>- The research degree examination process</td>
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<tr>
<td>- The research degree examination process</td>
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</table>
## RUBRICS APPENDIX

### PERSPECTIVES ON TEACHING AND LEARNING IN HIGHER EDUCATION RUBRIC

<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 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 discusses concepts, theories and philosophies of teaching and learning, but in a limited 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>
</tr>
<tr>
<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 logical 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>
<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 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, 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>
<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 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>There is little articulation/illustration 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>
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**Feedback:**

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

**Total %**
## Curriculum Design in Higher Education

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<th>Criterion / Criteria</th>
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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 discusses 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>Discusses the principles, purposes, and challenges of curriculum design in a comprehensive, clear, concise, and cogent manner.</td>
<td>Discusses the principles, purposes, and challenges of curriculum design in a logical manner.</td>
<td>Discusses the principles, purposes, and challenges of curriculum design in a limited manner.</td>
<td>Demonstrates little discussion of the principles, purposes, and challenges of curriculum design</td>
<td>Does not discuss the principles, purposes, and challenges of curriculum design.</td>
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<tr>
<td>25%</td>
<td>The assignment evaluates/demonstrates effective curriculum design strategies.</td>
<td>Fulfils all requirements for ‘Excellent’ and, in addition, contains sophisticated evidence of evaluation/demonstration of curriculum design strategies.</td>
<td>Evidences the evaluation/demonstration of effective curriculum design strategies in a comprehensive, clear, concise, and cogent manner.</td>
<td>Evidences the evaluation/demonstration of effective curriculum design strategies in a logical manner.</td>
<td>Evidences evaluation/demonstration of effective curriculum design strategies, but in a limited manner.</td>
<td>Provides little evidence of evaluation/demonstration of effective curriculum design strategies.</td>
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<td></td>
</tr>
<tr>
<td>25%</td>
<td>The assignment demonstrates critical awareness of the literatures 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>
<td>The assignment demonstrates critical awareness of the literature of curriculum design in a logical manner in ways that add value.</td>
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| 25% | The assignment articulates/illustrates how [their] professional values about academic practice have been influenced by engagement with this module. | The assignment fulfils all requirements for 'Excellent' and, in addition, is outstanding in its overall arguments and presentation. | Articulates/illustrates how professional values about academic practice have been influenced by engagement with this module in a comprehensive, clear, concise, and cogent manner. | Articulates/illustrates how professional values about academic practice have been influenced by engagement with this module in a logical manner. | Articulates/illustrates how professional values about academic practice have been influenced by engagement with this module, but in a limited manner. | There is little articulation/illustration 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 %
# Assessment and Feedback in Higher Education

## Rubric

<table>
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<th>Weight %</th>
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<th>Outstanding &gt;20 to 25%</th>
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<th>Very Poorly addressed &gt;0 to 5%</th>
<th>Not addressed 0%</th>
</tr>
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<tbody>
<tr>
<td>25%</td>
<td>The assignment discusses principles, purposes, opportunities and challenges of assessment and feedback in higher education.</td>
<td>Fulfils all requirements for 'Excellent' and, in addition, is sophisticated in its overall arguments and presentation.</td>
<td>Discusses the principles, purposes, opportunities and challenges of assessment and feedback in a comprehensive, clear, concise, and cogent manner.</td>
<td>Discusses the principles, purposes, opportunities and challenges of assessment and feedback in a logical manner.</td>
<td>Discusses the principles, purposes, opportunities and challenges of assessment and feedback in a limited manner.</td>
<td>Demonstrates little discussion of the principles, purposes, opportunities and challenges of assessment and feedback.</td>
<td>Does not discuss the principles, purposes, opportunities and challenges of assessment and feedback.</td>
</tr>
<tr>
<td>25%</td>
<td>The assignment demonstrates the design, development and/or enhancement of an effective assessment and feedback strategy.</td>
<td>Fulfils all requirements for 'Excellent' and, in addition, contains sophisticated evidence of the design and development of an effective assessment and feedback strategy.</td>
<td>Evidences the design, development and/or enhancement of an effective assessment and feedback strategy in a comprehensive, clear, concise, and cogent manner.</td>
<td>Evidences the design, development and/or enhancement of an effective assessment and feedback strategy in a logical manner.</td>
<td>Evidences the design, development and/or enhancement of an effective assessment and feedback strategy, but in a limited manner.</td>
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<td>Provides no evidence of the design, development and/or enhancement of an effective assessment and feedback strategy.</td>
</tr>
<tr>
<td>25%</td>
<td>The assignment demonstrates critical engagement with the literature of assessment and feedback in higher education.</td>
<td>The assignment fulfils all requirements for 'Excellent' and, in addition, demonstrates a sophisticated integration</td>
<td>The assignment demonstrates critical engagement with the literature of assessment and feedback in higher education</td>
<td>The assignment demonstrates critical engagement with the literature of assessment and feedback in higher education</td>
<td>The assignment demonstrates little evidence of critical engagement with the literature of assessment and feedback in higher education</td>
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<td>and feedback in higher education.</td>
<td>of the literature of assessment and feedback.</td>
<td>education in a comprehensive, clear, concise, and cogent manner in ways that clearly add value.</td>
<td>in a logical manner in ways that add value.</td>
<td>education, but in a limited manner.</td>
<td>feedback in higher education.</td>
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</table>

Feedback:

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

Total %
### Embedding Digital Pedagogies

<table>
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<tr>
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<tr>
<td>25%</td>
<td>The assignment demonstrates critical engagement with the literature on digital pedagogies and related societal, technological, and educational issues. Fulfils all requirements for ‘Excellent’ and, in addition, is sophisticated in its overall arguments and presentation.</td>
<td>Demonstrates critical engagement with relevant literature and discusses key related issues in a comprehensive, clear, concise, and cogent manner.</td>
<td>Demonstrates some engagement with relevant literature but with little evidence of critical perspectives.</td>
<td>Demonstrates little engagement with relevant literature.</td>
<td>Provides no evidence of informed decision-making on the design and implementation of digital pedagogy within the participants’ disciplinary context.</td>
<td></td>
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<tr>
<td>25%</td>
<td>The assignment demonstrates informed decision-making on the design and implementation of digital pedagogy within the participants’ disciplinary context. Fulfils all requirements for ‘Excellent’ and, in addition, contains sophisticated evidence of research-informed decision-making on the design and implementation of digital pedagogy within the participants’ disciplinary context.</td>
<td>Provides clear evidence of informed decision-making on the design and implementation of digital pedagogy within the participants’ disciplinary context, presented in a comprehensive, clear, concise, and cogent manner.</td>
<td>Provides evidence of informed decision-making on the design and implementation of digital pedagogy within the participants’ disciplinary context, but in a limited manner.</td>
<td>Provides little evidence of informed decision-making on the design and implementation of digital pedagogy within the participants’ disciplinary context.</td>
<td>Provides no evidence of informed decision-making on the design and implementation of digital pedagogy within the participants’ disciplinary context.</td>
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<tr>
<td>25%</td>
<td>The assignment demonstrates the ability to put this design into practice using appropriate digital technologies.</td>
<td>The assignment fulfils all requirements for 'Excellent' and, in addition, contains sophisticated evidence of the participants' ability to put this design into practice using appropriate digital technologies.</td>
<td>The assignment clearly and comprehensively demonstrates the ability to put this design into practice using appropriate digital technologies.</td>
<td>The assignment demonstrates limited evidence of the ability to put this design into practice using appropriate digital technologies.</td>
<td>The assignment demonstrates little evidence of the ability to put this design into practice using appropriate digital technologies.</td>
<td>The assignment demonstrates no evidence of the ability to put this design into practice using appropriate digital technologies.</td>
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</tr>
</tbody>
</table>

| 25% | The assignment articulates/illustrates how [their] professional values about academic practice have been influenced by engagement with this module. | The assignment fulfills all requirements for 'Excellent' and, in addition, is outstanding in its overall arguments and presentation. | Articulates/illustrates how professional values about academic practice have been influenced by engagement with this module in a comprehensive, clear, concise, and cogent manner. | Articulates/illustrates how professional values about academic practice have been influenced by engagement with this module in a logical manner. | There is little articulation/illustration 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 %
<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>
<th>%</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>
<td>25%</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>
<td></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 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 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>
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</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 % |
There is one award and one entry route: The Professional Special Purpose Certificate in Teaching, Learning and Assessment for 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/academicpractice/professional-development/special-certificate/index.php

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 Academic Practice. Participants may also decide to apply to 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 Teaching, Learning and Assessment for 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 in the Professional
Special Purpose Certificate in Teaching, Learning and Assessment for Academic Practice. 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.