




Trinity College Dublin
Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin

Centre for Academic Practice, Trinity Teaching & Learning

A photograph of the Trinity College Dublin building, a large red brick structure with many windows and chimneys, set against a blue sky with clouds. In the foreground, there is a green lawn with a tree in bloom and several cars parked.

**Special Purpose
Certificate in Teaching,
Learning & Assessment
for Academic Practice
Handbook
2025–2026**

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Introduction

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 SpCert 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

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.

Postgraduate Teaching Assistants (e.g. postgraduate research students) are not eligible to enrol in the SpCert. Separate provision is available for postgraduate research students at Trinity.

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).

Please note: your contract with Trinity should extend at least 12 weeks from the date of the final class of the module. This ensures that you have access to the VLE for assignment submissions. If you choose to submit a Teaching Portfolio, your contract must remain active for a minimum of six weeks from the submission date

Course Features

FLEXIBILITY

All modules carry a credit volume of 5 ECTS. Modules typically have between c. 15-20 of 'direct contact' time. Modules are offered in a range of formats and across the year, e.g. 'block-timetabled' and across the term. This recognises the need to afford maximum flexibility to participants. 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.

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 and assessment. Successful completion of any three modules will result in the award of a Professional Special Purpose Certificate in Teaching, Learning and Assessment for Academic Practice.

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 exploration and analysis of theory, action, participation, discussion, 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:

- enhance the teaching & learning experience within Trinity;
- enable recognition and recording of professional development of those involved in teaching and supporting learning;
- recognise the importance of preparing staff for teaching and continually supporting staff in their 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.

Course Timetable

MICHAELMAS TERM 2025

Perspectives on Teaching and Learning in Higher Education

Facilitators: Dr Claire McAvinia & Dr Caitríona Ní Shé

Day & Time: Thursdays 10:00 – 13:00

Dates:

- 18th September 2025
- 25th September 2025
- 2nd October 2025
- 9th October 2025
- 16th October 2025
- 23rd October 2025
- 6th November 2025

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

HILARY TERM 2026

Assessment & Feedback in Higher Education

Facilitators: Dr Ana Elena Schalk & Dr Caitriona Ni Shé

Day & Time: Thursdays 10:00 – 13:00

Dates:

- 22nd January 2026
- 29th January 2026
- 5th February 2026
- 12th February 2026
- 19th February 2026
- 26th February 2026

Curriculum Design in Higher Education

Facilitators: Dr Claire McAvinia & Dr Caitríona Ní Shé

Day & Time: Tuesdays 10:00 – 13:00

Dates:

- 17th February 2026
- 24th February 2026
- 3rd March 2026
- 10th March 2026
- 24th March 2026
- 31st March 2026

Perspectives on Teaching and Learning in Higher Education

This 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 designing teaching for learning.

Module participants are enabled to integrate and expand their teaching repertoire, develop insight into strategies suitable for large- and small-group teaching and to explore the fundamentals of curriculum and assessment. The module seeks to develop a supportive community of practice and provide a forum for colleagues to connect and come together from across the University as they refine their understanding of teaching, learning, and assessment.

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 15-20 contact hours in this module. Total engagement for a 5 ECTS module is 125 hours.

MODULE LEARNING OUTCOMES

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

1. Discuss the principles, purposes, opportunities, and challenges of academic practice in higher education.
2. Design opportunities to support and enhance learning and teaching in the participant's own professional context/ discipline.
3. Evaluate their own professional practice in the context of broader concepts, theories, and philosophies of teaching and learning.
4. Articulate how their professional values relating to academic practice have been influenced by engaging with this module.

ASSESSMENT

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 **two** assessment options:

OPTION 1 consisting of two parts, A and B.

OPTION 2 consisting of a critical reflection as part of the SpCert Professional Teaching Portfolio – this option is only available to those completing the Professional Teaching Portfolio for the purposes of the SpCert.

OPTION 1

Part A: Teaching Philosophy Statement

Develop (and critically locate) a comprehensive Teaching Philosophy Statement c. 1000 words or equivalent, the final 200-250 of which should explore influence of engagement with this module and actions planned for future.

Part B: Observation, Resource, or Session Plan

Module participants should either:

Undertake an annotated peer observation, with assignment submission comprising a short session plan (c. 500 words) and a critical reflection (c. 1500, excluding reference list) identifying actions to enhance practice, linking to current literature.

OR:

Produce a small resource in the medium of your choice which is intended to enhance practice in your disciplinary context, e.g. to explain a threshold concept visually with a short video or infographic, with an accompanying reflective commentary explaining your purposes and design and linking to current literature (c. 500 words or equivalent for resource, and 1500 for commentary excluding reference lists).

OR:

Produce a fully worked one-hour session plan including at least three distinct teaching strategies, and at least one formative assessment type, with a reflective commentary explaining your rationale and decisions, and linking with current literature (c. 500 words for the session plan, and 1500 for the commentary excluding reference lists).

Note that the Perspectives Rubric (pages 37-38) will be used to guide assessment of a TPS submitted as a discrete assignment for this module. The Professional Teaching Portfolio (Teaching Philosophy Statement) (page 45) applies only to the assessment of a TPS submitted as part of the portfolio.

OPTION 2: A critical reflection as part of the SpCert Professional Teaching Portfolio

NOTE: This option is only available to those completing the Professional Teaching Portfolio for the purposes of the SpCert.

Participants completing the **Professional Teaching Portfolio** for the purposes of the SpCert Award should develop a critical reflection on the module's impact on your practice, as one of the four elements of the portfolio. This critical reflection may be text-based or developed as a digital artefact (c.2,500 words or equivalent) for the critical reflection.

Please refer to the section on Professional Teaching Portfolio. Rubric for cases studies as part of the portfolio are on pages 46-47 of this handbook.

MODULE COORDINATOR

Dr Claire McAvinia

TEACHING STAFF

Dr Claire McAvinia & Dr Caitríona Ní Shé

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

MODULE LEARNING OUTCOMES

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

1. Discuss the principles, purposes, opportunities, and challenges relating to curriculum design in higher education through critical engagement with the literature.
2. Apply one or more curriculum design models/frameworks to the design of a session/module/programme.
3. Justify decisions underpinning the design of curricula within the participant's own professional context/discipline.
4. Articulate/illustrate how their professional values about academic practice have been influenced by engagement with this module.

ASSESSMENT

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:

OPTION 1: A (re)design of a module suitable for participants use in current or future teaching

Design and document (multimedia formats accepted) a module outline that contains the relevant curriculum design details required for its implementation, within your own teaching context. The submission should be accompanied by a rationale for the choices, including references, which demonstrates engagement with the course materials. The assignment should evidence achievement of the four module Learning Outcomes. The total word count is c. 2500, excluding references

OPTION 2: An original research-informed resource focusing on any aspect of curriculum design

Develop an original research-informed Academic Practice-style resource, focusing on any aspect of curriculum design. This can be either targeted at supporting staff holding roles supporting teaching and learning, or targeted at students, in their potential engagement with curriculum design. The assignment should evidence that you have achieved the four module Learning Outcomes and include a reference list. The total word count is c. 2500, excluding references.

Note that the Curriculum Design Rubric is on pages 39-40.

OPTION 3: A critical reflection as part of the SpCert Professional Teaching Portfolio

NOTE: This option is only available to those completing the Professional Teaching Portfolio for the purposes of the SpCert.

If you are completing the **Professional Teaching Portfolio**, for the purposes of the SpCert Award, you should develop a critical reflection on the module's impact on your practice, as one of the four elements of the portfolio. This critical reflection may be text-based or developed as a digital artefact. (c.2,500 words or equivalent) for the critical reflection.

Please refer to the section on Professional Teaching Portfolio. Rubric for cases studies as part of the portfolio are on pages 46-47 of this handbook.

MODULE COORDINATOR

Dr Caitriona Ni Shé

TEACHING STAFF

Dr Caitriona Ni Shé & Dr Claire McAvinia

Assessment and Feedback in Higher Education

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 that take into account effective assessment design, inclusivity, and academic integrity, considering the current and future impact of Artificial Intelligence. Participants will also be supported to design and implement feedback strategies that enhance and support student learning. The use of the VLE to support the implementation of effective assessment and feedback practices, including rubrics, will also be explored.

Participants are encouraged to engage in a supportive community of practice throughout the module, for which participation and collaboration are essential.

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 through critical engagement with literature;
2. (Re)design an effective assessment and feedback strategy informed by relevant

theories/frameworks;

3. Justify decisions underpinning the design of an assessment and feedback strategy within the participant's own professional context/discipline;
4. Articulate/illustrate how their professional values about academic practice have been influenced by engagement with this module.

ASSESSMENT

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 two assessment options, which should demonstrate the participant's achievement of the four module learning outcomes.

OPTION 1: A research-informed (re)design of an assessment and feedback strategy

This strategy should be suitable for use in the participant's own discipline or professional context. Participants are encouraged to be creative in their approach while ensuring alignment with the principles discussed in the module (c 2,500 words or equivalent).

OPTION 2: An ePortfolio

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. (c 2,500 words or equivalent).

***Note: the ePortfolio must be shareable with the Centre for Academic Practice staff and downloadable for future review by examiners.**

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 Assessment & Feedback Design Rubric is on pages 41-42.

OPTION 3: A critical reflection as part of the SpCert Professional Teaching Portfolio

****NOTE: This option is only available to those completing the Professional Teaching Portfolio for the purposes of the SpCert.****

If you are completing the **Professional Teaching Portfolio**, for the purposes of the SpCert Award, you should develop a critical reflection on the module's impact on your practice, as one of the four elements of the portfolio. This critical reflection may be text-based or developed as a digital artefact. (c.2,500 words or equivalent for the critical reflection).

Please refer to the section on Professional Teaching Portfolio. Rubric for cases studies as part of the portfolio are on pages 46-47 of this handbook.

MODULE COORDINATOR

Dr Ana Elena Schalk

TEACHING STAFF

Dr Ana Elena Schalk & Dr Caitríona Ní Shé

SpCert Assessment Strategy

ASSESSMENT ROUTES

The SpCert can be awarded via **two distinct pathways**. Candidates become eligible for the award of the SpCert after:

a) Engaging in three taught modules and successfully completing three discrete module assignments

OR

b) Engaging in three taught modules and successfully completing a **Professional Teaching Portfolio**. See pages 43-44 for the Holistic rubric for viva, page 45 for the Writing a Teaching Philosophy Statement rubric and pages 46-47 for the Teaching Portfolio case study rubrics.

In both cases participants are expected to engage consistently in workshops and activities throughout their time on the programme.

Assessment addresses knowledge, application, skills and competencies, reflection and evaluation and is planned programmatically. Guidelines and criteria for individual module assignments will be provided by the module coordinator.

The SpCert follows broader College policies relating to taught postgraduate programmes. The Centre for Academic Practice reserves the right to request any candidate to revise and resubmit an assignment or portfolio in line with College guidelines for postgraduate programmes. Assignments may be double evaluated anonymously. Candidates may be invited to participate in a *viva voce* relating to any discrete assignment.

The award of the SpCert via the Professional Teaching Portfolio route is conditional on a successful viva relating to the submitted portfolio.

In all cases:

- Assignment submissions are evaluated, and credits awarded, on a pass/fail basis.
- In order to obtain a pass, the candidate must demonstrate achievement of the required pass criteria for all of the learning outcomes, as indicated in the relevant rubric.
- 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 pass 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 pass in the Professional Teaching 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. The Centre for 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.

ASSESSMENT CRITERIA

- Participants must demonstrate **continuous and consistent engagement with weekly activities** (e.g. online discussions) to proceed to final assignment submission.
- All submissions should demonstrate the achievement of module learning outcomes.
- Referencing and citation practices should follow [APA guidelines](#).
- Where an annotated bibliography is not part of the assignment brief an appropriately cited reference list (not part of word count) should be included.
- Workload for each assignment equates to c.2500 words (excluding reference list) or equivalent, e.g. 10 minutes of digital artefacts such as videos, podcasts or an appropriate mix of both.

ASSIGNMENT RESUBMISSIONS

Where it has been deemed eligible, and in line with College Policy, a participant may be given the opportunity to resubmit a revised version of their assignment. Participants will be informed by the Programme Administrator and will be given a three-week timeline for resubmission (taking weekends/public holidays etc. into consideration.) Examples of where this may occur are in cases where the assignment:

- does not achieve a pass;
- does not meet all the assignment criteria outlined above;
- does not follow academic integrity guidelines (see below).

ACADEMIC INTEGRITY

We are committed to the principles of academic integrity as a core feature of our culture at Trinity College Dublin and the SpCert assessment strategy is designed with this in mind.

Please note that:

- All submissions should be appropriately referenced/cited and demonstrate engagement with the appropriate evidence base. Referencing and citation practices should follow [APA guidelines](#).
- The Centre for Academic Practice may arrange a follow-up viva with any candidate to discuss any assignment in greater depth.
- Vivas will be conducted on a panel basis with at least two members of SpCert Programme Team. External examiners may also attend/participate in viva voce arrangements.
- Oral interviews/Vivas are required of all candidates submitting a Professional Teaching Portfolio
- Multimedia artefacts (video/audio) should be accompanied by transcripts which are uploaded to the VLE.
- The permitted/appropriate use of generative artificial intelligence (AI) tools may vary from module to module. Please refer to individual module assessment briefs.
- If you include AI-generated content as part of an assignment submission, we request that you include a statement clarifying where/to what extent you used AI to assist you with your assignment and provide appropriate attribution to the tool used. This statement will not count towards assignment word limits.

ACKNOWLEDGING THE USE OF GENAI IN YOUR WORK

Caution!

Before using any tools, be aware of the following:

- The College Statement on Artificial Intelligence and Generative AI in Teaching, Learning, Assessment and Research has been [published online here](#).
- The GenAI Hub to support academic staff in teaching, learning, assessment and research is [available here](#).
- Where the output of GenAI is used in a document or work output, this usage should be acknowledged and appropriately cited, as per [Library guidelines on acknowledging and reference GenAI](#).

- Many of these tools require an account and the collection of your personal data. Please **exercise caution** when giving any information to a third party.
- **Do not input personal data**, sensitive information or content created by someone else into any AI platform. Treat anything you input as potentially publicly visible.
- Many of these platforms **use content input by users to train their models**, making them better and contributing to the value of the tool and generating money for the company.
- Some of these platforms **have been known to use exploitative and unethical practices** using labour from developing countries in order to 'clean' the data of violent and hateful content, causing harm to the people working on it.
- Currently, such AI tools do not think or know anything; they predict what the next word is likely to be. Do not use their answers as **a single source of information**, as these tools can invent fictional content that looks real, such as fake references.
- You are not being asked to use these tools **if you do not want to**.
- Misuse of these tools may result in **disciplinary action**.

For more information:

<https://www.tcd.ie/itservices/keeping-it-secure/artificial-intelligence-ai/>

However, using GenAI in teaching and learning can significantly enhance the learning experience and outcomes, maintaining academic integrity.

For this reason, if you use any GenAI tool as part of your work, you are **required to explicitly acknowledge** what tools you have used and how you have used them.

If you use GenAI as part of your work, please adhere to the following:

- State **what tool (s)** you used: include the version (for example, ChatGPT 3.5) and add a link to the tool.
- Explain **how** (and at what points) you have used the tool(s) to support the completion of your work: for example, to enhance your original work, to brainstorm ideas, to generate materials to support your learning, etc...)
- Add your **prompt (s)** and provide details on the **outputs** generated. (You can add a screenshot)
- Explain **how you used** the outputs in your learning or assessment context.

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 Professional Teaching Portfolio for 2025-26 by **12pm on Friday 16th January 2026** to Jade.Concannon@tcd.ie

WHAT IS A PROFESSIONAL TEACHING PORTFOLIO?

The Professional Teaching Portfolio is a candidate's documentation of, reflection on, and evaluation of their professional development in academic practice in terms of knowledge, values and successful engagement in teaching and learning activities.

The submitted Professional Teaching Portfolio (8,500 words or word equivalent) should contain the following:

- A Teaching Philosophy Statement (750-1000 words);
- Three reflective case studies (2000-2500 words each)*
- Evidence of consistent attendance at three modules.

*NOTE: It may be possible, in consultation with the Programme Director, for candidates to submit one longer case study (i.e. connecting three modules) or one longer plus one shorter case study instead of three shorter case studies. Candidates considering submissions for the Portfolio that differ from the typical three case studies and TPS are requested to contact the Programme Administrator **in advance** of their submission.

Candidates for the SpCert by the Professional Teaching Portfolio route will have their three case studies and Teaching Philosophy Statement assessed on a discrete basis and are required to pass each component.

Portfolio Component	Credits Awarded
Teaching Philosophy Statement	PASS/FAIL
Reflective Case Study 1	PASS/FAIL
Reflective Case Study 2	PASS/FAIL
Reflective Case Study 3	PASS/FAIL
Overall result	PASS achieved when all 4 components have been awarded a PASS.

In addition, a rubric has been developed to indicate holistic criteria for the portfolio (see page 46). This rubric will be used to support viva voce arrangements where a claim for the SpCert by portfolio is made.

TEACHING PHILOSOPHY STATEMENT: GUIDANCE FOR BOTH PERSPECTIVES AND PORTFOLIO SUBMISSIONS

A Teaching Philosophy Statement (TPS) 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 TPS is not a 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 content do I include in a TPS?

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 TPS?

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:

CHISM'S FIVE COMPONENTS (Chism 1998)

Conceptualisation 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.

Conceptualisation 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.

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.

Implementation of the philosophy

Your TPS 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.

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? [Guidance on Writing a Philosophy of Teaching Statement - UCAT](#)

(extracted from Ohio State University)

GOODYEAR AND ALLCHIN (1998)

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.

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.

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.

Learning environment

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

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.

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.

<https://drakeinstitute.osu.edu/institute-articles/teaching-portfolio-development>

(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?

Additional 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?

Finally, remember teaching philosophy statement is a dynamic document, and one that will change and grow as your academic development does.

PLEASE NOTE:

Different rubrics apply where you are developing a TPS as part of a discrete module assignment or as part of a portfolio. Please ensure you are guided by the appropriate rubric. For Perspectives, see pages 37-38. For the Portfolio, see pages 43-47.

Further reading

- Chism, 1998), "Developing a Philosophy of Teaching Statement," *Essays on Teaching Excellence* 9 (3), 1-2. Professional and Organizational Development Network in Higher Education.
- Goodyear, G. E. & Allchin, D. (1998) Statement of teaching philosophy. *To Improve the Academy*, 17, 103-22. Stillwater, OK: New Forums Press.
- Schonwetter, D.J. Sokal, L., Friesen, M. and Taylor, K.L. (2002). Teaching philosophies reconsidered: A conceptual model for the development and evaluation of teaching philosophy statements. *The International Journal for Academic Development*, 7(1), 83-97.

REFLECTIVE CASE STUDY: GUIDELINES FOR PORTFOLIO SUBMISSIONS

Reflective case studies typically document and evidence the impact of a candidate's engagement with a module on their teaching – these might be presented in the form of reflective writing, a scholarship-of-teaching-style artefact, or similar. Case studies should be referenced appropriately and demonstrate evidence of engagement with relevant literature.

When composing your case study, consider the following questions:

Does the case study form a purposeful reflection on your 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 case study show evidence of knowledge, activities and professional values that aim to enhance academic practice/teaching and learning in your 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

See page 36 for more information on each of these dimensions.

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. A rubric is provided to inform the development and review of case studies on Pages 46-47.

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?

Knowledge needed	Activities undertaken	Professional values exemplified
<p>What learning is needed to carry out the teaching & learning activity? Knowledge may include, but need not be restricted to, the following:</p> <ul style="list-style-type: none"> • 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 teaching and learning • The integration of research and teaching • Supervising students • Leadership in teaching and higher education • The research degree examination process 	<p>What processes have you implemented in teaching and learning? Evidence of engagement in teaching & learning activities may include, but not be limited to the following:</p> <ul style="list-style-type: none"> • 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 	<p>When designing, performing or evaluating teaching and 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:</p> <ul style="list-style-type: none"> • Respecting learning preferences • 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

Rubrics Appendix

RUBRIC: PERSPECTIVES ON TEACHING AND LEARNING IN HIGHER EDUCATION (pages 37 and 38)

	Excellent	Very Good	Borderline/ Satisfactory	Poorly addressed	Not addressed
Criteria	(PASS)	(PASS)	(PASS)	(FAIL)	(FAIL)
The assignment discusses principles, purposes, opportunities, and challenges of academic practice in higher education.	Demonstrates extensive critical engagement with relevant literature and discusses key related issues in an innovative, sophisticated, comprehensive and cogent manner.	Demonstrates critical engagement with relevant literature and discusses key related issues in a comprehensive, clear, concise, and cogent manner.	Demonstrates adequate engagement with relevant literature with some evidence of a critical discussion.	Demonstrates some engagement with principles, purposes, opportunities and challenges, but unevenly and with minimal reference to literature.	Demonstrates little or no evidence of engaging with principles, purposes, opportunities and challenges of academic practice in higher education and making no reference to literature.
The assignment demonstrates informed decision-making on the design of teaching and assessment tasks to promote deep learning and engagement.	Evidences sophisticated and highly informed decision-making on the design of teaching and assessment tasks to promote deep learning and engagement in a session.	Evidences well-informed decision-making on the design of teaching and assessment tasks to promote deep learning and engagement in a session.	Provides adequate evidence of informed decision-making on the design of teaching and assessment tasks to promote deep learning and engagement in a session.	Limited evidence of decision-making on the design of teaching and assessment tasks to promote deep learning and engagement in a session.	Does not provide evidence of informed decision-making on the design of teaching and assessment tasks to promote learning and engagement in a session.
The assignment demonstrates reflection on and critical evaluation of professional practice in the context of broader concepts, theories, and philosophies of teaching and learning.	Evidences a process of deep critical reflection on and evaluation of professional practice in the context of broader concepts and theories. Clearly shows evidence of drawing on this reflection to articulate a philosophy of teaching and learning.	Evidences a process of critical reflection on and evaluation of professional practice in the context of broader concepts and theories. Shows some evidence of drawing on this reflection to articulate a philosophy of teaching and learning.	Provides adequate evidence of the process of reflection on and evaluation of professional practice in the context of broader concepts and theories. Shows some evidence of drawing on reflection to articulate a philosophy of teaching and learning.	Limited evidence of a process of reflection on and evaluation of professional practice in the context of broader concepts and theories. Limited evidence of using this reflection to articulate a philosophy of teaching and learning.	Does not provide evidence of a process of reflection on and evaluation of professional practice in the context of broader concepts and theories. No substantive evidence of using reflection to articulate a philosophy of teaching and learning.

The assignment articulates/illustrates how their professional values about academic practice have been influenced by engagement with this module.	Provides sophisticated/robust insight into how their professional values about academic practice have been influenced by engagement with this module	Provides a clearly articulated and comprehensive insight into how their professional values about academic practice have been influenced by engagement with this module.	Provides adequate insight into how their professional values about academic practice have been influenced by engagement with this module.	Provides limited insight into how their professional values about academic practice have been influenced by engagement with this module	Provides little or no insight into how their professional values about academic practice have been influenced by engagement with this module.
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RUBRIC: CURRICULUM DESIGN IN HIGHER EDUCATION (pages 39 and 40)

Criteria	Excellent (PASS)	Very Good (PASS)	Borderline/ Satisfactory (PASS)	Poorly addressed (FAIL)	Not addressed (FAIL)
Discusses principles, purposes, and challenges of curriculum design through critical engagement with the literature	Demonstrates extensive critical engagement with relevant literature and discusses key related issues in an innovative, sophisticated, comprehensive and cogent manner.	Demonstrates critical engagement with relevant literature and discusses key related issues in a comprehensive, clear, concise, and cogent manner.	Demonstrates adequate engagement with relevant literature with some evidence of a critical discussion.	Demonstrates some engagement with relevant literature but with little evidence of a critical discussion.	Demonstrates little or no evidence of engagement of relevant literature and little or no discussion of key related issues.
Applies one or more curriculum design models/frameworks to the design of a session/module/ programme.	Provides a sophisticated/ innovative session/module/ programme design with robust evidence that a curriculum model or framework has been used.	Provides a clear and comprehensive session/module/ programme design with clear and comprehensive evidence that a curriculum model or framework has been used.	Provides a session/module/ programme design with some evidence that a curriculum model or framework has been used.	Provides a session/module/ programme design with some evidence that a curriculum model or framework has been used.	Provides an inadequate session/module/ programme with inadequate evidence that a curriculum model or framework has been used.

Justifies the decisions underpinning the design of curricula within the participant's own professional context/discipline	Provides clear, comprehensive, sophisticated and robust justification for design decisions made	Provides clear and comprehensive justification for design decisions made.	Provides adequate justification for design decisions made.	Provides limited justification for design decisions made.	Provides little or no justification for design decisions made.
Articulates/illustrates how [their] professional values about academic practice have been influenced by engagement with this module.	Articulates/illustrates how professional values about academic practice have been influenced by engagement with this module in a manner. comprehensive, clear, concise and cogent	Articulates/illustrates how professional values about academic practice have been influenced by engagement with this module in a logical manner.	Articulates/illustrates how their 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 their professional values about academic practice have been influenced by engagement with this module.	There is no articulation/illustration of how their professional values about academic practice have been influenced by engagement with this module.

RUBRIC: ASSESSMENT AND FEEDBACK IN HIGHER EDUCATION (pages 41 and 42)

Criteria	Excellent (PASS)	Very Good (PASS)	Borderline/ Satisfactory (PASS)	Poorly addressed (FAIL)	Not addressed (FAIL)
Discuss the principles, purposes, opportunities and challenges of assessment and feedback in higher education through critical engagement with literature.	Demonstrates extensive critical engagement with relevant literature and discusses key related issues in an innovative, sophisticated, comprehensive and cogent manner.	Demonstrates critical engagement with relevant literature and discusses key related issues in a comprehensive, clear, concise, and cogent manner.	Demonstrates adequate engagement with relevant literature with some evidence of a critical discussion.	Demonstrates some engagement with relevant literature but with little evidence of a critical discussion.	Demonstrates little or no evidence of engagement of relevant literature and little or no discussion of key related issues.

(Re)design an effective assessment and feedback strategy informed by relevant theories/frameworks.	Provides a sophisticated and innovative assessment and feedback strategy informed by relevant theories/frameworks.	Provides a clear and comprehensive session/module assessment and feedback strategy informed by relevant theories/frameworks.	Provides an adequate assessment and feedback strategy informed by relevant theories/frameworks.	Provides an assessment and feedback strategy inadequately informed by relevant theories/frameworks.	Provides an inadequate assessment and feedback strategy inadequately addressed by relevant theories and frameworks.
Justify decisions underpinning the design of an assessment and feedback strategy within the participant's own professional context/discipline.	Provides clear, comprehensive, sophisticated and robust justification for design decisions made.	Provides clear and comprehensive justification for design decisions made.	Provides adequate justification for design decisions made.	Provides limited justification for design decisions made.	Provides little or no justification for design decisions made.
Articulate/illustrate how their professional values about academic practice have been influenced by engagement with this module.	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.

RUBRIC: PROFESSIONAL TEACHING PORTFOLIO (HOLISTIC RUBRIC FOR VIVA) (pages 43 and 44)

This rubric will be used to support viva voce arrangements where a claim for the SpCert by portfolio is made.

Criterion	Excellent (PASS)	Very Good (PASS)	Satisfactory/ borderline (PASS)	Poorly addressed (FAIL)	Not addressed (FAIL)
Articulate and clarify their teaching and learning beliefs and values	Articulates/clarifies values and is sophisticated/innovative and comprehensive in its overall arguments and presentation.	Articulates/clarifies values in a comprehensive, clear, concise, and cogent manner.	Articulates/clarifies values in a logical manner.	Discusses beliefs and values in a limited manner.	Little or no discussion of beliefs and values.
Demonstrate alignment between beliefs and practice	Demonstrates sophisticated evidence of alignment between beliefs and practice, instantiated through sustained and appropriate reflection and examples.	Demonstrates robust evidence of alignment between beliefs and practice.	Demonstrates evidence of alignment between beliefs and practice.	Demonstrates limited evidence of alignment between beliefs and practice.	Demonstrates little to no evidence of alignment between beliefs and practice.
Grounded in the teaching and learning literature	Evidence of sophisticated and robust critical engagement with the literature	Demonstrates comprehensive and cogent critical engagement with the literature.	Demonstrates adequate critical engagement with the literature.	Demonstrates some limited critical engagement with the literature.	Demonstrates little or no critical engagement with the literature.

Relevant concepts, models and/or frameworks from the literature are considered

Demonstrates sophisticated/robust consideration of concepts, models and/or frameworks from the literature

Demonstrates comprehensive and cogent consideration of concepts, models and/or frameworks from the literature

Demonstrates adequate consideration of concepts, models, and/or frameworks from the literature

Demonstrates limited consideration of concepts, models, and/or frameworks from the literature

Demonstrates little to no consideration of concepts, models, and/or frameworks from the literature

RUBRIC: PROFESSIONAL TEACHING PORTFOLIO (TEACHING PHILOSOPHY STATEMENT)

Criterion	Excellent (PASS)	Very Good (PASS)	Satisfactory/ borderline (PASS)	Poorly addressed (FAIL)	Not addressed (FAIL)
Articulate and clarify their teaching and learning beliefs and values	Articulates/clarifies values and is sophisticated/ innovative and comprehensive in its overall arguments and presentation.	Articulates/clarifies values in a comprehensive, clear, concise, and cogent manner.	Articulates/clarifies values in a logical manner.	Discusses beliefs and values in a limited manner.	Little or no discussion of beliefs and values.
Demonstrate alignment between beliefs and practice	Demonstrates sophisticated evidence of alignment between beliefs and practice, instantiated through sustained and appropriate reflection and examples	Demonstrates robust evidence of alignment between beliefs and practice	Demonstrates evidence of alignment between beliefs and practice	Demonstrates limited evidence of alignment between beliefs and practice	Demonstrates little to no evidence of alignment between beliefs and practice
Grounded in the teaching and learning literature	Evidence of sophisticated and robust critical engagement with the literature	Demonstrates comprehensive and cogent critical engagement with the literature.	Demonstrates adequate critical engagement with the literature.	Demonstrates some limited critical engagement with the literature.	Demonstrates little or no critical engagement with the literature.
Relevant concepts, models and/or frameworks from the literature are considered	Demonstrates sophisticated/robust consideration of concepts, models and/or frameworks from the literature	Demonstrates comprehensive and cogent consideration of concepts, models and/or frameworks from the literature	Demonstrates adequate consideration of concepts, models, and/or frameworks from the literature	Demonstrates limited consideration of concepts, models, and/or frameworks from the literature	Demonstrates little to no consideration of concepts, models, and/or frameworks from the literature

RUBRIC: PROFESSIONAL TEACHING PORTFOLIO: CASE STUDY (pages 46 and 47)

This rubric will be used for **each** of the three case studies separately.

Criterion	Excellent (PASS)	Very Good (PASS)	Satisfactory/ borderline (FAIL)	poorly addressed (FAIL)	Not addressed (FAIL)
Case study forms a purposeful reflection on the writer's professional practice	Reflection on professional practice is sophisticated/ innovative and comprehensive in its overall arguments and presentation.	Reflection on professional practice is comprehensive, clear, concise, and cogent.	Reflection on professional practice is logical and coherent.	Reflection on professional practice is limited/overly descriptive.	Little or no reflection on professional practice.
Case study demonstrates evidence of knowledge, activities and professional values aligned to learning from their specific module	Demonstrates sophisticated evidence of knowledge, activities and professional values aligned to learning from their specific module	Demonstrates robust evidence of knowledge, activities and professional values aligned to learning from their specific module	Demonstrates some evidence of knowledge, activities and professional values aligned to learning from their specific module	Demonstrates limited evidence of knowledge, activities and professional values aligned to learning from their specific module	Little or no evidence of knowledge, activities and professional values aligned to learning from their specific module
Case study evidences a critical evaluation of the process involved and consideration of the outcomes achieved	Demonstrates sophisticated evidence of critical evaluation of process involved and consideration of outcomes achieved	Demonstrates robust evidence of critical evaluation of process involved and consideration of outcomes achieved	Demonstrates some evidence of critical evaluation of process involved and consideration of outcomes achieved	Demonstrates limited evidence of critical evaluation of process involved and consideration of outcomes achieved	Demonstrates little to no evidence critical evaluation of process involved and consideration of outcomes achieved

Grounded in the teaching and learning literature

Evidence of sophisticated and robust critical engagement with the literature

Demonstrates comprehensive and cogent critical engagement with the literature.

Demonstrates adequate critical engagement with the literature.

Demonstrates some limited critical engagement with the literature.

Demonstrates little or no critical engagement with the literature.

Course Entry Requirements

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 role in teaching/supporting learning or have teaching commitments while participating in the course.

Application procedure

Applicants for the SpCert course must register online with the Centre for Academic Practice: see <https://www.tcd.ie/academicpractice/professional-development/special-certificate/index.php>

To receive the award, candidates must complete three modules and the relevant assessment within three 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 on a not-for-credit must also register online through the Centre for Academic Practice. (Please see link above).

Progression to the Diploma/MEd in Teaching & Learning

SpCert graduates are eligible to progress to the Diploma/M.Ed. in Teaching and Learning (Higher Education) hosted in the School of Education. Graduates have up to three 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.

Candidates for the Diploma/M.Ed. (Higher Education) may rescind the SpCert award in exchange for being granted exemption from one of the four taught modules contributing to the award of the Diploma/M.Ed.

It is strongly 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, to discuss which module from the Diploma/M.Ed suite is most appropriate for exemption in the candidate's case.

Please note that while the SpCert is made available free of charge to Trinity staff, fees relating to the 45 taught credits & 30 dissertation credits in the Diploma/ M. Ed are due to the School of Education in line with Trinity's policies around postgraduate fees.

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