



NATIONAL FORUM
FOR THE ENHANCEMENT OF TEACHING
AND LEARNING IN HIGHER EDUCATION

Ireland's Disciplinary Excellence in Learning, Teaching and Assessment (DELTA)
Award



DISCIPLINARY EXCELLENCE IN LEARNING, TEACHING AND ASSESSMENT (DELTA)

Preface

The Disciplinary Excellence in Learning, Teaching and Assessment (DELTA) Award is presented to discipline groups who can demonstrate a record of excellence in teaching and learning enhancement and who commit to an ongoing, clearly articulated, shared process of continued enhancement. The DELTA Award is the only team award in the national learning impact awards. As with the other two learning impacts awards, namely the Teaching Hero Award and Ireland's Teaching and Learning Research Fellowships, the DELTA Award aims to support sectoral and institutional efforts to promote, learn from and extend the reach of excellent practice in teaching and learning across Irish higher education.

This handbook has been produced to guide teams who are interested in applying for the DELTA Award. The handbook explains why the DELTA Award is important for teams and for the sector, it highlights the benefits of achieving a DELTA Award, it outlines the application process associated with the Award and it provides details of where colleagues interested in applying for the Award can find more information. The handbook should be used in conjunction with the DELTA Award interface which will be available on the National Forum website from mid-June 2020.

The DELTA Award process has been designed to contribute to team professional development incorporating self and team reflection, professional conversations, prioritisation and decision-making, and planning for enhancement. It recognises the discipline team as a professional community which is operating in a specific institutional, national and international context. The Award process is designed to be flexible and adaptable so that it can be used by teams in a range of higher education settings and at various stages of teaching and learning enhancement. Engagement in the DELTA Award process will recognise and celebrate disciplines for their teaching and learning enhancement achievements and commitment, and will allow them to plan for future development and success.

The first DELTA Awards were presented in 2018. We did not anticipate then that when we would next bring the Award process to the sector it would be against the backdrop of our current extraordinary circumstances. Higher education has responded with open-mindedness, agility, commitment and compassion over the past two months. Discipline teams, working in collaboration to support each other and their students, have been central to this response. Now, as previously, the DELTA Award process provides an opportunity for discipline teams to reflect on and acknowledge their current teaching and learning enhancement work, and to plan together for the future, whatever it might bring.

We look forward to working with you on this important initiative.

Dr Terry Maguire

Director, National Forum for the Enhancement of Teaching and Learning in Higher Education

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Introduction

The national learning impact awards, co-ordinated through the National Forum, aim to support individual and institutional efforts to promote, learn from and extend the reach of excellent practice in teaching and learning across Irish higher education. The National Forum currently co-ordinates three national learning impact awards: the student-led Teaching Hero Awards; Ireland's Teaching and Learning Research Fellowships, in partnership with the Irish Research Council (IRC); and the discipline-focused Disciplinary Excellence in Learning, Teaching and Assessment (DELTA) Awards. The objectives of the learning impact awards are to

- enhance and motivate outstanding teaching in all our higher education institutions
- showcase and strengthen excellence in higher education and value teaching at a national level
- reward excellent teaching practice and scholarship
- offer the greatest opportunity for participation by all higher education institutions, both public and private

The DELTA Award is presented to discipline groups who can demonstrate a record of excellence in teaching and learning enhancement and who commit to an ongoing, clearly articulated, shared process of continued strategies and activities that sustain this approach.

This document has been produced for discipline teams who may be interested in applying for a DELTA Award. It is designed to answer questions teams might have about the nature of the DELTA Award and the application process. A [dedicated webpage](#), containing further information about the award is available on the [National Forum website](#).

What is the DELTA Award?

The DELTA Award is a National Forum discipline-focused learning impact award that aims to recognise those discipline groups within institutions who can demonstrate sustained achievements in teaching and learning enhancement, and articulate a plan for further enhancement of teaching and learning that can be shared as good practice across the sector. Award recipients will receive both a specially designed award and a bespoke digital badge for display on their communications and departmental website. Applications for the award can be submitted at two collection dates per academic year.

The DELTA Award at a glance

- The DELTA Awards are for disciplinary teams
- All applications will be considered by a review panel of experts including student representation
- There is no limit on the number of teams that can receive an Award in any given round; all teams who are found by the panel to fulfil the criteria will be deemed eligible for the DELTA Award
- Applications for the Award can be submitted at two collection points in any one year, with teams notifying the National Forum of their intention to submit in advance

Intention to Submit	Collection Point	Notification
1 December	20 June	1 November (same year)
1 June	1 December	31 March (following year)

Why is the DELTA Award important?

The DELTA Award aims to support staff across disciplines to work collaboratively in order to articulate, evidence and plan their engagement in and commitment to teaching and learning enhancement, towards student success. This valuable work is undertaken consistently across the sector but often remains unrecognised and unacknowledged. The DELTA Award process aims to facilitate recognition at a discipline level and to bring good practice to a wider audience, as an essential part of valuing teaching and learning within higher education communities.

Specifically, the DELTA Award will

- provide national recognition to disciplines
- award demonstrated discipline-specific achievement in and commitment to teaching enhancement
- support discipline units in demonstrating a strategic, systematic, integrated, engaged approach to teaching and learning enhancement
- provide a capacity building and planning tool for forward-looking discipline groups
- enable the sharing of good practice in teaching and learning enhancement within disciplines, across the sector
- contribute to a valued and informed teaching and learning culture in Irish higher education

What are the benefits of achieving a DELTA Award?

The initiative provides an opportunity for a discipline group to achieve national recognition for existing achievements and for their ongoing commitment to enhancing teaching and learning.

Discipline groups who achieve a DELTA Award will benefit from

- national recognition for the value they place on teaching and learning in their discipline - this is likely to be of interest to current and potential students
- an opportunity, through a structured process, to draw upon expertise and to consolidate local practice with relevant strategic planning documentation as part of a recognised national award framework
- a framework to respond to the many pressures they face in dealing with quality assurance requirements, strategic and operational plans, staff development and student engagement
- an opportunity to make the most of existing expertise and bring demonstrable benefits to teaching and learning enhancement in their discipline
- an opportunity to contribute to and share practical, sustainable ideas for promoting enhancement in teaching and learning in their discipline

Applying for a DELTA Award

Who can apply for a DELTA Award?

All discipline groups who can demonstrate specific achievements in teaching and learning enhancement and a clear commitment to future enhancement of teaching and learning are eligible to apply for the Award. A discipline group can be a school, department, a programme team or any established collaboration/group of teachers within a subject/discipline recognised by their host institution.

How to apply for a DELTA Award

Eligible groups may apply for the Award by the specified collection date using the DELTA Award interface accessed through the National Forum website.

Applying for the Award will involve:

- identifying the team and notifying the National Forum of the intention to apply for a DELTA Award
- taking stock – mapping the aspects of enhancement of teaching and learning which have already been implemented
- using the **National Forum's DELTA Framework** to identify the agreed future focus for teaching and learning enhancement for the period of the Award (3 years)
- developing an action plan for teaching and learning enhancement that considers and prioritises the specific components of the DELTA Framework

Who will decide which applicants get the Award?

Initially, the application for the DELTA Award must be signed off by the discipline group's host institution.

All applications will be considered by a review panel of experts including student representation.

All teams who are found by the panel to fulfil the criteria will be deemed eligible for the DELTA Award. There is no limit on the number of teams that can receive an Award in any given round.

What will national awardees receive?

Discipline groups recommended through the review process will be awarded a nationally recognised DELTA Award. Awardees will be able to cite this national recognition in all communication, quality reviews, programme reviews and accrediting body reviews. The DELTA Award is nationally endorsed, internationally reviewed evidence of a discipline

group's demonstrated achievements in and commitment to the enhancement of teaching and learning.

What are the steps in the application process?

The process of applying for the DELTA Award is set out in Figure 1.

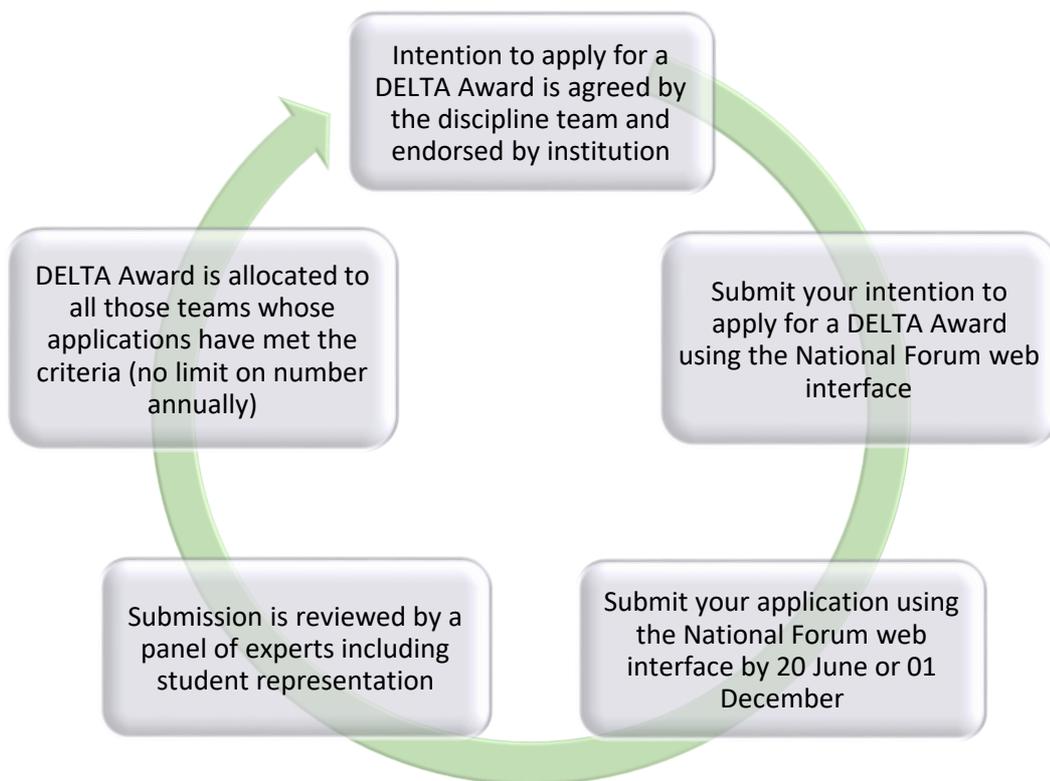


Figure 1 – Applying for a DELTA Award

Can I maintain my DELTA Award indefinitely?

Any discipline group who continues its commitment to teaching excellence and wants to maintain their DELTA Award can do so by following the process outlined in Figure 2.

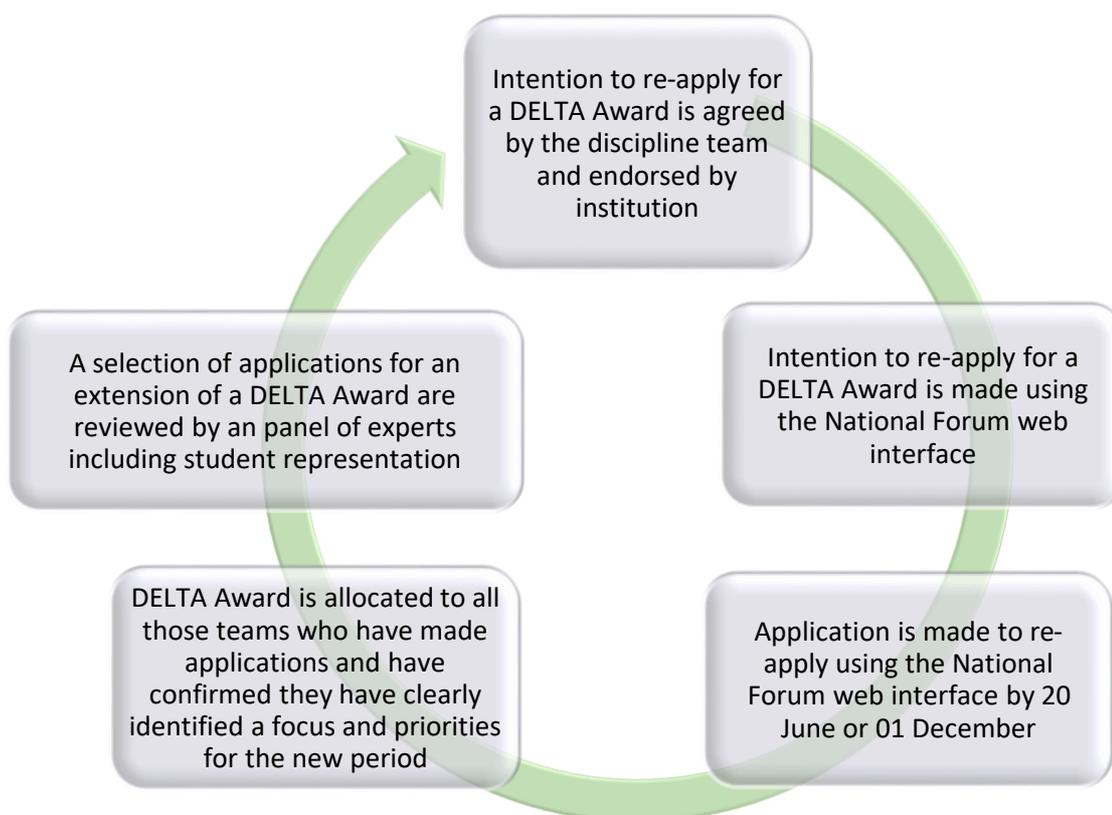


Figure 2 – Re-applying for a DELTA Award

Delta Award Submissions

What kind of submission is required for the DELTA Award?

All submissions should centre on teaching and learning enhancement. T&L enhancement focuses on improving teaching that has a positive impact on students' experience of learning. It includes a planned series of incremental actions for enhancement set firmly within the institutional and disciplinary context - strengthening, informing and complementing the existing quality and enhancement processes.

What are the specific elements required for submission?

There are four key elements in the DELTA Award interface which teams must use to apply for the Award.

1. Identifying the team: Who is involved?

The first step in applying for a DELTA Award is identifying the team that will collaboratively agree to make the submission. Once the team has established that it wishes to apply for the

Award it needs to register its intention to apply with the National Forum. This registration process will involve the provision of some details about the team. It may include a short description of the team, details about who is involved (names, contact information, roles, experience), the current offerings by the team (number of courses/programmes, level – undergraduate/postgraduate/other, student numbers), the team's situation within the institution (faculty/school), its rationale for engaging with the DELTA Award (why and why now, and what it means to the department), an account of the process associated with applying for the DELTA Award, etc.

Identifying the team is part of the 'Intention to submit' process. Teams complete this process using the DELTA Award interface.

2. Taking stock: Where are you now?

This stage of the process involves mapping which aspects of enhancement of teaching and learning have already been implemented and positioning the team using provided rubrics. As part of this process the team must demonstrate that it has taken stock of its current approaches, plans, practices and achievements in teaching and learning across the five components of the DELTA Framework. This process will involve individual work by team members and collaborative efforts, including meaningful consultation with students.

The 'Taking Stock' rubrics are included in this handbook as Appendix 1.

The team should use the evidence and findings from their engagement with the rubrics to complete Section 2 of the DELTA Award interface.

3. Looking to the future: Where do you want to be?

In the third stage of the process the team uses the findings from the taking stock process combined with the DELTA Framework to identify the agreed future focus for teaching and learning enhancement for the period of the Award (3 years). In this stage the team declares key enhancement priorities under each/some of the five components outlined in the DELTA Framework. The enhancement priorities should be context- and team-sensitive, authentic and achievable.

The enhancement priorities should be recorded in Section 3 of the DELTA Award interface.

4. Planning for the future: How will you get there?

In the final stage of the process the team develops an action plan which they will use in the achievement of identified future teaching and learning enhancement for the period of the Award. The team should build a considered, well-resourced plan which shares responsibility across the team, incorporates and prioritises specific components of the DELTA Framework and which includes how their identified foci and priorities will be evaluated, with key indicators of success. The plan should include milestones and review points to assist the

team in managing and fulfilling the enhancement goals. The evaluation of priorities should be mindful of sustainability, collaboration/community, and the institutional and disciplinary context.

The team should complete the Action Plan template (Appendix 2 of this handbook) as part of the planning process and they should upload this plan into Section 4 of the DELTA interface as part of their application.

All DELTA Award applicants must indicate an openness to dialogue with other institutions/other discipline groups/others around their development plans. They should be open to sharing their experiences, approaches and processes with colleagues in professional conversations and potentially in other more formal formats and settings.

In addition all teams must submit a video (7-10 mins max) that clearly captures how the teaching and learning approach taken by the team meets the criteria for the DELTA Award and all DELTA Award applications must have the support of their institution. The video and the evidence of institutional support should be uploaded in Sections 5 and 6 of the DELTA interface respectively.

How will applications be reviewed?

The review of applications will consider the overall clarity and quality of each application. Other criteria against which the applications will be reviewed will include

- excellence - the submission should be distinctive and should showcase excellent work by the team; the submission should emphasise the high quality of the teaching and learning enhancement work that is being completed; it may be that the team or team members have achieved awards and/or other recognition for the excellence of their teaching and learning enhancement; the team may have an institutional/national/international reputation for their expertise and may be held in high standing; excellence is also demonstrated through work which is innovative and creative
- exceptionality - the submission should demonstrate the knowledge and understanding of teaching and learning enhancement in the discipline and where the project team is located; the project team should be planning to do more than would be expected of a good team/department; the forward planning should be both ambitious and achievable; the team should be able to evidence how they inspire their students and how their students' learning experience is potentially transformative; their work should surpass any adequate/acceptable threshold; exceptional teams go the extra mile for their students and for each other; they provide enriching learning experiences, which maximise inclusive learning opportunities for all students. exceptional teams make an outstanding contribution to the learning community – institutional, national and international.
- impact and evidence - the impact on student learning should be clearly stated as should the impact on the team - this will include current impactful practice and that

which is planned; the key targets, indicators of success and their achievement should be specific, measurable, coherent, authentic and achievable; robust evidence which supports the submission will be required.

- communication - the submission should be written in plain English and the key features communicated unambiguously to the reader.
- authentic to the discipline - the submission should be authentic to the discipline, although it may challenge discipline norms; the teaching and learning enhancement work of the team should be recognisable by colleagues within the discipline as being a model of good practice and in certain facets, cutting edge for that discipline; it should include characteristics which are desirable of leading disciplinary teams; it should be enacting the most effective disciplinary teaching and learning enhancement, which is research-informed and endorsed by the discipline community; the team's teaching and learning enhancement should be identifiable as being meaningful to the discipline; in turn, it should contribute to the development of the discipline and the discipline community.
- situated - the submission should articulate a sense of context – institutional, national and international; practice, strategy and policy.
- collaborative - the submission should demonstrate a commitment to, and the enactment of, partnership with a range of stakeholders particularly with students.
- community - collaboration within the team and how the team works together should be evident and celebrated; the submission should recognise and foreground the relational nature of teaching and learning enhancement; it should reinforce the centrality of building the team as a community, which in turn is part of the broader institutional and higher education community
- sustainable - the submission should reflect that T&L enhancement is an ongoing and evolving process; the planning elements of the submission in particular should reflect a commitment to T&L enhancement which is sustainable.

Further information

Detailed information about the DELTA Award process can be found on the [DELTA Award webpage](#) on the National Forum website.

The [DELTA Framework](#) which underpins this award is also accessible on the National Forum website.

Recorded webinars about the DELTA Award are available on the DELTA Award webpage.

An FAQ section is available on the DELTA Award webpage and any DELTA queries can be sent to the dedicated email address deltaaward@teachingandlearning.ie

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Appendix 1 – Taking Stock rubrics

Taking Stock – Where are you now?

This stage of the process involves mapping which aspects of enhancement of teaching and learning have already been implemented and positioning the team using the provided rubrics. As part of this process the team must demonstrate that it has taken stock of its current approaches, plans, practices and achievements in teaching and learning across the five components of the DELTA Framework. This process will involve individual work by team members and collaborative efforts, including meaningful consultation with students. The process will also most probably involve connecting and consulting with colleagues, including senior leaders, and stakeholders beyond the DELTA Award team.

The rubrics should be used in tandem with the DELTA Award interface. In Section 2 of the interface you will be asked to record where your team has positioned itself under the five components; you will also be asked to record what you do well at present and areas that you would like to develop. Teams will need to be able to point to evidence for the self-evaluation under each component. Following each rubric there is a prompt for teams to record the evidence that underpins their self-evaluation, to record what the team does well within the component, and to identify areas for development. Each level in the rubric builds on the previous one so that there is a cumulative effect as you move from Developing to Consolidating to Leading. It should be noted that the rubrics include indicators of what practice could look like at each level, for each element, under each component. The indicators are not presented as an exhaustive or exclusive list; teams may identify other equally applicable indicators which for them more accurately reflect their practice. It is our intention to work with the sector to develop the rubrics through each iteration of the DELTA Award. In this manner, the rubrics will evolve to reflect the reality of practice for teams.

Component 1. Strategy and Capacity Building.

Leadership, Policy Development, and Professional Development of Staff

Teaching and learning enhancement (T&LE) is concerned with the unit’s alignment with the institutional and external strategies and its support for building staff capacity driven by a committed senior leadership.

Element 1.1		
T&LE is situated within and informed by key policies, priorities and drivers at international, national and institutional levels. Additionally, priorities of the academic unit must be considered, including, for example, reviews and professional body or other regulatory requirements.		
Developing	Consolidating	Leading
<p>We are aware of and can identify the teaching and learning policies and strategies that are important for us (international, national, sectoral, institutional).</p> <p>We reflect the recommendations of reviews, the requirements of professional/regulatory bodies and/or the guiding principles and practice of relevant discipline organisations, associations and networks in our planning and day-to-day teaching and learning.</p>	<p>We refer to and use the teaching and learning policies and strategies that are important for us (international, national, sectoral, institutional) in our planning and our day-to-day work.</p> <p>We periodically examine recommendations from reviews and ensure that (where possible) we are implementing these recommendations.</p> <p>We plan and teach in accordance with the requirements of professional/regulatory bodies and/or the guiding principles and practice of relevant discipline organisations, associations and networks.</p>	<p>We implement, influence and contribute to the teaching and learning policies and strategies that are important for us (international, national, sectoral, institutional).</p> <p>Our teaching and learning planning and day-to-day practice are underpinned by the recommendations of reviews and the requirements of professional/regulatory bodies and/or the guiding principles and practice of relevant discipline organisations, associations and networks; we have processes in place to record and examine how we respond to and implement these recommendations, requirements, guiding principles and practice.</p>

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<p>We are aware of how the work and priorities of relevant national fora, agencies and authorities e.g. the National Forum, QQI, the HEA, impacts on T&LE.</p>	<p>We interact with relevant national fora, agencies and authorities e.g. the National Forum, QQI, the HEA, where appropriate in our T&LE.</p> <p>We contribute to the development of (inter)national frameworks, accreditation and/or standards related to our subject discipline and/or sector developments.</p> <p>We maintain dialogue with professional/regulatory bodies and/or relevant discipline organisations, associations and networks and respond to their calls for input.</p>	<p>We partner with relevant national fora, agencies and authorities e.g. the National Forum, QQI, the HEA, and contribute to national developments and initiatives associated with T&LE.</p> <p>In partnership, we lead and influence the development of (inter)national frameworks, accreditation and/or standards related to our subject discipline and/or sector developments.</p> <p>We partner/collaborate with professional/regulatory bodies to define standards and competencies.</p> <p>We advise professional/regulatory bodies on disciplinary and pedagogical matters.</p> <p>We are members and leaders of relevant discipline organisations, associations and networks.</p>
<p>Evidence of self-evaluation. Recording what we do well. Identifying areas for development.</p>		
<p> </p>		

<p>Element 1.2</p>		
<p>Successful T&LE requires senior leadership and a committed team representing all key stakeholders, including active student engagement, to drive enhancement and evaluate progress.</p>		
<p>Developing</p>	<p>Consolidating</p>	<p>Leading</p>

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<p>We use a range of ways to communicate within the department and with senior leaders, students and other stakeholders about T&LE</p>	<p>We have a plan around how we communicate within the department, with senior leaders, students and other stakeholders about T&LE.</p> <p>We recognise the importance of leadership and community within the department.</p>	<p>We have negotiated and agreed plans and policies around how we work and communicate. We implement and evaluate these agreed ways of working and communicating as a team, and of working and communicating with senior leaders, students and other stakeholders towards T&LE.</p> <p>We engage in leadership development programmes (including mentoring) and team building, and we commit time and resources to this.</p> <p>We actively promote institutional and/or (inter)national strategic schemes and/or policy that champion good practice in teaching/supporting learning, and recognise and reward impact and achievements.</p>
<p>We are mindful of the need for active student engagement as an essential aspect of student success. Using the National Understanding of Student Success we are exploring what active student engagement and student success could mean for our</p>	<p>We have a collaboratively crafted staff-student statement about our commitment to active student engagement as part of student success within which we have outlined what student engagement and student success means in our department and how it might be evidenced.</p> <p>We are working with colleagues and students on campus towards the development of an institutional policy on student success.</p>	<p>We have a shared student-staff plan for how we enact our commitment to active student engagement as part of student success and how we evidence that enactment.</p> <p>We have contributed to the institutional policy on student success and we use this policy to guide our work in this space.</p>

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<p>department with students and staff.</p> <p>We are aware of national initiatives around student engagement and student success including the work of the National Forum through their strategic priority around student success and NSTEP.</p>	<p>We are involved in national initiatives around student engagement and student success through our engagement in the work of the National Forum in this area and by connecting with the work of NSTEP on campus and nationally.</p>	<p>We are on-campus leaders in terms of the day-to-day operations of our department and in terms of departmental approaches to active student engagement and student success.</p> <p>We partner with students in national initiatives around student engagement and student success through our engagement in the work of the National Forum on student success and in the work of NSTEP on campus and nationally.</p>
<p>Evidence of self-evaluation. Recording what we do well. Identifying areas for development.</p>		
<p> </p>		

<p>Element 1.3</p>		
<p>T&LE requires clear identification of enhancement priorities, resourcing and how any organisational system opportunities/challenges that might impact on the success of enhancement efforts will be incorporated/addressed. T&LE may include development of specific policy initiatives.</p>		
<p>Developing</p>	<p>Consolidating</p>	<p>Leading</p>
<p>We are aware of the system and institutional policies, priorities, opportunities and challenges which impact on our T&LE work e.g. recruitment of staff, teaching space, student numbers,</p>	<p>We plan our T&LE with direct reference to system and institutional policies, priorities, opportunities and challenges which impact on our T&LE work.</p>	<p>We plan, implement and evaluate our T&LE with direct reference to system and institutional policies, priorities, opportunities and challenges which impact on our T&LE work.</p>

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<p>timetabling, access/enrolment policies, institutional approaches to T&LE, institutional support for T&LE, the place of T&LE in career progression etc.</p>	<p>We consider the potential alignment between our departmental T&LE approaches and institutional T&LE priorities in our departmental planning.</p>	<p>Where possible and practical, we align our departmental T&LE approaches directly with institutional T&LE priorities in our departmental planning.</p> <p>We seek to address institutional challenges and to build on institutional opportunities which impact on our T&LE work.</p> <p>We promote a strategic approach to adopting and implementing contemporary (inter)national initiatives and projects across a wide range of specialisms/departments and/or the institution.</p> <p>We endeavour to influence the system and institutional policies and priorities which impact on our T&LE work.</p>
<p>Evidence of self-evaluation. Recording what we do well. Identifying areas for development.</p>		
<p> </p>		

<p>Element 1.4</p>
<p>T&LE requires consideration of the capacity of academics to deliver on the enhancement strategy. Building staff capacity through planned professional development requires that there is an appreciation of the current knowledge, skills and competency base of staff, and that consideration has been given to the professional development needs of staff. In addition, professional development opportunities (accredited, structured nonaccredited, unstructured accredited, collaborative non-accredited), that are aligned with the National Framework for Professional Development for Those Who Teach in Higher Education, are planned, provided and facilitated for staff to meet these needs.</p>

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Developing	Consolidating	Leading
<p>We are aware of teaching and learning professional development opportunities which are available institutionally, inter-institutionally, nationally and internationally.</p> <p>As individuals, we engage in professional development re teaching and learning.</p> <p>We are aware of the national PD Framework and we refer to it when planning our professional development.</p>	<p>We have a sense of our individual teaching and learning professional development needs.</p> <p>We plan our individual teaching and learning professional development to address current needs and areas of interest.</p> <p>We engage in teaching and learning professional development opportunities which reflect our current needs and areas of interest, and which are available institutionally, inter-institutionally, nationally and internationally.</p> <p>We use the PD Framework to guide our professional development choices and we map our professional development against the Framework.</p> <p>We informally share our teaching and learning professional development with colleagues through professional conversations.</p>	<p>We have completed a department audit about our professional development needs.</p> <p>We have individual and departmental teaching and learning professional development plans which are designed around the national PD Framework. In this and other ways, we are implementing the PD Framework in our T&LE.</p> <p>We identify and engage in teaching and learning professional development opportunities which align with our plans, are appropriate for our career stage, are beneficial individually and for the department, and are available institutionally, inter-institutionally, nationally and internationally.</p> <p>We capture/record our individual and departmental teaching and learning professional development in a portfolio (or equivalent).</p> <p>We share our teaching and learning professional development with colleagues through professional conversations and in more formal settings e.g. staff</p>

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		<p>meetings, team development days, expertise sharing workshops and seminars, etc.</p> <p>We are involved in and contribute to institutional and national/international teaching and learning professional development.</p> <p>Our department supports engagement in professional development in terms of time and resources, and as is feasible within the department.</p>
Evidence of self-evaluation. Recording what we do well. Identifying areas for development.		

Component 2. Evidence-based approach.

Evaluation, Scholarship of Teaching and Research-Informed Teaching

T&LE should be evidence-based and should inform the incremental steps required for planning enhancement.

Element 2.1		
T&LE takes into consideration the qualitative and quantitative evaluation of the impact of teaching and learning approaches at programme, module and/or sessional level. For example, through learning analytics, student feedback (e.g. StudentSurvey.ie), focus groups, student evaluations of teaching, module feedback, mid-unit feedback, staff peer review of curriculum design, and peer observation of teaching.		
Developing	Consolidating	Leading
We engage in required institutional approaches	As a department, we consult with student and/or other stakeholders as we plan, engage	As a department we partner with students and/or other stakeholders as we plan, engage in, reflect on,

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<p>around evaluating the impact of teaching and learning at various levels including programme, module and/or sessional level.</p> <p>We are aware of additional approaches that individuals and/or programme teams within the department use to evaluate the impact of teaching and learning.</p>	<p>in, reflect on, and use in our future planning required and additional appropriate approaches to evaluating teaching and learning at various levels including programme, module and/or sessional level.</p> <p>As a department, and where beneficial, we share the outcomes of evaluation of teaching and learning with each other and with students.</p> <p>We 'close the loop' with students and/or other stakeholders where they have contributed to evaluation of teaching and learning.</p>	<p>and use in our future planning required and additional appropriate approaches to evaluating teaching and learning at various levels including programme, module and/or sessional level.</p> <p>As a department, and where beneficial, we share the outcomes of evaluation of teaching and learning with each other and with students, and we use what we have learnt in our professional development planning.</p> <p>We 'close the loop' with students and/or other stakeholders where they have contributed to evaluation of teaching and learning and where feasible we actively respond to their feedback.</p> <p>We contribute to institutional approaches to evaluation of teaching and learning and share our models of good practice.</p> <p>Where appropriate, we use what we have learnt from our evaluation of teaching and learning to influence stakeholders outside of the institution e.g. regulatory/professional bodies.</p>
<p>Evidence of self-evaluation. Recording what we do well. Identifying areas for development.</p>		
<p> </p>		

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Element 2.2		
T&LE supports the scholarship of teaching and learning by encouraging, for example, sharing of disciplinary teaching practices, presenting at teaching and learning conferences and research into and dissemination of teaching and learning approaches within disciplines.		
Developing	Consolidating	Leading
<p>We are aware of the scholarship of teaching and learning.</p> <p>Individually, we engage with the outputs of the scholarship of teaching and learning.</p>	<p>Individuals within our department are engaged in the scholarship of teaching and learning through departmental and institutional T&LE initiatives e.g. Fellowships, National Forum funded initiatives.</p> <p>We actively engage with the outputs of the scholarship of teaching and learning and we share this engagement within the department.</p> <p>Individuals within our department are encouraged to attend national/international T&LE seminars and conferences.</p>	<p>As a department we are engaged in research into our practice and the scholarship of teaching and learning through departmental and institutional T&LE initiatives e.g. Fellowships, National Forum funded initiatives. We share this engagement across the department, present on our engagement within the department, and attend and present at institutional/national/international seminars and conferences in this space.</p> <p>Individuals within our department are leaders on campus and in their discipline in terms of the scholarship of teaching and learning.</p> <p>In our department engagement in the scholarship of teaching and learning is seen as an important part of professional development.</p>

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		<p>Our department encourages co-enquiry with staff across campus, students, alumni, industry as part of its approaches to the scholarship of teaching and learning.</p> <p>Our department and our institution recognises the scholarship of teaching and learning as a legitimate research space for the purposes of career progression.</p>
Evidence of self-evaluation. Recording what we do well. Identifying areas for development.		

Element 2.3		
<p>T&LE should be evidence-based and informed by feedback, participation and involvement from various stakeholders, including students. It should encourage the development of strong approaches to research-informed teaching. The impact of discipline-led academic research and research into the T&L process and practice should be explicit in the decision-making process.</p>		
Developing	Consolidating	Leading
<p>We are aware of and have access to general and discipline specific scholarship which we can use in our T&LE and associated decision-making.</p> <p>We are aware of good practice in terms of seeking student feedback.</p>	<p>We use general and discipline specific scholarship in our T&LE and associated decision-making.</p> <p>We value our practice wisdom and draw on this for our T&LE and decision-making.</p> <p>We regularly seek student feedback and use the outcomes from those feedback processes to inform our T&LE and decision-making.</p>	<p>We make connections between our practice wisdom, our departmental data, and general and discipline specific scholarship to inform our T&LE and decision-making.</p> <p>We contextualise our departmental data with respect to institutional data to inform our T&LE and decision-making.</p> <p>We partner with students on student feedback which we see as an ongoing dialogue. We use the dialogue, and related processes, in shared staff-student decision-making about our T&LE.</p>

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<p>We have a range of tools for gathering general and discipline specific data which we can use in our T&LE and associated decision-making.</p>	<p>We are building our capacity around using the data which we have in order to further our T&LE and to improve our decision-making (learning analytics).</p> <p>We are aware of the GDPR requirements and ethical considerations around the data we have for our T&LE and associated decision-making.</p>	<p>We contribute to institutional approaches which use learning analytics and robust evidence to develop T&LE policy and to make T&LE decisions.</p> <p>We have completed training in order to understand the GDPR requirements around the data we have for our T&LE and associated decision-making.</p> <p>We seek on-campus expertise in order to understand the ethical considerations around the data we have for our T&LE and associated decision making.</p>
<p>Evidence of self-evaluation. Recording what we do well. Identifying areas for development.</p>		

Component 3. Design of Learning.

Designing Curriculum, Connections and Collaboration; Learning Environment

T&LE takes into consideration the decisions, structures, processes and practices that are required in the design of learning. It emphasises the importance of making connections and collaboration to enhance learning. This design is situated in the changing learning environment.

<p>Element 3.1</p>
<p>Successful T&LE requires systematic and coherent planning of curriculum activities, including co- and extra-curricular activities. This can include designing and enhancing graduate attributes/programme outcomes linked with societal and institutional needs; programme mapping; programme coherence; programme structure and alignment; inclusive learning and assessment design; the design of students' co- and extra-curricular activities; management and oversight of effective design.</p>

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Developing	Consolidating	Leading
<p>We know the institutional structures and processes associated with the development of curriculum activities, including co- and extra-curricular activities.</p> <p>We are aware of the requirements of the relevant administrative departments on campus in the development of our curriculum and co/extra-curricular activities e.g. Registrar’s Office.</p> <p>We are mindful of broader higher education and institutional goals e.g. graduate attributes, societal and institutional needs, in our planning of curriculum and co/extra-curricular activities.</p>	<p>We systematically plan curriculum activities, including co- and extra-curricular activities using the institutional structures and processes.</p> <p>We liaise with and respond to the relevant administrative departments on campus in the development of our curriculum and co- and extra-curricular activities e.g. Registrar’s Office.</p> <p>We reflect the higher education and institutional goals e.g. graduate attributes, societal and institutional needs, in our planning of curriculum and co- and extra-curricular activities.</p>	<p>We systematically plan curriculum activities, including co- and extra-curricular activities combining research informed approaches and good practice with institutional structures and processes.</p> <p>We work in partnership with the relevant administrative departments on campus in the development of our curriculum and co/extra-curricular activities e.g. Registrar’s Office.</p> <p>We influence and contribute to institutional structures and processes in the development of curriculum activities, including co- and extra-curricular activities.</p> <p>We partner with stakeholders, including students, colleagues and industry/community, in order to include broader institutional, higher education and societal goals in our planning of curriculum and co/extra-curricular activities.</p>

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<p>We consider inclusion in the design of our curriculum and co- and extra-curricular activities.</p>	<p>We use UDL principles in the design of our curriculum and co- and extra-curricular activities.</p>	<p>We have embedded UDL principles into all our curriculum and co- and extra-curricular activities and our curriculum planning tools.</p>
<p>We include discussions about curriculum and co- and extra-curricular activities in our departmental meetings and planning.</p>	<p>We periodically schedule team meetings which are dedicated to planning curriculum and co- and extra-curricular activities.</p>	<p>We have a timetable of dedicated meetings which allow us to take a comprehensive, cross-departmental and potentially inter-disciplinary/inter-institutional approach to curriculum and co- and extra-curricular activities.</p>
<p>We use standard institutional processes for communicating our curriculum and co- and extra-curricular activities.</p>	<p>We use a range of ways to communicate our curriculum and co- and extra-curricular activities which are tailored to the expectations of a variety of audiences.</p>	<p>We partner with stakeholders, including students and colleagues, to develop a range of ways to communicate our curriculum and co- and extra-curricular activities which are tailored to the expectations of a variety of audiences.</p> <p>We lead institutional/(inter)national strategy, policy and/or curriculum planning and review, based on contemporary pedagogy and projected sector/discipline developments.</p>
<p>Evidence of self-evaluation. Recording what we do well. Identifying areas for development.</p>		
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<p>Element 3.2</p>		
<p>Curriculum design is informed by relevant scholarship, by knowledge of industry practices and/or professional body requirements, where appropriate, and by the experiences of current and recently graduated students.</p>		
<p>Developing</p>	<p>Consolidating</p>	<p>Leading</p>

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<p>We are aware of the relevant scholarship and industry practices and/or professional body requirements regarding curriculum design.</p>	<p>We refer to the relevant scholarship and industry practices and/or professional body requirements to guide our curriculum design.</p>	<p>We respond directly to the relevant scholarship and industry practices and/or professional body requirements in our curriculum design.</p> <p>We contribute to the scholarship on curriculum design in our discipline.</p> <p>We work with industry and professional bodies to inform them about what we are learning through the curriculum design process.</p> <p>We have been invited to design new modules, courses or a series of learning activities in collaboration with colleagues to enhance existing programmes of study.</p>
<p>We have informal processes which we use to hear from current and recently graduated students about curriculum design.</p>	<p>We have agreed processes which we use to request inputs from current and recently graduated students to guide our curriculum design.</p>	<p>We partner with current and recently graduated students in our curriculum design and we use national data e.g. Graduate Outcomes Survey, in our curriculum design.</p>
<p>We understand the importance of work-readiness for all our students.</p>	<p>We listen to what students and other stakeholders say about work-readiness and we design our curriculum to reflect these inputs and to include real world examples.</p>	<p>We partner with students and other stakeholders about work-readiness and we co-create the curriculum with them to reflect 'real world' requirements and to try to anticipate future needs and applications.</p>
<p>Evidence of self-evaluation. Recording what we do well. Identifying areas for development.</p>		
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Element 3.3		
<p>T&LE requires consideration of the important connections and collaborations that support student learning. These can include the enhancement of interdisciplinary and cross-disciplinary learning, intra-institutional collaborations and the internationalisation of the curriculum. In addition, T&LE can include the development of connections with industry, the workplace, employers and other relevant stakeholders in partnership and collaboration with students.</p>		
Developing	Consolidating	Leading
<p>We are aware of the sorts of connections and collaborations that support student learning.</p> <p>Individually we draw on a variety of connections and collaborations that support student learning.</p> <p>We can identify ways to make connections and collaborations that support student learning.</p>	<p>We can document our current connections and collaborations that support student learning.</p> <p>We liaise with students and other stakeholders to understand and effectively work with our connections and collaborations that support student learning.</p> <p>We have a departmental plan for maintaining existing and developing new connections and collaborations that support student learning.</p>	<p>We identify and integrate the connections and collaborations that support student learning into our curriculum planning.</p> <p>We partner with students and other stakeholders to periodically review, evaluate and plan our connections and collaborations in order to work most effectively in this space.</p> <p>We work in partnership with students and alumni to nurture our current connections and collaborations and to systematically and strategically seek out new connections and collaborations that support student learning.</p> <p>We are disciplinary national/international leaders in specific important connections and collaborations that support student learning.</p>
<p>Evidence of self-evaluation. Recording what we do well. Identifying areas for development.</p>		
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Element 3.4		
T&LE requires consideration of the design of an effective and efficient learning environment including design of the digital learning environment, the physical learning environment (infrastructure), library/learning commons, laboratory resources and other learning spaces.		
Developing	Consolidating	Leading
<p>We can describe our current learning environment.</p> <p>We have a process for hearing from our staff and our students about the learning environment.</p>	<p>We have detailed information about our learning environment and how it is being used.</p> <p>We consult with staff and students on the learning environment and know their needs.</p> <p>We connect with colleagues on campus who have responsibility for the learning environment.</p> <p>We are familiar with good practice in our discipline in terms of the learning environment.</p>	<p>We have detailed documented information about our learning environment, and regularly audit and record how it is being used.</p> <p>We partner with staff and students on the learning environment in order to identify and, where possible, address their needs.</p> <p>We work with colleagues on campus with whom we share responsibility for the learning environment in order to provide the best fit for our students, staff and institution which is line with good practice in our discipline.</p> <p>We are mindful of the part we play in contributing to the sustainable/'green' use of the learning environment.</p> <p>We contribute to institutional groups and processes about the learning environment.</p> <p>We consider inclusion, equality and diversity in all our decisions about the learning environment.</p>
Evidence of self-evaluation. Recording what we do well. Identifying areas for development.		



Component 4. Teaching and Learning Practice.

Engaging Teaching/Learning Approaches, Supporting Students in Transition, and Blended/Online Approaches

Teaching and learning practices are central to T&LE. They include increasing the engagement of students in their learning and supporting them in this process, in particular during times of transition. The critical application of digital technologies in the enhancement of teaching and learning is also a key consideration.

Element 4.1		
T&LE takes into consideration the implementation of innovative and engaging teaching and learning approaches that are in alignment with the institution’s strategic plans and with programme outcomes. T&LE requires maximising student engagement in the curricular and co-curricular activities, including the development of students as partners. Successful T&LE requires supporting diverse student cohorts and implementation of inclusive approaches to teaching, learning and assessment. In addition, it should support proactive access and retention policies for diverse student groups.		
Developing	Consolidating	Leading
We are aware of innovative and engaging teaching and learning approaches that are in alignment with the institution’s strategic plans and with programme outcomes.	We map our teaching and learning approaches against those which are considered innovative and engaging and that are in alignment with the institution’s strategic plans and with programme outcomes.	We teach using innovative and engaging teaching and learning approaches that are in alignment with the institution’s strategic plans and with programme outcomes.
We can identify in our practice where there are	We deliberately consider good practice within the department and identify where	We share our good practices of innovative and engaging teaching and learning approaches and we provide time and

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<p>innovative and engaging teaching and learning approaches that are in alignment with the institution's strategic plans and with programme outcomes.</p>	<p>we can integrate innovative and engaging teaching, and learning approaches that are in alignment with the institution's strategic plans and with programme outcomes; we engage in professional development in order to build our capacity for innovative and engaging teaching and learning.</p> <p>Where we engage in innovative and engaging teaching we seek feedback from students on their effectiveness.</p>	<p>space for staff to engage in and facilitate ongoing professional development so that we can continue to learn about innovative and engaging teaching and learning approaches. We design and plan a wide range of effective learning activities and resources related to teaching, training and/or supporting learning at different levels of higher education.</p> <p>We actively promote institutional and/or (inter)national strategic schemes and/or policy that champion good practice in teaching/supporting learning, and recognise and reward impact and achievements.</p> <p>We partner with students in innovative and engaging teaching and learning approaches and in evaluating the effectiveness of our teaching and learning approaches.</p>
<p>Evidence of self-evaluation. Recording what we do well. Identifying areas for development.</p>		

Element 4.2		
<p>T&LE processes and practices are informed by relevant scholarship, and by knowledge of industry practices and/or professional body requirements where appropriate.</p>		
Developing	Consolidating	Leading
<p>We are aware of the relevant scholarship.</p>	<p>Our practices are informed by the relevant scholarship; it influences our pedagogy and we aim to teach according to good practice in our discipline.</p>	<p>Our pedagogy has its foundation in the relevant scholarship in our field and in our own research into effective T&LE approaches for our discipline.</p> <p>We contribute to the T&LE scholarship in our field.</p>

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<p>We are aware of the industry practices which relate to our discipline.</p> <p>We address professional body requirements in our programme and module planning.</p>	<p>We work with industry and professional bodies to learn about current good practice, industry standards and professional body requirements. We integrate this learning into our curriculum and our pedagogy.</p>	<p>We partner with industry and professional bodies to learn about and to contribute to good practice, industry standards and professional body requirements. We integrate this learning into our curriculum and our pedagogy to ensure its relevance.</p> <p>We invite colleagues from industry and professional bodies to contribute to the delivery of our programmes.</p> <p>We research with industry and professional bodies and build strong connections with them which are mutually beneficial, and which are important for our students and our institution.</p>
<p>Evidence of self-evaluation. Recording what we do well. Identifying areas for development.</p>		

Element 4.3		
<p>T&LE involves supporting students in the transitions in their curricular activities and through guidance, mentoring, student peer support and specialised student learning supports (e.g., maths support/first year student supports) and cross-disciplinary learning and of the international and national connections in the curriculum.</p>		
Developing	Consolidating	Leading
<p>We are aware of the variety of transitions that students make through higher education.</p> <p>We recognise supporting student transitions begins</p>	<p>We discuss student welfare at department meetings, including supporting students in making successful transitions through higher education.</p> <p>As individuals, we contribute to institute work around supporting student transitions</p>	<p>We prioritise student welfare, including supporting students in making successful transitions through higher education in our department. We have processes for learning about and understanding the transitions students are making.</p> <p>We partner with institute colleagues and students around supporting student transitions before students arrive on</p>

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<p>before students arrive on campus.</p> <p>We are aware of the on-campus supports that are available around student transitions and we refer students to these supports.</p> <p>We are mindful of the work of on-campus committees which address student transitions e.g. teaching and learning committee, student life and learning committee etc.</p> <p>We communicate with students, particularly class reps, to better understand the student transitions.</p>	<p>before students arrive on campus e.g. institute open days, visits to schools, meeting prospective students, working with guidance counsellors, building connections with FET etc.</p> <p>We liaise with colleagues facilitating on-campus supports and initiatives that are available to student transitions e.g. student peer support, mentoring programmes, specialised learning support (maths support, writing centre), and we actively contribute to the on-campus committees and working groups that underpin this work.</p> <p>We meet regularly with students, particularly class reps, to learn more about student transitions in higher education. Where possible we respond to their suggestions.</p>	<p>campus. As individuals and as a department we outreach to a range of prospective student groups and seek their advice on how we can best support them in the transition to higher education. We draw on good practice and research in this space to guide our action.</p> <p>We partner with colleagues facilitating on-campus supports and initiatives that are available to student transitions e.g. student peer support, mentoring programmes, specialised learning support (maths support, writing centre), and we actively contribute to the on-campus committees and working groups that underpin this work. We research in this area and we bring that and other scholarly work to institutional developments in this space.</p> <p>We partner with students on initiatives associated with supporting student transitions and we advocate for students in this space. We maintain ongoing dialogue with students around transitions and share their opinions and concerns with senior leaders.</p>
<p>Evidence of self-evaluation. Recording what we do well. Identifying areas for development.</p>		
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Element 4.4		
T&LE includes the development of the blended/online teaching and learning environment and maximises the potential of the unit's and institution's digital capacity and digital skills.		
Developing	Consolidating	Leading
<p>We are aware of good practice in terms of blended/online teaching and learning.</p> <p>We are aware of national and international research and frameworks in this space e.g. INDEx Survey, EU DigComp.</p> <p>We support students to engage with blended/online learning and where we can we respond to students' requests for help in this space.</p> <p>We try to keep up-to-date with developments in blended/online learning as they relate to our discipline.</p>	<p>We are piloting blended/online teaching and learning and trying to enact good practice in this space.</p> <p>We use the national and international research and frameworks in this space e.g. INDEx Survey, EU DigComp, and connect our work to institutional and national digital policies.</p> <p>We support students to engage with blended/online learning in the context of their course work and more broadly in terms of the development of their digital capabilities and digital skills.</p> <p>As individuals, we engage in professional development associated with blended/online learning and seek to</p>	<p>We are engaged in blended/online teaching and learning, are enacting recognised good practice in this space and are on-campus leaders in this area.</p> <p>We contribute to and use the national and international research and frameworks in this space e.g. INDEx Survey, EU DigComp. We reflect the findings of national research in our approaches. We align our work directly to institutional and national digital policies and we contribute to the development of institutional and national policies in this space.</p> <p>We have processes and programmes in place in order to best support our students to engage with blended/online learning in the context of their course work and more broadly in terms of the development of their digital capabilities and digital skills.</p> <p>We have included professional development in blended/online learning in our department and our individual professional development plans. We allow time within our workloads to engage in this professional development.</p>

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<p>We are aware of on-campus supports around blended/online learning and connect with them when required.</p> <p>We are aware of the issues surrounding access to digital and we try to allow for this in our work.</p>	<p>improve our skills and pedagogical understanding in this space.</p> <p>As a department we support each other in the development of the necessary skills and knowledge to engage effectively in blended/online learning.</p> <p>We liaise with on-campus supports around blended/online learning and engage in a variety of initiatives with them exploring this area.</p> <p>We participate in institutional conversations about blended/online learning.</p> <p>We support digital access for all our students and staff and we explore ways to address this issue within our department.</p>	<p>We partner with on-campus supports around blended/online learning and lead initiatives with them exploring this area.</p> <p>We contribute to institutional committees, working groups and other decision-making arenas about blended/online learning.</p> <p>We prioritise digital access for all students and staff and advocate for digital access across campus.</p> <p>We are researching in this space and contribute to related national and international scholarship and conversations.</p>
<p>Evidence of self-evaluation. Recording what we do well. Identifying areas for development.</p>		
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Component 5. Assessment OF/FOR/AS Learning.

Assessment Purposes and their Rationale

Assessment is a key driver of student learning and has been given particular recognition for this in enhancement of teaching and learning policies and practices.

Element 5.1		
<p>T&LE requires systematic, coherent, creative planning and development of assessment approaches within a programme. This should include a recognition of the different ways in which assessment drives and demonstrates learning (i.e., assessment of, for and as learning). Enhancement plans should not just consider assessments that are summative and made public for the purpose of certifying student learning (Assessment OF Learning), but also those that occur throughout the learning process and provide feedback to students and staff (Assessment FOR Learning) and those used, often in class/online, for the purposes of developing students' self-monitoring skills (Assessment AS Learning).</p>		
Developing	Consolidating	Leading
<p>We know and apply all the relevant institutional and departmental policies and procedures associated with assessment.</p> <p>We communicate with the relevant professional and administrative offices on campus e.g. Exams Office, to ensure that our practices are reflective of and compatible</p>	<p>We know and apply all the relevant institutional and departmental policies and procedures associated with assessment. We contribute to relevant institutional committees concerned with marks and standards.</p> <p>We work closely with the relevant professional and administrative offices on campus e.g. Exams Office, to ensure that our practices are reflective of and compatible with institutional procedures and systems.</p>	<p>We know and apply all the relevant institutional and departmental policies and procedures associated with assessment. We contribute to relevant institutional committees concerned with marks and standards and bring the relevant research in the field and recognised good practice to those conversations.</p> <p>We partner with the relevant professional and administrative offices on campus e.g. Exams Office, to ensure that our practices are reflective of and compatible with institutional procedures and systems, and that they reflect national and international recognised good practice.</p>

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<p>with institutional procedures and systems.</p> <p>We are aware of the range of assessment approaches that are open to us, across assessment of, for and as learning.</p> <p>Individually, we select approaches that are most appropriate to the learning outcomes our modules.</p> <p>We regularly discuss approaches to assessment at department level.</p>	<p>We engage with the literature in this space and combine it with our practice wisdom in order to select and employ an appropriate range of assessment approaches across assessment of, for and as learning.</p> <p>Individually, we select approaches that are most appropriate for the purposes of assessment of, for and as learning within our modules; we share our individual assessment approaches, including our assessment schedules, across the programme team.</p> <p>We seek feedback from students on assessment approaches.</p> <p>We discuss approaches to assessment at department level and critically consider feedback on our assessment approaches from students and from external examiners as the need arises.</p> <p>We connect with professional units on campus to learn about good practice</p>	<p>We engage with, and through our own research contribute to, the literature in this space and combine it with our practice wisdom in order to select and employ an appropriate range of assessment approaches across assessment of, for and as learning.</p> <p>We take a planned programmatic approach to selecting and scheduling the approaches that are most appropriate for the purposes of assessment of, for and as learning within our modules and programmes.</p> <p>We partner with students on assessment processes and engage in co-creation and co-design.</p> <p>We include issues around assessment in our regular department meetings. We have documented processes and clear schedules in place to discuss approaches to assessment at department level and to critically consider feedback on our assessment approaches from students and from external examiners.</p> <p>We partner with professional units on campus to learn about and to explore good practice re assessment for all our students e.g.</p>
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	regarding assessment for all our students e.g. Access Office, Centre for Teaching and Learning, Student Learning.	Access Office, Centre for Teaching and Learning, Student Learning.
Evidence of self-evaluation. Recording what we do well. Identifying areas for development.		

Element 5.2		
<p>Given the unique identities of the disciplines, assessment should strive to be authentic and innovative to motivate learners in their programme(s) of study. T&LE fosters diverse, inclusive and innovative approaches to assessment that challenge and energise students and enhance a wide spectrum of their knowledge, skills and capabilities.</p>		
Developing	Consolidating	Leading
<p>We are aware of the approaches to assessment which are standard in our discipline.</p> <p>We adhere to the requirements for assessment approaches to be accessible to all students.</p> <p>We try to use assessment approaches which are deemed relevant, by both</p>	<p>We use assessment approaches which are authentic to our discipline.</p> <p>We use assessment approaches that are accessible to all students and that provide all students with the opportunity to fully demonstrate their learning.</p> <p>We consult the relevant literature in our discipline in order to identify the assessment approaches which inspire</p>	<p>We use and research into assessment approaches which are authentic to our discipline and that foster student learning within our discipline.</p> <p>We work with students and as a programme team to devise assessment approaches that are accessible to all students, that provide students with the opportunity to fully demonstrate their learning, and that have sufficient scope to encourage students to stretch themselves beyond what is adequate. We seek to use assessment to inspire students to try to do their best.</p> <p>We consult and contribute to the relevant literature in the discipline and beyond in order to identify assessment approaches</p>

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staff and students, and which stimulate learning.	learning, are most effective and most relevant.	which inspire learning, are most effective, are relevant and are innovative.
Evidence of self-evaluation. Recording what we do well. Identifying areas for development.		

Element 5.3		
There is a need to strike a balance between competing assessment challenges, ensuring assessment strategies are creative, engaging and motivating while at the same time being sustainable, efficient, valid and reliable.		
Developing	Consolidating	Leading
We are explicit about our assessment approaches in our module and programme documentation.	We are explicit about our assessment approaches and how we grade work in our module and programme documentation. We share assessment criteria and rubrics with students.	We are explicit about our assessment approaches and how we grade work in our module and programme documentation. We share assessment criteria and rubrics with students; we explore these criteria and rubrics with students and where appropriate we build them with students.
We have processes in place to ensure that our approaches to assessment are reliable, fair, transparent and valid.	We have processes in place to ensure that our approaches to assessment are reliable, fair, transparent and valid. We share these processes with students in 'plain English'.	We have processes in place to ensure that our approaches to assessment are reliable, fair, transparent and valid. We share these processes with students in 'plain English'. We partner with students to review and develop these processes.
We are aware of on-campus supports for students who are seeking advice on academic matters, including results.	We connect with colleagues who offer supports for students who are seeking advice on academic matters, including results, and work with them to support students around assessment.	We partner with colleagues on campus who offer support for students who are seeking advice on academic matters to provide consistent advice to students, and to better understand their concerns in the context of their programme of study.

Evidence of self-evaluation. Recording what we do well. Identifying areas for development.

Element 5.4

Assessment policies and procedures should highlight a commitment to a student-centred approach to assessment and feedback, developing students' abilities to peer-review and self-monitor so they can regulate their own learning, and demonstrating a commitment to students-as-partners in Assessment OF, FOR and AS Learning.

Developing	Consolidating	Leading
<p>We are aware of good practice in terms of student-centred approaches to assessment and feedback.</p> <p>We aim to use assessment and feedback to help students to become more independent learners.</p>	<p>We enact student-centred approaches to assessment and feedback.</p> <p>We explicitly include intentions around students becoming independent learners in our module and programme documentation.</p> <p>We seek feedback from students around how to enhance our assessment and feedback approaches so that they continue to evolve in a student-centred manner.</p>	<p>We enact student-centred approaches to assessment and feedback which are research-informed and evidence based.</p> <p>We explicitly include intentions around students becoming independent learners in our module and programme documentation; we consult with students to ensure that these intentions are robust, achievable and authentic.</p> <p>We partner with students on how to enhance our assessment and feedback approaches so that they continue to evolve in a student-centred manner.</p> <p>We engage in research in this space; we learn from and contribute to institutional, national and international conversations on this topic.</p>

Evidence of self-evaluation. Recording what we do well. Identifying areas for development.

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Appendix 2 – Action Plan

Looking to, and planning for, the future

Using the findings and evidence identified from the ‘Taking Stock’ process, teams should next consider where they want to go from here. There are two stages in this process. They are ‘Looking to the future: Where do you want to be?’ and ‘Planning for the future: How will you get there?’.

Looking to the future: Where do you want to be?

Using the findings and evidence identified from the taking stock process, combined with the DELTA Framework, teams should identify the agreed future focus for teaching and learning enhancement for the period of the Award (3 years). At this stage the team declares key enhancement priorities under each/some of the five components outlined in the DELTA Framework. The enhancement priorities should be context-and team-sensitive, authentic and achievable. Teams should note the enhancement priority under the relevant DELTA Framework component.

Planning for the future: How will you get there?

Once teams have identified the enhancement priorities that they will consider for the period of the Award they should develop an action plan (using the below template) which they will use in the achievement of identified future teaching and learning enhancement. The team should build a considered, well-resourced plan which shares responsibility across the team, incorporates and prioritises specific components of the DELTA Framework and which includes how their identified foci and priorities will be evaluated, with key indicators of success. The plan should include milestones and review points to assist the team in managing and fulfilling the enhancement goals. The evaluation of priorities should be mindful of sustainability, collaboration/community, and the institutional and disciplinary context.

DELTA Award Action Plan

Team Name _____

Institution _____

Team Members _____

Team Lead (including email address) _____

Component 1. Strategy and Capacity Building.

Leadership, Policy Development, and Professional Development of Staff							
Teaching and learning enhancement (T&LE) is concerned with the unit’s alignment with the institutional and external strategies and its support for building staff capacity driven by a committed senior leadership.							
Enhancement priority relates to the following elements of this component (tick relevant elements)							
1.1		1.2		1.3		1.4	
Enhancement Priority							
SMART Goal(s)				Time frame	Milestones & review points	Partners	Team member responsible

DISCIPLINARY EXCELLENCE IN LEARNING, TEACHING AND ASSESSMENT (DELTA)

Indicators of achievement and success				

Component 2. Evidence based approach.

Evaluation, Scholarship of Teaching and Research-Informed Teaching				
T&LE should be evidence-based and should inform the incremental steps required for planning enhancement.				
Enhancement priority relates to the following elements of this component (tick relevant elements)				
2.1		2.2		2.3
Enhancement Priority				
SMART Goal(s)	Time frame	Milestones & review points	Partners	Team member responsible
Indicators of achievement and success				

Component 3. Design of Learning.

Designing Curriculum, Connections and Collaboration; Learning Environment							
T&LE takes into consideration the decisions, structures, processes and practices that are required in the design of learning. It emphasises the importance of making connections and collaboration to enhance learning. This design is situated in the changing learning environment.							
Enhancement priority relates to the following elements of this component (tick relevant elements)							
3.1		3.2		3.3		3.4	
Enhancement Priority							
SMART Goal(s)				Time frame	Milestones & review points	Partners	Team member responsible
Indicators of achievement and success							

Component 4. Teaching and Learning Practice.

Engaging Teaching/Learning Approaches, Supporting Students in Transition, and Blended/Online Approaches
Teaching and learning practices are central to T&LE. They include increasing the engagement of students in their learning and supporting them in this process, in particular during times of transition. The critical application of digital technologies in the enhancement of teaching and learning is also a key consideration.

DISCIPLINARY EXCELLENCE IN LEARNING, TEACHING AND ASSESSMENT (DELTA)

Enhancement priority relates to the following elements of this component (tick relevant elements)								
4.1		4.2		4.3		4.4		
Enhancement Priority								
SMART Goal(s)					Time frame	Milestones & review points	Partners	Team member responsible
Indicators of achievement and success								

Component 5. Assessment OF/FOR/AS Learning.

Assessment Purposes and their Rationale								
Assessment is a key driver of student learning and has been given particular recognition for this in enhancement of teaching and learning policies and practices.								
Enhancement priority relates to the following elements of this component (tick relevant elements)								
5.1		5.2		5.3		5.4		
Enhancement Priority								
SMART Goal(s)					Time frame	Milestones & review points	Partners	Team member responsible

Indicators of achievement and success