

Rubric

Enabling Institutional Capabilities

Strategy and Enabling Policies and Practices

Framework: Aligning with institutional and external strategies, student success is specifically referred to and supported by an integrated suite of enabling policies and practices across the whole of the institution.



Developing	Consolidating	Leading
My institution is developing a student success strategy.	My institution has developed a student success strategy with students and is planning its implementation (including associated resourcing).	My institution is implementing the student success strategy which has clear targets, is well resourced and supported by enabling policies.
Staff in my institution are aware of relevant student success policies and research that can support our student success strategy.	In my institution, the student success strategies are informed and supported by relevant policies and research.	My institution implements, integrates, influences and contributes to the student success policies and strategies that are important for us (international, national, sectoral).
Staff in my institution are aware that several policies may impact on student success, e.g. accessibility requirements, policies around data collection and usage, professional development, institutional approaches to teaching and learning (T&L) enhancement.	In my institution, policies which impact on student success are being reviewed to ensure they support a shared institutional vision for student success.	In my institution, all policies and strategies are reviewed regularly and updated to ensure they support our shared institutional vision for student success
There are forums in my institution where staff and students can discuss policies and practices which can affect student success.	In my institution, staff and students work in partnership to enhance policies and practices which can affect student success.	In my institution, students and staff work together to co-create policies and practices to ensure student success is continually reviewed, aligned and enhanced.

Recording what we do well	Identifying areas for development

Rubric

Enabling Institutional Capabilities

Evidence-Based Decision Making

Framework: Enhancements to support student success are evidence-based. Institutional and learner data is used appropriately to ensure that students, staff and decision-makers have access to accurate, timely, and actionable information.



Developing	Consolidating	Leading
My institution gathers and analyses some data relevant to student success, in line with data privacy regulations.	My institution gathers and analyses data relevant to student success, in line with data privacy regulations, and uses it to enhance student success.	My institution has a systematic approach to data collection and analysis, in line with data privacy regulations, to measure and underpin student success. Insights from data analysis are made widely available and are easily accessible across the institution.
My institution is seeking to use learner data to further improve the decision-making around student success (learning analytics).	My institution uses learner data to improve decision making, and has made some data (learning analytics) available to students to empower them to improve their learning.	In my institution, institutional data, for example from studentsurvey, ie, and learning analytics are used in a systematic manner to enhance student success.
Staff in my institution are aware of the scholarship around student success.	Staff within my institution are engaged in the scholarship of student success through departmental and institutional T&LE initiatives e.g. Fellowships, National Forum funded initiatives.	Staff in my institution are engaged in, support and recognise research into the practice and the scholarship of student success through departmental and institutional T&LE initiatives e.g. Fellowships, National Forum funded initiatives.
Students and staff in my institution are consulted regularly on student success initiatives; their feedback is captured and used in our evidence-based decision making.	In my institution students and staff are informed of decisions taken as a result of consultation on student success initiatives.	Students and staff work together to co-create solutions to enhance student success. Lessons learned are disseminated nationally to deepen the knowledge base in the area of student success.

Recording what we do well	Identifying areas for development

Rubric

Enabling Institutional Capabilities

Structured and Well-Resourced Professional Development

Framework: Staff are supported, motivated, connected, empowered, and recognised for their commitment to the enhancement of teaching and learning.



Developing	Consolidating	Leading
Staff	Staff	Staff
In my institution, staff are aware of professional development (PD) opportunities which are available institutionally, inter institutionally, nationally and internationally.	Staff have a sense of their individual professional development needs in my institution. In my institution, staff plan their individual professional development to address current needs and areas of interest.	In my institution staff have completed an audit about their professional development needs. In my institution staff have individual and HE functional area professional development plans which are designed around the national PD Framework.
As individuals, staff engage in professional development regarding student success in my institution.	Staff engage in professional development opportunities which reflect their current needs and areas of interest, and which are available institutionally, inter-institutionally, nationally and internationally.	Staff identify and engage in professional development opportunities which align with their plans, are appropriate for their career stage, are beneficial individually and for their HE functional area, support student success and are available institutionally, inter-institutionally, nationally and internationally.
In my institution, staff are aware of the national PD Framework and they refer to it when planning professional development.	Staff in my institution use the National PD Framework to guide our professional development choices and they map their professional development against the Framework. They informally share their teaching and learning professional development with colleagues in my institution through professional conversations.	In my institution staff capture/ record our individual professional development in a portfolio (or equivalent).
		Staff share their professional development with colleagues through professional conversations and in more formal settings e.g. staff meetings, team development days, expertise sharing workshops and seminars, etc.
		Staff are involved in and contribute to institutional and national/international professional development. Their HE functional area supports engagement in professional development in terms of time and resources in my institution.
Student	Student	Student
I am aware that professional development opportunities are offered to staff in my institution.	I am aware that staff have engaged in a range of professional development opportunities in my institution and can identify the ways these have enhanced the success of their students.	In my institution students work in partnership with staff and discuss how approaches to student success can be enhanced and areas for further development can be identified.
		We, the students, inform the professional development opportunities that are offered to staff.

Recording what we do well	Identifying areas for development

Rubric

Enabling Institutional Culture

Whole-of-Institution Approach and Alignment

Framework: Responsibility for student success is embedded at all levels of the institution, engaging all areas of the institutions' work and all students, staff and senior management.



Developing	Consolidating	Leading
Staff in my institution recognise the value of enhancing student success.	Supporting student success is valued across my institution, and there are several services designated to support student success.	There is a common understanding and accessible vision around student success that is shared and enacted by all across the organisation. Student success is recognised as being 'everybody's business'.
Staff in my institution are supportive of student success as it relates to the specific work or function of their department.	Many processes within my institution work very well to support student success, but sometimes students can "fall between the cracks".	There is strong and seamless communication between functional areas to ensure student success is supported in a smooth and timely manner.
It is clear from communications within my institution that student success is very important.	The importance of student success is communicated and supported by actions within my institution, and staff and students are aware of student success initiatives underway.	Student success is visibly supported by staff at all levels and functional areas, and systematic actions and programmes are put in place to support it.
Staff work hard to ensure student success.	Staff within my institution work hard and communicate with students on major actions to support student success.	Staff and students work in partnership to support a coherent, well-resourced student success plan which is aligned with other institutional strategies.

Recording what we do well	Identifying areas for development

Rubric

Enabling Institutional Culture

Centrality of Students and Their Learning

Framework: All aspects of the work of the institution are considered through the lens of student learning. The institution creates formal and informal learning opportunities, helps students integrate learning experiences, and promotes and rewards learning for all members of the community.



Developing	Consolidating	Leading
Students are encouraged to reflect, build upon, and integrate their learning.	Students are encouraged - and given opportunities - to reflect, build upon, and integrate their learning.	Students are encouraged, given opportunities and recognised for reflecting, building upon, and integrating their learning.
In my institution, information is provided to help students navigate the curriculum.	In my institution, information and services are provided to help students navigate the curriculum, including co- and extra-curricular activities.	My institution partners with students to communicate and provide our curriculum and co- and extra-curricular activities and to support students in their choices and engagement.
In my institution some students have access to additional (formal) learning opportunities, such as work placement or study abroad. Some students have access to additional (informal) learning opportunities, such as participation in clubs and societies.	In my institution, many students have access to additional (formal) learning opportunities, such as work placement or study abroad. Many students have access to additional (informal) learning opportunities, such as participation in clubs and societies.	In my institution, all students have equitable access to a wide range of formal learning opportunities, including work placement, study abroad, field trips, as well as informal learning, including volunteering, peer mentoring, working on campus, and participation in clubs and societies.
Staff in my institution are mindful of broader higher education and institutional goals e.g. graduate attributes, societal and institutional needs, in the planning of curriculum and co/extra-curricular activities	Staff in my institution reflect broader higher education and institutional goals e.g. graduate attributes, societal and institutional needs, in the planning of curriculum and co- and extra-curricular activities.	Staff in my institution partner with stakeholders, including students, colleagues and industry/ community, in order to include broader institutional, higher education and societal goals in the planning of curriculum and co/ extra-curricular activities.

Recording what we do well	Identifying areas for development

Rubric

Enabling Institutional Culture

Inclusivity

Framework: Institution systems, processes, and practices are designed to support a student and staff population that is reflective of the diversity and social mix of Ireland's population.



Developing	Consolidating	Leading
In my institution there is an articulated commitment to diversity and inclusion, e.g. in the institution's strategic plan or teaching and learning strategy.	As well as an institutional commitment to diversity and inclusion, my institution is building a picture of the diversity of the student and staff population through data gathering and engagement.	My institution has a clear and accurate picture of the diversity of the student and staff population and pays particular attention to the recruitment and success of those most at risk of disadvantage or exclusion.
In my institution there is an awareness of the importance of diversity and inclusion.	Resources and events to promote an institution-wide understanding of diversity and inclusion are available to all students and staff.	Diversity is celebrated across my institution. The design and delivery of the curriculum acknowledges and reflects the diversity of the staff and student population.
My institution adheres to the requirements for learning platforms, materials, teaching & learning and assessment approaches to be accessible to all students.	Teaching & learning and assessment approaches are used that are accessible to all students and that provide all students with the opportunity to fully demonstrate their learning. Learning platforms and VLEs meet accessibility requirements, and appropriate supports are provided.	My institution works with students to devise teaching and learning and assessment approaches that are accessible to all students that provide students with flexibility and the opportunity to fully demonstrate their learning. Learning platforms and VLEs meet accessibility requirements, and appropriate support services and accommodations are provided.
We consider inclusion in the design of our curriculum and co- and extra-curricular activities.	We recommend and support Universal Design for Learning (UDL) principles in the design of our curriculum and co- and extra-curricular activities.	We have embedded UDL principles into all our curriculum and co- and extra-curricular activities and our curriculum planning tools.

Recording what we do well	Identifying areas for development

Rubric

Enabling Institutional Culture

Communication and Collaboration

Framework: The institution values good communication and collaboration across all areas of the institution, between staff members, the student population and the wider community.



Developing	Consolidating	Leading
Communication and collaboration between and within diverse functions and groups across the institution and with the wider community are identified as valuable within my institution.	Opportunities, incentives and guidelines for communication and collaboration are clearly articulated within my institution.	Collaborative initiatives including dialogue, discussion and partnership between and within all stakeholders (internal and external) are encouraged, supported, recognised and rewarded.
My institution keeps staff and students informed of developments through a range of communication channels.	My institution has a well-structured approach for communication, which includes opportunities for dialogue where the community can discuss developments and give feedback.	The multi-directional communication strategy in my institution offers opportunities and support for the entire community to have dialogue on developments and co-create solutions for the future.
My institution has a variety of connections with the local and regional community, some of which are used to support student learning.	My institution has structured and well-resourced collaborations with the wider community which provide real-world learning opportunities for our students and contribute to the community.	Communication and collaboration with the wider community is a core value at my institution and it is reflected in our strategic plan and its enactment; it provides real-world learning and research and contribution opportunities for our students.
My institution engages actively with students from the time they enter the institution until they graduate.	My institution has a well-structured plan for communicating with our students for their higher education journey, including pre-entry and as alumni.	My institution uses a partnership approach to ensure students can participate actively in discussions about student learning, before, during and after their programme.

Recording what we do well	Identifying areas for development

Rubric

Enabling Institutional Culture

Respectful and Meaningful Relationships

Framework: The institution's culture and practice values the wellbeing of all, and encourages respectful, positive and supportive student and staff peer-to-peer relationships and student/staff relationships.



Developing	Consolidating	Leading
Respect is recognised as a core value of my institution.	There are efforts to promote, action, and measure the core value of respect, e.g. through the development of a respect charter or through staff and student surveys.	Respectful relationships are the norm at all levels of my institution, are clearly visible in all interactions throughout the institution, and are supported by enabling policies and processes.
Wellbeing is viewed as a crucial component of student success in my institution.	Visible efforts are made to promote, support, and measure the wellbeing of students and staff.	Wellbeing is clearly defined, valued, and monitored, and there is a suite of supports and resources available to students and staff maintain positive wellbeing.
In my institution, wellbeing is addressed primarily through the provision of support services.	Staff and student wellbeing is supported through the provision of programmes to pro-actively promote positive wellbeing.	Wellbeing is embedded within the curriculum, and the culture of the institution enables staff and students to address areas which are affecting wellbeing.
The staff and student community work well together in my institution.	In my institution, there is a positive atmosphere which supports and encourages peer-to-peer relationships and student/staff relationships.	In my institution, the culture and practices support and encourage positive and supportive student and staff peer-to-peer relationships and student/staff relationships. Staff and students from minority groups feel that their culture is respected.

Recording what we do well	Identifying areas for development

Rubric

Enabling Institutional Practices



Assessment and Feedback

Framework: Enhancing assessment OF/FOR/AS learning is used as a key driver of student success, to deepen learning, measure achievement, and generate actionable feedback.

Developing	Consolidating	Leading
In my institution, assessment approaches are clearly explained in our module and programme documentation.	Assessment criteria and rubrics are shared with students, and the assessment approaches and how work is graded are clearly explained in our module and programme documentation.	In my institution, assessment criteria and rubrics are shared with students, and where appropriate, students co-create assessment criteria with staff.
In my institution, the importance of feedback is recognised.	In my institution, the feedback provided assists in the learning process and supports the enhancement of learning.	My institution has a programme-based approach to assessment of/for/as learning that ensures assessment load, bunching and alignment across modules is considered. Quality feedback is provided that is timely and actionable.
In my institution there is a recognition of the importance of students becoming independent learners.	In my institution the programme documentation clearly sets out how the development of independent learning is supported, and encourages peer-based learning.	In my institution, staff and students work in partnership to ensure the aim to develop independent learners is working effectively, and collaborative and peer-based approaches to learning are utilised.
In my institution, assessment methods are clearly described. If the assessment method is not suitable for students, they can raise the issue with the staff.	In my institution, care is taken to ensure assessment methods will not disadvantage students with disabilities.	In my institution, a diverse range of assessments are universally designed and offered to maximise accessibility and choice, and ensure every student has the opportunity to learn and demonstrate their learning.

Recording what we do well	Identifying areas for development

Rubric

Enabling Institutional Practices

Engagement and Student Partnership



Framework: Student success is underpinned by authentic partnerships and dialogue with students.

Developing	Consolidating	Leading
Definitions and examples of student engagement and student partnership are agreed upon at institutional level.	All students and staff are aware of the institutional understanding of student engagement and partnership. All are encouraged to reflect on the enablers of, and barriers to, student engagement and partnership, and what they can do to support either or both.	All students and staff engage in a consistent approach across my institution in promoting, supporting and measuring and partnership. All students are viewed, treated and supported to be partners in the teaching, learning and assessment environment.
My institution is 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.	My institution is 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 and nationally.	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 and nationally.
My institution is aware of the value of staff-student partnership for student success.	My institution has a stated commitment to active student partnership as part of student success.	My institution has a shared student-staff plan for how we enact our commitment to active student partnership as part of student success and how we evidence that enactment.
My institution recognises the value of seeking student feedback on initiatives.	My institution regularly seeks student feedback and uses the feedback to inform approaches to student success and decision-making.	My institution partners 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 student success.

Recording what we do well	Identifying areas for development

Rubric

Enabling Institutional Practices

Teaching Approaches and Learning Design

Framework: Students are engaged in their learning and are supported in the critical application of digital technologies. Approaches to learning are underpinned by the principles of universal design



Developing	Consolidating	Leading
In my institution the learning environment, both physical and digital, is being developed to support all staff and students.	In my institution the learning environment, both physical and digital, is well developed.	In my institution the learning environment, both physical and digital, is well developed through a consultative process, regularly audited and is used effectively by all students and staff to support student learning.
In my institution there are different connections and collaborations that support student learning.	In my institution staff, students and other stakeholders understand and effectively work with the institutional connections and collaborations that support student learning	In my institution staff, students and alumni work in partnership to nurture our current connections and collaborations and to systematically and strategically seek out new connections and collaborations that support student learning.
In my institution, there is an awareness of the value of digital and assistive technologies.	In my institution, students and staff have opportunities and are supported in accessing digital and assistive technologies.	My institution prioritises digital access and support for all students and staff and advocates for digital access across campus, within the sector, and nationally. Digital skills and competences are valued and supported.
In my institution, staff do their best to support students who may have difficulty engaging with the learning or assessment activities due to differing abilities.	Accessibility and inclusive learning is supported by policies which are being implemented across my institution.	In my institution, the principles of universal design, underpin teaching, learning and assessment, curriculum review and development and accessibility across the institution.
In my institution we are aware of good practice in terms of blended/online learning.	In my institution 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.	In my institution blended/online learning is offered using innovative and engaging teaching and learning practices. Staff and students contribute to institutional approaches centered on evaluating teaching and learning and share models of good practice.

Recording what we do well	Identifying areas for development

Rubric

Enabling Institutional Practices

Transitions and Cultivating Belonging



Framework: A strong sense of community and sense of belonging is nurtured through institutional processes and practices. Students are supported through key transitions

Developing	Consolidating	Leading
The transition into first year from secondary school is a key focus. A variety of programmes are in place to support students' transition into university via multiple entry routes.	Staff are aware of the variety of transitions that students make through higher education. Students are supported on their transition into university via multiple entry routes in a coordinated manner.	Key transitions in each student's journey are identified in advance, and coherent and accessible supports are put in place to ease those transitions, using good practice as informed by national and international research and guidelines. A coherent programme is in place to support students' transition into university via multiple entry routes.
Student clubs, societies and the students union are facilitated to operate effectively.	A wide array of student organisations and other opportunities for belonging are actively supported, promoted and recognised.	There are many and varied opportunities for students to develop a sense of belonging - e.g. to their class group, discipline or institution. Adequate time and spaces are available to support connection and belonging.
On-campus supports are available around student transitions and staff may refer students to these supports.	Academic departments liaise with on-campus supports and initiatives that are available to student transitions e.g. student peer support, mentoring programmes.	Academic departments 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)
We endeavour to maintain contact with our graduates.	We have agreed processes which we use to request inputs from current and recently graduated students to guide our approaches to student success that underpin this work.	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.

Recording what we do well	Identifying areas for development