



NTUTORR Partners in Innovation Scoring Rubric.

Use this rubric to evaluate proposals from teams of staff and students. The statements on the right-hand side of the grid indicate the expectations for maximum scores, while those on the left indicate when a minimum score would be appropriate. The score given should reflect your judgement about where an answer sits on this continuum.

| Criterion | | | Score |
|---|----------------------|---|-----------|
| Q12 Briefly outline the key outcomes, changes and/or benefits anticipated, linking to the themes and the context of the project. Briefly explain how these will enhance the student experience. (10 points) | | | Score /10 |
| The changes anticipated are not clearly explained and/or are not realistic/feasible. It is not clear and/or convincing that these will enhance the student experience. | 1 2 3 4 5 6 7 8 9 10 | Clearly identifies realistic enhancements or new developments, linked to one or more themes, within the context of the module/programme/service/institution process. Convincingly demonstrates how these will enhance the student experience. | |
| Comment | | | |
| Q 13 Proposal description Provide a brief summary that includes the aims, structure, timescale and key activities (10 points) | | | Score /10 |
| Proposal is unclear or needs more detail and/or it is unclear if project can achieve its goals. | 1 2 3 4 5 6 7 8 9 10 | Succinct summary of the proposal that provides a clear outline of the proposed project. The project scope is appropriate given the timescale and resources available. The project is | |

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| | | effectively structured, aims and activities/methods are clearly outlined, and the project is likely to achieve its goals. | |
| Comments | | | |
| Q 14 Outline the approach to student partnership that will be taken. Briefly explain how the principles of student engagement will inform the project and how partnership will be enabled (see NStEP Steps to Partnership Doc (studentengagement.ie). (max. 300 words) | | | Score /10 |
| It is not clear how the principles of partnership inform the project and/or nor how partnership will be enabled. Approach to partnership not demonstrated/articulated. | 1 2 3 4 5 6 7 8 9 10 | It is clear that the principles of student engagement have informed the project design. Demonstrates commitment to a students-as-partners approach. Explicit consideration has been given to enabling partnership within the project. | |
| Comments | | | |
| Outline the steps taken to promote inclusive opportunities for partnership in this project. Explain how the project has considered potential barriers for students in terms of the promotion/recruitment to the project and participation and engagement in the project (e.g., time, costs, location etc). What steps have been taken to enhance inclusiveness? | | | Score/10 |
| Limited evidence of commitment to inclusive partnership. Potential barriers not identified/insufficiently considered. Unclear what steps have been taken to enhance inclusion | 1 2 3 4 5 6 7 8 9 10 | Demonstrates commitment to inclusive partnership. Evidence that potential barriers to recruitment/promotion and participation (including time, location, costs etc.) have been considered. Evidence that steps have been taken to promote greater inclusion. | |
| Comments | | | |
| Please provide details of the anticipated impact on the student learning experience and teaching enhancement. Identify the nature of the change/benefit within the context of the module/programme/service/institution/process and identify what success will mean. Briefly outline how the impact will be sustained/developed | | | Score/10 |

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| Outlie the proposed budget for this project | | | |
| Budget lacks detail/is not clear. | 1 2 3 4 5 | Budget is clearly defined, appropriate and indicates value for money | Score /5 |
| Impact of the project unclear and/or unrealistic and/or Success criteria are not defined. Sustainability is not/insufficiently considered. | 1 2 3 4 5 6 7 8 9 10 | Clear, convincing and realistic outline of the impact the project outcomes will have within the context of the module/programme/service/institution/process as appropriate. The nature of the benefit/impact is specifically identified. Success criteria are clear and there is a convincing plan to sustain/develop the impact beyond the life of the project. Impact (nature and/or scope) is significant | Score /10 |
| Comments | | | Overall score /65 |

Use this rubric to evaluate applications from individual students. The statements on the right-hand side of the grid indicate the expectations for maximum scores, while those on the left indicate when a minimum score would be appropriate. The score given should reflect your judgement about where an answer sits on this continuum.

| Criterion | | | Score |
|---|----------------------|---|-----------------|
| What motivated you to apply for this fellowship? Tell us why you are interested in this opportunity, what you would like to get from it and what you would like to contribute. (200 words max.) | | | |
| Response provides little evidence of motivation and/or does not explain it. Limited information provided on | 1 2 3 4 5 6 7 8 9 10 | Demonstrates strong motivation to engage with project. Draws on a range of experience (personal, academic etc.) to explain this | Score (x 2) /20 |

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|---|----------------------|---|-------------------|
| what applicant would like to achieve and/or would contribute. | | motivation. Outlines achievable personal and wider goals. Articulates how personal qualities and experiences would enable them to contribute to the project. | |
| Drawing on your own experience as a learner so far, what do you feel are the key small changes that could enhance the student experience? (300 words max) | | | Score (x2)/20 |
| The response provides limited information on the learner's own experience and does not link this to specific changes and/or changes may be impractical and/or not clearly explained | 1 2 3 4 5 6 7 8 9 10 | Critically reflects on own journey as a learner and uses these reflections to analyse some aspect/s of the student experience. This analysis is used to identify and justify specific, practical actions that could be taken to enhance the student experience. | |
| Why are you particularly interested in that theme? Tell us why you think it is important, particularly with respect to your institution or discipline | | | Score /10 |
| Response provides limited explanation/justification for selection. | | Clearly identifies one or more themes and explains why this is important. The explanation is rooted in the student's own context and experience and may be illustrated with effective use of examples and/or evidence. | |
| Comments | | | Overall score /50 |

