

Learning, Teaching and Assessment (LTA)

Stackable Micro-Credentials
and
Digital Badge Mini-Course
Semester 2, 2025-26

Micro-Credentials and Digital Badge in Semester 2, 2025-26

The following courses will be offered by LTA in Semester 2, 2025-26. For an overview of LTA's course types, entry requirements and stacking of credits towards MA, see P10-13.

Deep Dive Micro-Credentials (10 ECTS)

Our Deep Dive Micro-Credentials are 10 ECTS credit courses that address a topic in depth and result in a detailed action plan to enhance the participant's practice.

Micro-Credential	Dates, Times and Modality for Classes
HEDP1008 Assessment and Feedback (10 ECTS) See P3 for more details. Apply here.	Thursday, 19 February, 4-6pm, online Thursday, 26 February, 4-6pm, online Thursday, 5 March, 4-6pm, online Thursday, 12 March, 4-6pm, online Thursday, 19 March, 4-6pm, online Thursday, 26 March, 4-6pm, online Thursday, 16 April, 4-6pm, online Thursday, 23 April, 4-6pm, online
HEDP1011 Supporting Student Success (10 ECTS) See P4 for more details. Apply here.	Tuesday, 12 May, 10am-12:30pm, online Thurs., 14 May, 10am-1pm, Grangegorman Tuesday, 19 May, 10am-12:30pm, online Thursday, 21 May, 10am-12:30pm, online Tuesday, 26 May, 10am-12:30pm, online Thurs., 28 May, 10am-1pm, Grangegorman Thursday, 4 June, 10am-12:30pm, online Tuesday, 9 June, 10am-12:30pm, online Friday, 12 June, 10am-1pm, Grangegorman
HEDP1010 Curriculum Design (10 ECTS) See P5 for more details. Apply here.	Wednesday, 13 May, 10am-12:30pm, online Friday, 15 May, 10am-1pm, Grangegorman Wednesday, 20 May, 10am-12:30pm, online Friday, 22 May, 10am-12:30pm, online Wednesday, 27 May, 10am-12:30pm, online Thurs., 28 May, 10am-1pm, Grangegorman Friday, 5 June, 10am-12:30pm, online Friday, 12 June, 10am-1pm, Grangegorman

In-Focus Micro-Credentials (5 ECTS)

Our In-Focus Micro-Credentials are 5 ECTS credit courses that address a specialist topic.

Micro-Credential	Dates, Times and Modality for Classes
HEDP1004 Universal Design for Learning (5 ECTS) See P6 for more details. Apply here.	Tues., 17 February, 10am-12:30pm, online Tues., 24 February, 10am-12:30pm, online Tues., 3 March, 10am-12:30pm, online Tues., 10 March, 10am-12:30pm, online Tues., 24 March, 10am-12:30pm, online
HEDP1005 Supervising Taught Dissertations and Projects (5 ECTS) See P7 for more details. Apply here.	Thurs., 26 February, 2-4:30pm, online Thurs., 5 March, 2-4:30pm, online Thurs., 12 March, 2-4:30pm, online Thurs., 19 March, 2-4:30pm, online Thurs., 26 March, 2-4:30pm, online

Micro-Credential	Dates, Times and Modality for Classes
HEDP1012 Supporting Practice-Based Learning (5 ECTS) See P8 for more details. Apply here.	Tues., 17 February, 10am-12:30pm, online Tues., 24 February, 10am-12:30pm, online Tues., 3 March, 10am-12:30pm, online Tues., 10 March, 10am-12:30pm, online Tues., 24 March, 10am-12:30pm, online

Digital Badge (ECTS credits not awarded)

Our Digital Badge courses do not carry ECTS credits but address important topics through flexible delivery and assessment.

Digital Badge	Dates, Times and Modality
Digital Badge in GenAI for Teaching and Learning See P9 for more details. Apply here.	Monday, 2 March, 1-2pm, online Monday, 9 March, 1-2pm, online Monday, 16 March, 1-2pm, online Monday, 23 March, 1-2pm, online Monday, 20 April, 1-2pm, online

HEDP1008 Assessment and Feedback (10 ECTS)

Overview

This micro-credential is designed to facilitate lecturers in enhancing assessment practices in higher education and enable them to design a diverse range of assessments that measure achievement, guide improvement, and support students to grow as learners. The module explores evidence-based assessment strategies and the educational theories and pedagogical approaches that inform them, with a specific focus on constructive alignment between learning outcomes, teaching methods, and assessment. You will develop skills to enable you to reflect upon your current assessment and feedback practice, and develop a critical understanding of how to plan, design, evaluate assessment strategies suitable for higher education contexts.

You will engage with the literature and international best practice while also engaging with your students and colleagues to develop your assessment practice. You will complete a project culminating in a rigorously developed action plan to enhance your assessment practice. After completion, you may choose to progress to the *Assessment and Feedback in Practice* (5 ECTS, available from Sept. 2026) micro-credential through which your action plan will be implemented.

Course Details

Day and Time	Thursdays, 4-6pm, 19 Feb to 23 April (See P2 for specific dates)
Mode of Delivery	Online via Teams

Apply

To express interest in participating in this micro-credential, please complete this [Expression of Interest form](#) by Friday, 6 February. You will then be provided with information on how to register.

Assessment

You will engage in a three-part project on assessment in higher education. First, you will reflect on your personal philosophy and current practice on assessment and feedback and gather evidence to inform the design of a module-level assessment strategy — using Brookfield's Four Lenses to inform your approach.

This will be followed by the production of the assessment strategy itself, and finally, the articulation of an action plan for its implementation, including key prerequisites, resources, timelines, and feedback mechanisms.

Critical and scholarly reflection will be a key feature of the process.

How You'll Learn

You'll experience this online micro-credential through a mix of live webinars, group activities, peer discussions in small triads, and independent study using a variety of learning resources. The module is facilitated by members of the LTA team with input from guests from across the university and beyond.

Who can Apply?

You must be working as an academic role in TU Dublin where you are teaching for at least four hours per week, or where you are in a management role with direct influence on the assessment practices of lecturers. You will have an NFQ Level 8 (or higher) qualification or will complete a Recognition of Prior Learning process to demonstrate your capacity to participate in this microcredential.

HEDP1011 Supporting Student Success (10 ECTS)

Overview

The transition to higher education from the workplace, from secondary school, from further education, or from some other background requires students to be supported in the achievement of both academic readiness and social readiness. Academic readiness requires that students understand their responsibilities as independent learners in a higher education environment and that they are able to engage with the necessary supports, when required, to help achieve their academic potential. Social readiness requires that students develop a sense of belonging and connection to their class group, to their campus and to the wider University community.

This micro-credential provides staff in higher education with the knowledge and skills to help foster an inclusive environment that offers support to all students, considering students' academic and social needs. You will engage with the literature and international best practice while also engaging with your students and colleagues to develop your practice in this area. You will complete a project culminating in a rigorously developed action plan to enhance their practice. After completion, you may progress to the *Supporting Student Success in Practice* (5 ECTS, available from Sept. 2026) module through which your action plan will be implemented.

Course Details

Day and Time	Selected Tuesdays, Thursdays and Fridays in May and June (See P2 for specific dates)
Mode of Delivery	Online via Teams and in-person on selected dates

Apply

To express interest in participating in this micro-credential, please complete this [Expression of Interest form](#) by Friday, 1 May. You will then be provided with information on how to register.

Assessment

You will engage in a three-part project focused on supporting student success in higher education. First, you will critically reflect on a chosen theme from the module —such as transitions, belonging, retention, engagement, or support for specific groups—using Brookfield's Four Lenses to inform your approach.

This will be followed by the development of a practical resource addressing the selected theme. Finally, you will produce an action plan outlining how the resource will be implemented, including key prerequisites, resources, timelines, and feedback mechanisms.

Critical and scholarly reflection will underpin the entire process.

How You'll Learn

You'll experience this online and in-person micro-credential through a mix of live classes and webinars, group activities, peer discussions in small triads, and independent study using a variety of learning resources. The module is facilitated by members of the LTA team with input from guests from across the university and beyond.

Who can Apply?

All TU Dublin staff are eligible to apply. You will have an NFQ Level 8 (or higher) qualification or will complete a Recognition of Prior Learning process to demonstrate your capacity to participate in this microcredential.

HEDP1010 Curriculum Design (10 ECTS)

Overview

Curriculum design involves planning, structuring, and organising the content, learning experiences, assessment methods, and educational outcomes of a course of study (such as a university programme, module or microcredential). It involves making deliberate decisions about what students should learn, how they should learn it, and how their learning will be assessed. This micro-credential is rooted in the practicalities of curriculum design. You will develop the theoretical and practical tools necessary to design effective practice-based, inclusive, and future-oriented curricula. The micro-credential critically examines principles of constructive alignment, learning outcomes, learning & teaching activities, and assessment & feedback strategies. Emphasis is placed on student-centred learning, universal design for learning, integration of digital tools and flexible learning. You will engage with the policies and processes which govern the quality assurance of programmes in alignment with the National Framework of Qualifications.

You will complete a project culminating in a rigorously developed action plan to enhance your practice. After completion, you may progress to the *Curriculum Design in Practice* (5 ECTS, available from Sept. 2026) module through which your action plan will be implemented.

Course Details

Day and Time	Selected Wednesdays, Thursdays, Fridays in May and June (See P2 for specific dates)
Mode of Delivery	Online via Teams and in-person on selected dates

Apply

To express interest in participating in this micro-credential, please complete this [Expression of Interest form](#) by Friday, 1 May. You will then be provided with information on how to register.

Assessment

You will engage in a three-part project focused on curriculum design in higher education. First, you will critically reflect on a chosen theme from the curriculum design module or consider a specific curriculum need within your own context - using Brookfield's Four Lenses to inform your approach. This commentary draws on engagement with stakeholders and appropriate literature.

This will be followed by the development of a redesigned module/programme, addressing the selected theme or specific need with justification for design decisions. A module descriptor and corresponding curriculum map can accompany the module/programme design. Finally, you will design an achievable action plan to implement the curriculum change outlined in your design. The action plan should include key prerequisites, resources, timelines, and feedback mechanisms.

Critical and scholarly reflection will underpin the entire process.

How You'll Learn

You'll experience this online and in-person micro-credential through a mix of live classes and webinars, group activities, peer discussions in small triads, and independent study using a variety of learning resources. The module is facilitated by members of the LTA team with input from guests from across the university and beyond.

Who can Apply?

You must be working as an academic role in TU Dublin where you are teaching for at least four hours per week, or where you are in a management role with direct influence on the assessment practices of lecturers. You will have an NFQ Level 8 (or higher) qualification or will complete a Recognition of Prior Learning process to demonstrate your capacity to participate in this microcredential.

HEDP1004 Universal Design for Learning (5 ECTS)

Incorporating National Forum Digital Badge

Overview

Enhance your teaching with our 5-week accredited Universal Design for Learning (UDL) micro-credential (5 ECTS). This interactive course blends individual and group work to explore and apply UDL principles in your teaching practice. You'll develop inclusive strategies that support diverse learners, improve engagement, and foster accessibility. Whether you're new to UDL or looking to refine your approach, this module provides strategies to enhance your modules and programmes. Join us to create a more inclusive learning environment for all students!

Course Details

Day and Time	Tuesdays, 10am-12:30pm, 17 Feb to 24 March (See P2 for specific dates)
Mode of Delivery	Online via Teams

Apply

To express interest in participating in this micro-credential, please complete this [Expression of Interest form](#) by Friday, 6 February. You will then be provided with information on how to register.

What is Universal Design for Learning (UDL)?

Universal Design for Learning (UDL) is a framework developed to improve and optimise teaching and learning for all individuals based on scientific insights into how humans learn. The goal of UDL is to create flexible learning environments that accommodate learner variability and promote learner agency (CAST, 2025).

There are 3 main UDL principles

Multiple Means of Representation: Present information in various ways to accommodate different learning styles and preferences, ensuring all students can access and understand the material.

Multiple Means of Action and Expression: Provide learners with different ways to demonstrate their knowledge and skills, allowing them to express what they have learned in a manner that suits their strengths.

Multiple Means of Engagement: Use diverse strategies to engage students' interests and motivation, making learning more relevant and enjoyable for them.

What you'll Gain

Aligned with the National Forum's [Digital Badge](#) in Universal Design in Teaching and Learning this module provides you with an opportunity to:

- Reflect on the diversity of students at TU Dublin.
- Gain a good understanding of UDL framework and how it supports diverse learners.
- Redesign elements of your teaching and learning practice based on UDL principles.
- Consider how you could change your practice more broadly.

We are delighted to offer a local rollout of the digital badge in conjunction with the 5 ECTS credit module, meaning that those who successfully complete the module assessment can choose to gain further recognition with the National Forum UDL Badge.

Who can Apply?

All TU Dublin staff are eligible to apply. You will have an NFQ Level 8 (or higher) qualification or will complete a Recognition of Prior Learning process to demonstrate your capacity to participate in this microcredential.

HEDP1005 Supervising Taught Dissertations and Projects (5 ECTS)

Overview

Do you want to update your skills in undergraduate supervision? The quality of guidance is crucial to student success, and this dynamic module is designed to help you refine your supervisory approach—whether you're just starting out or looking to refine your expertise.

This interactive course blends research-driven insights, engaging discussions, and hands-on activities, allowing participants to explore best practices across disciplines. Gain fresh strategies, share experiences, and develop a deeper understanding of effective undergraduate supervision.

Course Details

Day and Time	Thursdays, 26 February to 26 March, 2-4:30pm (See P2 for specific dates)
Mode of Delivery	Online via Teams

Apply

To express interest in participating in this micro-credential, please complete this [Expression of Interest form](#) by Friday, 6 February. You will then be provided with information on how to register.

What you'll Gain

Deeper Insights: Enhance your understanding of research supervision and key communication processes through literature reviews and case studies.

Innovative Supervision Models: Construct a practical framework for improving undergraduate research supervision.

Expanded Skillset: Learn about ethical considerations, institutional requirements, and effective feedback techniques.

Critical Engagement: Stay up to date with best practices, emerging trends, and stakeholder expectations in undergraduate research.

How You'll Learn

This microcredential is entirely online, featuring interactive discussions, small-group activities, case studies, and multimedia exercises to create a dynamic and engaging learning environment. The module is facilitated by members of the LTA team with input from guests from across the university. All sessions are live via Teams on five Thursdays.

Assessment

Learners will design a practical, student-facing resource to support students undertaking a dissertation or final-year project. This resource should be tailored to your disciplinary context and may take the form of a supervision handbook, digital toolkit, or similar. Alongside the resource, they will submit a critical and scholarly reflection that explains the rationale for their design choices, drawing on relevant literature, policy, and their own supervisory experience and anticipated practice. Learners are encouraged to consider the integration of AI tools in their supervision resource, with critical reflection on their pedagogical value and ethical use.

Who can Apply?

All TU Dublin staff are eligible to apply. You will have an NFQ Level 8 (or higher) qualification or will complete a Recognition of Prior Learning process to demonstrate your capacity to participate in this microcredential.

Whether you're a first-time supervisor or an experienced mentor, this module will provide valuable insights to refine your approach and boost your effectiveness.

HEDP1012 Supporting Practice-Based Learning (5 ECTS)

Overview

There is a growing demand in higher education for support to enhance educators' ability to deliver practice-based learning, driven by the increasing emphasis on employability, real-world skills, and industry collaboration. As universities strive to bridge the gap between academic theory and professional practice, there is a clear need to design and facilitate experiential learning opportunities that prepare students for complex, dynamic work environments. This demand is particularly acute in the technological university sector, which is traditionally characterised by its strong alignment with industry needs and embedded relationships with employers and professional bodies.

This micro-credential supports university staff in designing and facilitating practice-based learning experiences, both within university classrooms and through external placements such as internships or work-based learning. It equips educators with the skills to mentor students in real-world settings, establish effective university–employer partnerships, and embed authentic learning and assessment strategies into their teaching practice.

Course Details

Day and Time	Tuesdays, 10am-12:30pm, 17 Feb to 24 March (See P3 for specific dates)
Mode of Delivery	Online via Teams

Apply

To express interest in participating in this micro-credential, please complete this [Expression of Interest form](#) by Friday, 6 February. You will then be provided with information on how to register.

Assessment

You will design a practical, student-facing resource to support students undertaking a placement or simulated practice-based learning experience. This resource will be tailored to your disciplinary context and may take the form of a guide, digital toolkit, or similar. The resource should also act as a piece of key guidance for placement settings about the nature of placement/simulation on the module/programme. Alongside the resource, you will submit a critical and scholarly reflection that explains the rationale for your design choices. This commentary will draw on relevant literature, educational theory, policy, and your own professional experience or anticipated practice in supporting practice-based learning.

How You'll Learn

You'll experience this online micro-credential through a mix of live webinars, group activities, peer discussions in small triads, and independent study using a variety of learning resources. The module is facilitated by members of the LTA team with input from guests from across the university and beyond.

Who can Apply?

All TU Dublin staff are eligible to apply. You will have an NFQ Level 8 (or higher) qualification or will complete a Recognition of Prior Learning process to demonstrate your capacity to participate in this microcredential.

GenAI for Teaching and Learning Mini-Course

Leading to Digital Badge from National Forum

Generative Artificial Intelligence (GenAI) is having a substantial impact on higher education and all the sectors into which higher education graduates progress for their careers. GenAI is presenting both challenges and opportunities for which lecturers need to be prepared in order to ensure the best learning experience for their students.

This mini-course was originally developed by TCD, UL and DCU as an Open Course through the National Forum for the Enhancement of Teaching and Learning. The mini-course was designed to facilitate the development of your Artificial Intelligence (AI) Literacy so that lecturers can explore and innovate using GenAI within their teaching, learning, and assessment practices.

In this course lecturers will be supported to explore the fundamentals of GenAI and AI Literacy. Lecturers will be encouraged to consider the potential and the risks of these technologies with a focus on ethical practice. They will explore innovative ways in which they can respond to the challenges that these technologies present.

Learning Outcomes

Upon completion of this digital badge, you will be able to:

- Recognise what is meant by the terminology used around GenAI, with a particular focus on its use within higher education
- Evaluate the use of GenAI in teaching, learning and assessment with a focus on 'what, why and how'
- Explore and reflect on pedagogical practices within the disciplines which incorporate the use of GenAI
- Design and embed GenAI within your teaching, learning and assessment practices

Course Details

You will attend five one-hour live sessions (these will be recorded for those who cannot attend) and will also attend three meetings of their triads / peer groups (at times to be arranged with other members).

All other engagement with materials will be in your own time. Completing the whole mini-course will take approximately 25 learning hours.

Start and End Date	2 March to 27 April (final submission)
Times for Live Sessions	Mondays, 1pm - 2pm
Dates of Live Sessions	2, 9, 16, 23 March; 20 April
Mode of Delivery	Online via Teams
ECTS Credits	Not applicable
Award	Digital Badge in GenAI for Teaching and Learning (Awarded by National Forum)

Express Interest in Participating

To express interest in participating in this mini-course, please complete this [Expression of Interest form](#) by Friday, 19 Feb. You will then be receive information on how to register.

Assessment

You will redesign a session plan giving consideration to the challenges and opportunities afforded by GenAI.

Who can Apply?

The mini-course / digital badge is open to all TU Dublin staff.

Overview of LTA Programmes

The Learning, Teaching and Assessment team in Academic Affairs provide TU Dublin staff with a variety of accredited programmes and structured pathways to guide their academic development. Our programmes and awards range from five credit micro-credentials to a full Masters award, ensuring that relevant options are available for staff, regardless of the stage of their career or the level of their teaching, learning and assessment expertise. Our programmes have a strong practice-based focus, meaning that the programmes and assessment are authentically situated in the work environment of TU Dublin staff and contribute directly to positive practice chance.

The aim of our programmes is to equip staff with advanced professional knowledge, understanding, and skills to take a competent and proactive role in the development and enhancement of high-quality learning experiences of their students. Grounded in a critical awareness of developments at the forefront of the field, our programmes enable staff to creatively explore and apply a range of ideas in curriculum design, assessment strategies, teaching and learning, and student support.

Our programmes are organised into four categories: Postgraduate Certificate, deep dive micro-credentials, in-practice micro-credentials, and Masters, as shown in the image below and explained in the sections that follow.

Foundation: PG Cert	Deep Dive Micro-credentials	In-Practice Micro-credentials	Specialist Micro-credentials	Capstone: Master of Arts
<p>Foundation: PG Cert</p> <p>Build a foundation for your academic development by completing one of our Postgraduate Certificates, either for early career academics (TU052) or mid-career academics (TU446)</p> <p>Postgraduate Certificate in University Learning and Teaching (TU052) (30 ECTS)</p> <p>Postgraduate Certificate in Higher Education Practice (TU446) (30 ECTS)</p>	<p>Deep Dive Micro-credentials</p> <p>Explore a critical area of higher education practice in depth, informed by the literature, critical reflection and discourse, culminating in an action plan to enhance your practice.</p> <p>Assessment and Feedback (10 ECTS)</p> <p>Strategies of Teaching and Learning (10 ECTS)</p> <p>Curriculum Design (10 ECTS)</p> <p>Supporting Student Success (10 ECTS)</p>	<p>In-Practice Micro-credentials</p> <p>Put your deep-dive action plan into practice in a structured, guided way, leading to a rigorous evaluation that can inform your future practice, and that can be disseminated to colleagues.</p> <p>Assessment and Feedback in Practice (5 ECTS)</p> <p>Strategies of Teaching and Learning in Practice (5 ECTS)</p> <p>Curriculum Design in Practice (5 ECTS)</p> <p>Supporting Student Success in Practice (5 ECTS)</p>	<p>Specialist Micro-credentials</p> <p>Take your choice of short, specialist micro-credentials to support your practice as a higher education professional.</p> <p>Universal Design for Learning (5 ECTS)</p> <p>Supervising Undergraduate Dissertations and Projects (5 ECTS)</p> <p>Technology Enhanced Learning, Teaching and Assessment (5 ECTS)</p> <p>Supporting Practice-Based Learning (5 ECTS)</p> <p>Policy and Practice in the Technological Higher Education Sector (5 ECTS)</p>	<p>Capstone: Master of Arts</p> <p>Complete this Higher Education Practice Action Research Project, to combine with 70 ECTS credits accumulated from other LTA programmes to become eligible for our Master of Arts in Higher Education Practice.</p> <p>Or, convert 60 ECTS credits from LTA programmes into a Postgraduate Diploma in Higher Education Practice.</p> <p>Specified combinations of modules and micro-credentials are required for both awards. There is no upper or lower time limit for the accumulation of credit.</p> <p>Higher Education Practice Action Research Project (20 ECTS)</p>

What TU Dublin staff say about LTA Programmes

Staff in TU Dublin have benefitted greatly from their engagement with LTA programmes. Here are some sample comments:

"I've taken so much from the programme — not just new tools and approaches, but a much deeper understanding of how and why I teach the way I do."

"A truly worthwhile experience! I learned so much from the LTA team and the other students in the cohort."

"One of the most rewarding and transformative learning experiences on a personal level. I know I'll look back on this certificate as a key pivot in my teaching journey."

Types of LTA Programmes and Micro-Credentials

Foundation: PG Cert

The Postgraduate Certificate programmes provide a 30 ECTS credit foundation and are highly recommended for lecturers as part of their academic development journey. These programmes require participants to be in academic roles. [The Postgraduate Certificate in University Learning and Teaching and its entry requirements are described on the TU Dublin website.](#) The Postgraduate Certificate in Higher Education Practice is launching in September 2026. It is designed for lecturers with five or more years of experience, or for academic managers who oversee the running of programmes.

Deep Dive Micro-Credentials

The LTA team offers 10 ECTS credit micro-credentials in four priority areas:

- Strategies of Learning and Teaching (10 ECTS)
- Assessment and Feedback (10 ECTS)
- Curriculum Design (10 ECTS)
- Supporting Student Success (10 ECTS)

These areas are central to the creation and implementation of excellent learning experiences for TU Dublin students for the provision of high quality, innovative, engaging programmes. We call these our **Deep-Dive Micro-Credentials**.

For each Deep-Dive Micro-Credential, students will engage in a three-part project. First, students will reflect on and gather evidence to inform a design process e.g. for a module, an assessment strategy, a student support resource, a teaching strategy. This will be followed by the production of the output of the design, and finally, the articulation of an action plan for its implementation, including key prerequisites, resources, timelines, and feedback mechanisms. Critical and scholarly reflection will be a key feature of the process.

In-Practice Micro-Credentials

Following completion of a deep dive micro-credential, participants are encouraged to complete the corresponding 5-ECTS credit in-practice micro-credential. Through these micro-credentials, they will implement in their own practice the action plan that they developed in the deep dive micro-credential. This will enable them to evaluate the impact of the action plan on their students' learning experiences and thus arrive at robust findings that they can disseminate to colleagues and use for their future practice enhancement. Most importantly, they will be enabled to create a better learning experience for their students in a structured, guided fashion gaining ECTS credits for their own development. The in-practice module does not need to be taken immediately after the deep dive module.

In-Focus Micro-Credentials

The five in-focus Micro-credentials are designed to address a specific area for academic development in higher education. These current include the following micro-credentials:

1. Universal Design for Learning (5 ECTS)
2. Supervising Undergraduate Dissertations and Projects (5 ECTS)
3. Technology Enhanced Learning, Teaching and Assessment (5 ECTS)
4. Policy and Practice in the Technological Higher Education Sector (5 ECTS)
5. Supporting Practice-Based Learning (5 ECTS)

Digital Badge

Digital Badges do not carry ECTS credits. LTA currently offer a Digital Badge in GenAI for Teaching and Learning. Further Digital Badge courses will be offered over time.

Entry Requirements

Certain LTA programmes are only available to staff who have at least four teaching hours, or who are in management roles overseeing the running of programmes. Teaching hours, or management of teaching, are required for these programmes and micro-credentials because of the practice-based nature of the programmes, which requires participants to put their learning into practice. Other micro-credentials are open to all staff in TU Dublin.

All LTA programmes are at Level 9 on the National Framework on Qualifications and so require participants to have a full award at Level 8 or above. Recognition of Prior Learning can be sought where required.

The LTA micro-credentials are divided as follows into those that require participants to have teaching hours (or oversee academic programmes as managers), and those that are open to all staff.

Micro-credentials that require participants to be working in an academic role in TU Dublin where they are teaching for at least four hours per week, or in an academic management role with direct influence on the practices of lecturers	Micro-credentials that are open to all staff in TU Dublin
HEDP1008 Assessment and Feedback (10 ECTS)	HEDP1011 Supporting Student Success (10 ECTS)
HEDP1009 Strategies of Teaching and Learning (10 ECTS)	HEDP1014 Supporting Student Success in Practice (5 ECTS)
HEDP1010 Curriculum Design (10 ECTS)	HEDP1004 Universal Design for Learning (5 ECTS)
HEDP1013 Assessment and Feedback in Practice (5 ECTS)	HEDP1005 Supervising Taught Dissertations and Projects (5 ECTS)
HEDP1015 Strategies of Teaching and Learning in Practice (5 ECTS)	HEDP1006 Technology Enabled Learning, Teaching and Assessment (5 ECTS)
HEDP1015 Curriculum Design in Practice (5 ECTS)	HEDP1007 Policy and Practice in the Technological Higher Education Sector (5 ECTS)
HEDP1017 Higher Education Practice Action Research Project (20 ECTS) [Note that this is a module rather than a micro-credential]	HEDP1012 Supporting Practice-Based Learning (5 ECTS)
	Digital Badge in GenAI for Teaching and Learning [Note that this is a digital badge without ECTS credits, not a micro-credential]

Stacking ECTS Credits to get an MA or PG Dip

Staff can accumulate credits from the completion of LTA programmes that can then be used to gain a Master of Arts (MA) in Higher Education Practice or Postgraduate Diploma (PG Dip) in Higher Education Practice. There is no time limit within which credits must be accumulated.

Because micro-credentials and modules that require teaching hours need to be taken to become eligible for the MA or PG Dip, the awards are only available to staff who are working in an academic role in TU Dublin where they are teaching for at least four hours per week, or in an academic management role with direct influence on the practices of lecturers.

The pathways to the Master of Arts in Higher Education Practice qualification are:

Primary Pathway: Accumulate 90 ECTS credits by competing one of the foundation 30 ECTS credit Postgraduate Certificate programmes, at least two 10 ECTS credit deep dive micro-credentials, at least one 5 ECTS credit in-practice micro-credential, up to three in-focus microcredentials if required, and the 20 ECTS credit Higher Education Practice Action Research Project module.

Alternative Pathway: Accumulate 90 ECTS credits by completing all four 10 ECTS credit deep dive micro-credentials, at least one 5 ECTS credit in-practice micro-credential, up to five in-focus microcredentials as required, and the 20 ECTS credit Higher Education Practice Action Research Project module.

Participants can also opt to use their accumulated credits towards the award of Postgraduate Diploma in Higher Education Practice (60 ECTS credits). The two pathways to this award are:

Primary PG Dip Pathway: Accumulate 60 ECTS credits by competing one of the foundation 30 ECTS credit Postgraduate Certificate programmes, at least one 10 ECTS credit deep dive micro-credential, at least one 5 ECTS credit in-practice micro-credential, up to three in-focus microcredentials if required.

Alternative PG Dip Pathway: Accumulate 60 ECTS credits by competing all four 10 ECTS credit deep dive micro-credentials, at least one 5 ECTS credit in-practice micro-credential, up to three in-focus microcredentials as required.

The requirements for Master of Arts and Postgraduate Diploma are summarised as follows:

Foundation: PG Cert	Deep Dive Micro-credentials	In-Practice Micro-credentials	In-Focus Micro-credentials	Capstone
<p>Complete one of the PG Cert programmes.</p> <p>Option also available to proceed without taking one of these modules.</p> <p>Not permitted to take both modules.</p> <p>Postgraduate Certificate in University Learning and Teaching (TU052) (30 ECTS)</p> <p>Postgraduate Certificate in Higher Education Practice (TU446) (30 ECTS)</p>	<p>If pursuing MA, take at least two micro-credentials.</p> <p>If exiting with PG Dip, take at least one micro-credential.</p> <p>If no Foundation PG Cert completed, take all four micro-credentials.</p> <p>Assessment and Feedback (10 ECTS)</p> <p>Strategies of Teaching and Learning (10 ECTS)</p> <p>Curriculum Design (10 ECTS)</p> <p>Supporting Student Success (10 ECTS)</p>	<p>Take at least one micro-credential.</p> <p>Must have completed pre-requisite deep-dive micro-credential.</p> <p>Assessment and Feedback in Practice (5 ECTS)</p> <p>Strategies of Teaching and Learning in Practice (5 ECTS)</p> <p>Curriculum Design in Practice (5 ECTS)</p> <p>Supporting Student Success in Practice (5 ECTS)</p>	<p>Take sufficient micro-credentials to fulfil the credit requirements for the Master of Arts (90 ECTS) or the Postgraduate Diploma in Arts (60 ECTS), depending on preferred qualification and number of credits accumulated from other categories.</p> <p>Educating for Sustainability, though not offered by LTA, can also be used to accumulate credits towards the MA and PG Dip awards.</p> <p>Universal Design for Learning (5 ECTS)</p> <p>Policy and Practice in the Technological Higher Education Sector (5 ECTS)</p> <p>Supervising Undergraduate Dissertations and Projects (5 ECTS)</p> <p>Supporting Practice-Based Learning (5 ECTS)</p> <p>Technology Enhanced Learning, Teaching and Assessment (5 ECTS)</p> <p>Educating for Sustainability (5 ECTS)</p>	<p>This module is required to be taken as the final module for all students graduating with Master of Arts.</p> <p>This module is not required for the Postgraduate Diploma in Arts.</p> <p>Higher Education Practice Action Research Project (20 ECTS)</p>