

Learning, Teaching and Assessment (LTA)

PG Cert / PG Dip / MA
Higher Education Practice

Start Your Accredited Professional Development Journey

Lecturers are encouraged to [sign up for the Postgraduate Certificate in Higher Education Practice \(TU446, 30 ECTS\)](#) offered by the Learning, Teaching and Assessment (LTA) team to commence their accredited professional development journey.

Following completion of the Postgraduate Certificate programme, lecturers can stack additional credits through completion of LTA micro-credentials over any period of time (no upper or lower limit), leading to a **Postgraduate Diploma in Higher Education Practice (TU448, 60 ECTS)** or **MA in Higher Education Practice (TU447, 90 ECTS)**.

TU Dublin’s Learning, Teaching and Assessment (LTA) programmes equip lecturers with the professional knowledge, understanding and skills to develop and enhance the learning experiences of their students. The programmes have a strong practice-based focus, meaning they are authentically situated in the work environment of TU Dublin lecturers and impact directly on the student learning experience.

The Postgraduate Certificate in Higher Education Practice (TU446) programme is designed for lecturers with five or more years’ experience as a lecturer in TU Dublin. Lecturers in the early years of their career take a different programme, the [Postgraduate Certificate in University Learning and Teaching \(TU052\)](#).

Information about the Postgraduate Certificate and the routes to Postgraduate Diploma or Master of Arts is provided in the sections below.

Now is the time to start your accredited professional development journey [by signing up for the Postgraduate Certificate in Higher Education Practice \(TU446\)](#).

Hear from Graduates

The Postgraduate Certificate in Higher Education Practice (TU446) is currently recruiting its first intake. Graduates of the related Postgraduate Certificate in University Learning and Teaching (TU052) have provided the quotes below.

"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."

Class Schedule

The Postgraduate Certificate in Higher Education Practice (TU446, 30 ECTS) is completed over one academic year. Classes take place online on selected Wednesdays from 4-6:30pm throughout the academic year. In-person classes take place on three occasions throughout the academic year in Grangegorman.

The following are the dates for classes in the 2026-27 academic year:

Session	Date	Time	Modality
1	Wednesday, 9 September 2026	10am-1pm	In-person, Grangegorman
2	Wednesday, 16 September 2026	4-6:30pm	Online
3	Wednesday, 30 September 2026	4-6:30pm	Online
4	Wednesday, 14 October 2026	4-6:30pm	Online

Session	Date	Time	Modality
5	Wednesday, 28 October 2026	4-6:30pm	Online
6	Wednesday, 11 November 2026	4-6:30pm	Online
7	Wednesday, 25 November 2026	4-6:30pm	Online
8	Wednesday, 9 December 2026	4-6:30pm	Online
9	Wednesday, 20 January 2027	10am-1pm	In-person, Grangeegorman
10	Wednesday, 27 January 2027	4-6:30pm	Online
11	Wednesday, 10 February 2027	4-6:30pm	Online
12	Wednesday, 24 February 2027	4-6:30pm	Online
13	Wednesday, 10 March 2027	4-6:30pm	Online
14	Wednesday, 7 April 2027	4-6:30pm	Online
15	Wednesday, 21 April 2027	4-6:30pm	Online
16	Wednesday, 5 May 2027	10am-1pm	In-person, Grangeegorman

Award

Graduates will receive a **Postgraduate Certificate in Arts in Higher Education Practice** (30 ECTS credits).

This can be considered the first half of the Postgraduate Diploma in Arts in Higher Education Practice (60 ECTS), or the first 30 ECTS credits of the Master of Arts in Higher Education Practice (90 ECTS), for graduates who wish to continue with their LTA studies.

Entry Requirements

The Postgraduate Certificate in Arts in Higher Education Practice is designed for lecturers working in TU Dublin. To be eligible to participate in the programme, applicants must have five or more years' experience as a full-time lecturer and must be currently working in an academic role in a Higher Education setting where they are teaching for at least four hours per week, or where they are in an academic management role with direct influence on the teaching and learning practices of lecturers and with some teaching responsibilities. Applicants require an Honours Degree of grade Second Class Honours or above, to be eligible for the programme.

Applications from lecturers holding Level 6 or Level 7 qualifications who are currently employed as lecturers on apprenticeship programmes may be considered through Recognition of Prior Learning (RPL) procedures.

Programme Learning Outcomes

On completion of the Postgraduate Certificate in Higher Education Practice (TU446) the graduate will be able to:

1. Critically apply appropriate theories of learning and insights from relevant literature to inform and enhance teaching, learning, and assessment practices within their subject discipline.
2. Collaborate in the design, development, and evaluation of curricula at the module and programme level.
3. Formulate and articulate a personal philosophy of teaching, grounded in critical and scholarly reflection.
4. Promote inclusive learning environments and address issues of diversity and equity in university practice.
5. Provide leadership in effectively influencing decision-making processes related to teaching and learning with academic teams, informed by institutional and national policy contexts.

6. Critically evaluate and integrate relevant literature and research to inform innovative curriculum development and co-ordination practices.
7. Develop and implement strategies for continuous professional development, incorporating reflection, peer collaboration, and scholarship.
8. Communicate effectively with diverse stakeholders in higher education, including students, colleagues, and external partners.
9. Analyse and respond to current trends and challenges in higher education, including digital transformation, sustainability education, the role of artificial intelligence, and addressing learner wellbeing.
10. Design, implement and evaluate pedagogical approaches, including technology-enhanced strategies, to promote student engagement and deepen learning in higher education contexts.

Indicative Syllabus

The syllabus for the Postgraduate Certificate in Higher Education Practice includes:

Learning Theories in Higher Education: Explore key educational theories—including cognitivist, constructivist, humanistic, and transformative approaches—and apply them to complex learning environments.

Innovative Teaching and Learning Strategies: Examine active, collaborative, and inquiry-based learning methods, along with experiential and flipped classroom approaches for student engagement.

Curriculum Design and Alignment: Explore principles of curriculum design, outcome-based planning, and quality assurance to develop coherent and engaging learning experiences.

Contemporary Assessment Practices: Investigate diverse assessment approaches—including assessment for, as, and of learning—with a focus on authenticity, peer collaboration, technology integration, and effective feedback.

Inclusive and Equitable Education: Apply Universal Design for Learning, inclusive and relational pedagogies to address diversity and promote equity and social justice in higher education.

Technology-Enhanced Learning: Design and evaluate digital tools for use in online, blended, and in-person classrooms to enhance student engagement, interaction, and learning outcomes.

Academic Leadership and Team Coordination: Develop skills in team leadership, change management, and institutional governance to support effective academic collaboration and policy development.

Scholarship and Reflective Practice in Teaching: Engage in scholarly teaching through engagement with Scholarship of Teaching and Learning, reflective practice, and peer dialogue.

Sustainability Education: Examine principles of sustainable development and explore strategies for embedding environmental, social, and economic sustainability into pedagogy, including use of methods such as the Sulitest.

Teaching and Learning

The Postgraduate Certificate in Higher Education Practice (TU446) employs a multifaceted approach to learning, centralising interactive lectures and workshops to foster critical discussion, peer learning, and collaborative problem-solving. Participants will analyse case studies to refine coordination and decision-making skills, while action learning enables the

application of theoretical concepts to real-world institutional challenges. Crucial to development are peer review activities, providing constructive feedback on teaching and curriculum design, alongside reflective dialogue for enhanced practice. Technology-enhanced learning is integrated to support collaboration and knowledge sharing, complemented by insights from guest speakers on relevant topics. Finally, independent study ensures engagement with relevant literature and assessment completion.

Throughout the programme, reflection is central to fostering deep learning and professional growth, encouraging participants to critically examine their experiences and practices. This is significantly enhanced through structured peer dialogue, where lecturers gain invaluable insights by engaging with and receiving feedback from colleagues, promoting a collaborative environment for continuous improvement in teaching and coordination.

Assessment

Assessment on the Postgraduate Certificate in Higher Education Practice (TU446) is based on the participant's teaching portfolio. The teaching portfolio is designed to allow participants, through a variety of modes of presentation, to build evidence of their own reflections and best practices in teaching and learning.

Progressing to Postgraduate Dip. or Master of Arts

Following completion of the Postgraduate Certificate in Higher Education Practice (TU446), lecturers can accumulate credits from the completion of LTA micro-credentials.

LTA micro-credentials are categorised as deep-dive, in-practice and in-focus (see below).

These additional credits can then be used to gain a Master of Arts (MA) in Higher Education Practice (TU447, 90 ECTS) or Postgraduate Diploma in Arts in Higher Education Practice (TU448, 60 ECTS).

There is **no time limit** within which credits must be accumulated.

To be awarded the **Master of Arts in Higher Education Practice** (TU447, 90 ECTS) graduates of the Postgraduate Certificate in Higher Education Practice (TU446, 30 ECTS) must:

1. Complete at least two 10 ECTS credit **deep-dive** LTA micro-credentials.
2. Complete at least one 5 ECTS credit **in-practice** micro-credential.
3. Complete up to three 5 ECTS credit **in-focus** microcredentials.
4. Complete the 20 ECTS credit Higher Education Practice Action Research Project module.
5. Have achieved at least 90 ECTS credits from the Postgraduate Certificate, micro-credentials and the action research project, over any period of time.

To be awarded the **Postgraduate Diploma in Arts in Higher Education Practice** (TU448, 60 ECTS) graduates of the Postgraduate Certificate in Higher Education Practice (TU446, 30 ECTS) must:

1. Complete at least one 10 ECTS credit **deep-dive** LTA micro-credential.
2. Complete at least one 5 ECTS credit **in-practice** micro-credential.
3. Complete up to three 5 ECTS credit **in-focus** microcredentials.
4. Have achieved at least 60 ECTS credits from the Postgraduate Certificate and micro-credentials over any period of time.

The requirements for Master of Arts and Postgraduate Diploma are summarised in Figure 1.

PG Cert	Deep Dive Micro-Creds	In-Practice Micro-Creds	In-Focus Micro-Credentials	Capstone
<p>Complete the Postgraduate Certificate (30 ECTS) programme over one academic year to commence your journey towards Postgraduate Diploma (60 ECTS) or Master of Arts (90 ECTS)</p>	<p>If pursuing Master of Arts, take at least two Deep Dive micro-credentials after your PG Cert, at any point.</p> <p>If pursuing Postgraduate Diploma, take at least one Deep Dive micro-credential after your PG Cert, at any point.</p>	<p>Anyone pursuing a Master of Arts or a Postgraduate Diploma must complete at least one In-Practice micro-credential.</p> <p>This can only be taken after completion of the pre-requisite deep dive micro-credential.</p>	<p>To be eligible for the Postgraduate Diploma, participants must have acquired 60 ECTS credits from completion of the Postgraduate Certificate, the Deep Dive micro-credential(s), the In-Practice micro-credential(s) and any additional in-focus micro-credentials.</p> <p>Participants seeking the Master of Arts must have acquired 70 ECTS credits before progressing to the final capstone.</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.</p>
<div style="border: 1px solid black; padding: 10px; text-align: center;"> <p>Postgraduate Certificate in Higher Education Practice (TU446)</p> <p>(30 ECTS)</p> </div>	<div style="border: 1px solid black; padding: 5px; text-align: center;"> <p>Assessment and Feedback in Practice (10 ECTS)</p> </div> <div style="border: 1px solid black; padding: 5px; text-align: center;"> <p>Strategies of Teaching and Learning (10 ECTS)</p> </div> <div style="border: 1px solid black; padding: 5px; text-align: center;"> <p>Curriculum Design (10 ECTS)</p> </div> <div style="border: 1px solid black; padding: 5px; text-align: center;"> <p>Supporting Student Success (10 ECTS)</p> </div>	<div style="border: 1px solid black; padding: 5px; text-align: center;"> <p>Assessment and Feedback in Practice (5 ECTS)</p> </div> <div style="border: 1px solid black; padding: 5px; text-align: center;"> <p>Strategies of Teaching and Learning in Practice (5 ECTS)</p> </div> <div style="border: 1px solid black; padding: 5px; text-align: center;"> <p>Curriculum Design in Practice (5 ECTS)</p> </div> <div style="border: 1px solid black; padding: 5px; text-align: center;"> <p>Supporting Student Success in Practice (5 ECTS)</p> </div>	<div style="border: 1px solid black; padding: 5px; text-align: center;"> <p>Universal Design for Learning (5 ECTS)</p> </div> <div style="border: 1px solid black; padding: 5px; text-align: center;"> <p>Policy and Practice in the Technological Higher Education Sector (5 ECTS)</p> </div> <div style="border: 1px solid black; padding: 5px; text-align: center;"> <p>Supervising Undergraduate Dissertations and Projects (5 ECTS)</p> </div> <div style="border: 1px solid black; padding: 5px; text-align: center;"> <p>Supporting Practice-Based Learning (5 ECTS)</p> </div> <div style="border: 1px solid black; padding: 5px; text-align: center;"> <p>Technology Enhanced Learning, Teaching and Assessment (5 ECTS)</p> </div> <div style="border: 1px solid black; padding: 5px; text-align: center;"> <p>Educating for Sustainability (5 ECTS)</p> </div>	<div style="border: 1px solid black; padding: 10px; text-align: center;"> <p>Higher Education Practice Action Research Project (20 ECTS)</p> </div>

Figure 1: Stacking of Micro-Credentials on top of the Postgraduate Certificate to achieve the Postgraduate Diploma or the Master of Arts

Deep Dive Micro-Credentials

These micro-credentials address a core area in depth, culminating in an action plan to enhance practice. All four deep-dive micro-credentials are offered every academic year.

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

These **deep-dive micro-credentials** are central to be creation and implementation of excellent learning experiences for TU Dublin students for the provision of high quality, innovative, engaging programmes.

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 of academic development in higher education. These currently 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)

Although it is not offered by the Learning, Teaching and Assessment (LTA) team, the Educating for Sustainability micro-credential offered by the Sustainability Education team is considered an additional in-focus micro-credential and can be used to accumulate credits.

Higher Education Practice Action Research Project

The Higher Education Practice Action Research Project (20 ECTS credits) module is completed as the final component of the Master of Arts in Higher Education Practice.

The module challenges academic staff to design and implement a comprehensive action research project in response to an identified area for enhancement within their learning, teaching and assessment practice. Participants will first develop a strong foundation in educational research methodologies, with a particular emphasis on action research. Building on this foundation, participants are guided through the phases of an action research process and are supported to make informed ethical decisions and to utilise a range of research methods to produce quality evidence to direct each phase. The process will involve ongoing collecting and analysis of data, reflecting critically on the process, and evaluating the impact of the enhancement. The module culminates in the production of a substantial research paper and a presentation of findings to peers.

Engaging in an action research project as part of this module offers academic staff a powerful opportunity to bridge theory and practice. By investigating a real-world teaching and learning, or student experience issue within their own workplace, staff can critically reflect on and enhance their pedagogical approaches. This process fosters a culture of continuous improvement and evidence-based practice, contributing to TU Dublin's strong culture of practice-based education.

The assessment is comprised of three components.

1. Action Research Proposal: Students complete a plan for their project that includes practical and ethical considerations. Written (2,000 Words).
2. Research Paper: Students document the action research process and findings in a written paper that is suitable for an academic and/or professional audience. The paper should detail the design and implementation of a practice enhancement and illustrate relevant data collection, analysis, and evaluation of impact. 8,000 words.
3. Essay: Throughout the process, students reflect critically on the action research process, challenges encountered, and professional learning. 2,000 words or equivalent.