POSTGRADUATE CERTIFICATE IN THE TEACHING AND LEARNING IN HIGHER EDUCATION (ONLINE)

Overview

(Online)

The Postgraduate Certificate in Teaching and Learning in Higher Education is a part-time programme delivered wholly online and is offered on a modular, credit accumulation basis. Participants will normally accumulate credits over a maximum of 12 months.

Progression to the Postgraduate Diploma in Teaching and Learning in Higher Education (NFQ Level 9, Major Award)

Students who successfully complete the Postgraduate Certificate in Teaching and Learning in Higher Education and who attain a pass grade for both modules are eligible to apply for the Postgraduate Diploma in Teaching and Learning in Higher Educatio (https://uccie-public.courseleaf.com/programmes/pdtlhe/)n up to 5 years after completing the programme.

Programme Requirements

For information about modules, module choice, options and credit weightings, please go to Programme Requirements (p. 1).

Programme Requirements

Code	Title	Credits
	credits as follows - all listed core modules (25 dits of elective modules:	
Core Modules		
TL6004	Practice Approaches to Teaching, Learning and Assessment	l 15
TL6017	Theories of Teaching, Learning and Assessmer	nt 10
Elective Modules		
Students take mo	odules to the value of 5 credits from the following	g: 5
TL6009	Digital Education for Teaching and Learning in Higher Education (5)	
TL6010	Inclusive Academic Practice for Research Supervision (5)	
Total Credits		30

Examinations

Full details and regulations governing Examinations for each programme will be contained in the *Marks and Standards Book* and for each module in the *Book of Modules*.

Programme Learning Outcomes

Programme Learning Outcomes for Postgraduate Certificate in Teaching and Learning in Higher Education (NFQ Level 9, Minor Award)

On successful completion of this programme, students should be able to:

- · Recognise teaching as a valid form of research and scholarship;
- Participate in discussions on teaching, learning and assessment as a community of scholars;

1

- · Design modules based on principles of student-centred learning;
- Critique planning and teaching practice in the light of student learning/feedback;
- · Engage with a diverse, multi-cultural student population;
- · Hold a professional commitment to teaching and student learning.