



**The Professional Certificate in University  
Teaching and Learning  
&  
The Certificate of Continuous Professional  
Development in University Teaching and Learning**

**Handbook 2026/27**

## Welcome,

This handbook is for students who have registered for the Professional Certificate/Cert in CPD in University Teaching and Learning.

We hope you find our programme relevant to your teaching practice, intellectually stimulating, challenging and an enjoyable learning experience.

One will find many opportunities in session to engage and learn with colleagues from across the university enabling one to build a sense of belonging and collegiality across the disciplines.

Our team at UCD Teaching and Learning have a vast amount of experience from a myriad of disciplines, institutional and strategic initiatives, national and international projects, research and of course educational development and teaching practice.

We are here to facilitate your journey, offer guidance along the way, open up new avenues in creative and innovative practice, explore new approaches and challenges, and find strategies to engage and support our learners...

*The UTL Programme Team*

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## Introduction

The Professional Programmes in University Teaching and Learning<sup>1</sup> offer UCD faculty and academic related teaching staff at different stages of their careers an opportunity to review and develop teaching methods, to enhance understanding of approaches and theories that support effective higher education. For those academics at the start of their career, one may develop skills to work effectively in the classroom and learn to draw on pedagogical theory and research to inform their teaching practice. Those with more experience will be offered opportunities to appraise and review their teaching praxis, to explore and devise approaches that enhance curriculum design and assessment.

Participants will engage in active, discursive and collaborative learning approaches, using research-led and evidence-based approaches to address contemporary issues and challenges in higher education. The emphasis is on critically reflecting on one's own practice to plan, implement and review teaching and learning initiatives within disciplinary contexts.

### Key Features of the Programmes

- A professional qualification in University Teaching and Learning
- Research-informed and experiential approaches to developing a repertoire of teaching, learning and assessment strategies
- Explore and develop creative approaches to teaching through collaboration and discussion with your peers
- Support and guidance for one in their teaching roles
- Taught by experienced academic staff

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<sup>1</sup> Please note the Professional Certificate (15 ECTS credits) and the Certificate in Continuing Professional Development in University Teaching and Learning (7.5 credits) are both in-service programmes for those who are currently teaching at UCD.

Applicants must be in an active teaching role including design, delivery and assessment of modules and have a significant teaching commitment (see eligibility requirements below).

## Programme Contacts



### Programme Administrator

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### Programme Director for Assessment and Feedback in Higher Education

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### Module Coordinator for Designing Curricula and Teaching Across Cultures

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### Module Coordinator for Reflective Practice in Teaching and Learning and Active Learning with Technology

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## **Programme Outcomes:**

### **Certificate of Continuing Professional Development, University Teaching Learning**

By the end of the Certificate in Continuing Professional Development in University Teaching and Learning one will be able to:

- Reflect critically on an aspect of your teaching practice (e.g. assessment, curriculum design etc.) based on your choice of module
- Explore new ideas and strategies in this area
- Adapt new ideas and strategies to your teaching practice
- Contribute to a portfolio of teaching practice
- Approach teaching more creatively through discussion and collaboration with your peers
- Evaluate and plan for future continuing professional development needs.

### **Professional Certificate, University Teaching and Learning**

By the end of the Professional Certificate in University Teaching and Learning one will be able to:

- Expand your repertoire of teaching, learning, assessment and education technology strategies to promote a more engaging and enjoyable experience for teachers and students
- Personalise your learning to make it relevant to your disciplinary teaching contexts
- Approach teaching more creatively through discussion and collaboration with your peers
- Utilise relevant research and data to support an evidence-based approach to your teaching practice
- Design effective and efficient learning opportunities at module and/or programme level
- Devise a critically reflective portfolio of teaching practice

## The Curriculum Timetable

### Professional Programmes in University Teaching and Learning Programmes

The Professional Certificate (University Teaching and Learning), which carries a credit volume of 15 ECTS is our principal professional qualification aimed at UCD faculty. The programme is designed to be flexible, research-informed and practice-based. A suite of modules will be offered in each academic session, facilitating faculty to choose in accordance with their interests and development needs. It is suggested *students choose one module per trimester.*

<b>Autumn Trimester 2026/27</b>
Reflective practice in Teaching and Learning _ Online module (7.5 credits)
Designing Curricula _ In person module (7.5 credits)
Contemporary Matters (in TL) in Higher Ed _ In person module (7.5 credits)
<b>Spring Trimester 2026/27</b>
Assessment and Feedback in Higher Education _ In person module (7.5 credits)
Active Learning with Technology _ Online module (7.5 credits)
Teaching Across Cultures _ Online module (7.5 credits)

### The Programme Awards

Those who successfully complete a single module (7.5 ECTS) will be awarded **Certificate of CPD (University Teaching & Learning).**

The **Professional Certificate (University Teaching & Learning)** will be awarded to those candidates who successfully complete any two modules (15 ECTS).

Upon completion of the Professional Certificate candidates may undertake two further modules for the award of a **Professional Diploma University Teaching and Learning** (30 ECTS).

## Admissions & Eligibility

Entry to the Professional Certificate and the Certificate of Continuing Professional Development is open to faculty and academic related teaching staff who are;

- 1) Currently teaching on a UCD academic programme of study.
- 2) In an active teaching role including design, delivery and assessment of modules
- 3) Undertaking a significant teaching commitment, defined as a minimum of 2 hours teaching per week per trimester or 48 hours over the course of the academic year.

Professional staff who teach as part of their brief and meet criteria 1, 2 and 3 above may apply for the programme and will be considered on a case-by-case basis. The final decision on eligibility of all candidates will be made by the Board of Studies on the recommendation of the Programme Director.

Please note that the Professional Certificate and the Certificate of Continuing Professional Development are not suitable for tutors or postdoctoral and research fellows<sup>2</sup>.

### A Note on Fees

The fees for the academic session 2026/27 are €115 per credit.

The Cert of CPD is a 7.5 credit programme and the Professional Certificate is a 15 credit. This is subject to change for the academic session 2027/28

For UCD faculty and academic related staff enrolling to UTL programmes, the programme fee will be waived.

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<sup>2</sup> UCD Teaching and Learning offers the module [University Teaching and Learning for Tutors, Demonstrators and TAs \(UTL40230\)](#) and the [University Teaching & Learning Practice seminar series](#).

In the exceptional circumstances where a Postdoctoral Research Fellow (level 2) is approved as module coordinator by Academic Council (or its relevant subcommittee) and has completed the Seminar Series for Post Doctoral Researcher Fellows they are eligible to apply to the programmes.

It will be a requirement on the part of the applicant to present evidence to support these criteria.

## Programme Governance

The programmes are overseen by the Academic Affairs Board of Studies which is responsible for the design, development, regulation, quality and general oversight of the Professional Certificate and Certificate of Continuing Professional Development, University Teaching and Learning.

The programmes are subject to the University's General Regulations which govern taught graduate programmes, including assessment regulations; late submission of assessment; application of extenuating circumstances; withdrawal from the Programmes, and leave of absence requests.

Further information [Academic Regulations](#)

## Student Workload and Engagement

The recommended student workload is 15 credits per academic year. Students have found that doing one 7.5 ECTS module per trimester is a reasonable workload, in the context of the work commitments of faculty and staff and the attendance, independent study and assessment demands of the UTL modules - The recommendation is to do one module per trimester.

It is possible to do two modules in a trimester. Acknowledging that the 15-credit workload is equivalent to half the workload of a full time undergraduate student. One must be in a position to attend all the timetabled sessions for both modules<sup>3</sup>.

Where a student wishes not to take any modules in a trimester, an application for a Leave of Absence must be made to the Board of Studies. Retrospective leave of absence is not normally permitted.

The programme offers an array of differing methodologies and strategies for teaching learning and assessment, with the focus on experiential practice e.g. workshops, collaborative learning, project work, gamification, micro teaching, peer observations, visualization, online activities etc. To this end, participants are expected to be in a present at all scheduled sessions, to have a suitable device where required and to participate fully and work with peers and faculty.

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<sup>3</sup> NB It is not permissible to take two modules with a conflicting timetable.

## **Communications**

Communication to all students will be via student e-mails only. It is the responsibility of each participant to check this e-mail regularly. And to login in to Brightspace with ones' student credentials for access to learning materials and to note any Announcements therein.

## **Assessment Protocol**

All modules on the programme are assessed as Pass or Fail. Grading descriptors and assessment criteria for the award of Pass and Fail grades are specified in accordance with University's guidance on grading descriptors

Please note the Programme Examination Board may use a range of additional grades to denote particular outcomes, including audit, withdrawal, extenuating circumstances and incomplete status.

The methods of assessment vary from module to module, but may contain a combination of written assignments, presentations, projects etc. A Modules learning outcomes are assessed by written or practical assignments as specified in the relevant module descriptors.

All assessments should be submitted by the due date and late submissions will not normally be accepted unless prior permission for an extension has been granted in accordance with the University's Policy on [Late Submission of Coursework](#) or unless a student has [Extenuating Circumstances](#).

Students who fail any module must contact the module coordinator to organise a repeat of the assessment and contact the student desk to register for the repeat. A repeat fee may be applied.

The module coordinator will give written feedback on the failed assignment and will request that a new draft assignment be sent. Only one draft may be submitted. No further drafts will be accepted by the module coordinator. The module coordinator will schedule a meeting with the student to discuss the newly submitted draft. This meeting with module coordinator will take place at a date set by the module coordinator approx. a month prior to the resubmission date.

The resubmission date for an Autumn trimester fail is the end of March in the following year. A Spring trimester fail the submission is by the end of October of the following academic year.

The Professional Certificate and Certificate of Continuing Professional Development programmes bring together staff and students who are often peers with a collegial relationship. To support the integrity and equity of the assessment process and learning experience for all students, it is required that:

- Expectations for tutor support and student workload are clarified at the outset of the programme
- All students are advised of the regulations governing the programme
- Assessment criteria are published and readily available to students
- The learning process is conducted on a basis of mutual respect and professionalism, that assessors and students ensure that all academic policy and regulatory requirements as established by the University are fulfilled
- Joint publication of student/assessor papers should only be undertaken after the grading and assessment process has been completed for the module
- One must ensure that all referencing and bibliography reflect the highest academic standards. Further information on the [UCD Library website](#)

## **Academic and Research Integrity**

Academic integrity is a fundamental principle that should underpin all academic activity and is an underpinning tenet of UCD [Student Code of Conduct](#), by which all UCD students are bound, see also the UCD Webpage [Student Conduct and Academic Integrity](#).

For further information [Academic Integrity Policy](#)

## **A note on Generative AI (GenAI)**

The discussion and application of GenAI may form part a programme module as its reach and impact on teaching and learning evolve. Where this occurs the module will provide specific guidelines on:

- When and how GenAI may be used
- Appropriate means to acknowledge/reference its use<sup>4</sup>
- Which UCD-supported GenAI tools are available<sup>5</sup>

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<sup>4</sup> If GenAI is used by students, it must be clearly indicated the nature and extent of the tool used in any submitted work.

<sup>5</sup> Please note that the use of GenAI tools is optional, it is not a requirement to use them.

## **Research Ethics**

Research ethics applies to all members of the UCD community who conduct research that involves human and/or animal subjects. Prospective researchers must read the policies and guidelines on the [research ethics website](#).

## **Research Integrity**

UCD is dedicated to upholding the highest standards of professionalism and rigour in research conducted by its staff and students. This commitment extends to ensuring the accuracy and integrity of research publications.

## **Student Issues or Concerns**

If you have any issues or concerns at any point, please contact as appropriate: the Module Coordinator; Programme Director; or Programme Administrator as soon as possible to discuss and resolve in a confidential manner.

If this is not resolved to your satisfaction further information about student complaint policies and procedures and student conduct and academic integrity, may be found here [UCD Student Engagement, Conduct, Complaints and Appeals website](#).

## **Additional Information:**

### UCD Teaching and Learning

- Resources, case studies, awards, webinars etc

### Introduction to Universal Design in UCD

### Dignity and Respect

### Student Mental Health and Wellbeing