









Certificate in

Professional Practice in Higher Education

Level 9		Location: Online
		Duration: Semester (9 weeks)
		Attendance: 75%
		Module Code: EDUP09001
		ECTS Credits: 15
		Entry requirements: Applicants are required to have a 2:1, level eight qualification or a TUS employee working within a skills/trades based programme in TUS.
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Module Aim

The aim of the module is to enable participants explore key components of ‘professional practice’ in Higher Education. In particular, it invites each participant to actively engage with an overview of what professionalism means in Higher Education settings. The module aims to help participants identify, interrogate and evaluate their own professional identity as it is emerging in Higher Education contexts. The module also aims to provide participants with valuable insights and skills to enhance their own professional practice domain. Participants will critically explore the benefits and limitations of Generative AI within the context of this module.

Please note this module is compulsory if you wish to be awarded a Certificate in Professional Practice.

Module Learning Outcomes

On completion of this module the learner will/should be able to;

- Outline and review legislative statutory frameworks, quality assurance guidelines and governance criteria for Higher Education (HE) provision in Ireland.
- Identify core domains of professional practice in HE, and explore the synergies between these domains.
- Evaluate ethical approaches to professional practice and their implications for decision-making, including Kantian, Utilitarian, Virtue and Feminist perspectives; to include ethics of care and integrity in higher education environments.
- Explore and analyse the balance between accountability and autonomy, and related values of confidentiality, fitness to practise and professional disclosure in Higher Education.
- Discuss equality, diversity and inclusion Issues in Higher Education (TU Act 2018 - gender balance, equality of opportunity, diversity of values, beliefs and traditions).
- Assess how practitioner identity may be shaped by affiliation to disciplinary/professional services/practitioner context of professional practice in HE.
- Explore how emerging professional identity may provide opportunities for enhanced collegiality across disciplinary/professional services domains.
- Explore current models of professional development in HE as a means of gaining a critical perspective on key professional practice domains in HE.
- Outline the process of professional development planning, the role of professional networks and setting goals for subsequent stages of a lifelong learning dynamic.

Module Assessment

Participants will be provided with the opportunity to demonstrate awareness of and insight into higher education, and will be required to apply their knowledge through the completion of fair, inclusive and authentic assignments, with reference to appropriate, relevant research. The module is assessed 100% via continuous assessment using a variety of assessment types, including: Written Report, Presentation and Individual Project.