

Graduate Certificate of Education (Innovation and Change) (GCEIC16)

1. About the course.

Design and apply creative, innovative responses to drive educational change.

The Graduate Certificate of Education (Innovation and Change) provides an opportunity for those who are interested in improving educational outcomes to develop skills and knowledge that they can apply to drive educational change. It is designed as a specialisation for early childhood, primary and secondary teachers, professional educators, educational administrators, tertiary educators and others involved in education. The course provides advanced theoretical and practical knowledge, focusing on best practices in identifying issues and opportunities in teaching and learning, designing methods of responding to such issues through practice, and the role of technology in supporting innovation in contemporary learning settings. The course offers an opportunity to explore a range of contemporary innovations and also focuses on analysing and critiquing approaches identified by others as innovative. As such, this course meets a need for relevant, authentic professional development for educators in the 21st century.

Key Study Outcomes

- Apply cognitive skills to review, analyse, consolidate, synthesise and extend knowledge to identify and provide a range of possible solutions to complex educational problems and challenges
- Engage in ethical and accountable educational practice that demonstrates awareness of the impact of local and global educational initiatives, technologies and innovations for communities and individuals
- Utilise research skills, design thinking processes and evaluation methodology to systematically plan, implement and report on innovations relevant to the personal and professional context
- Demonstrate communication and interpersonal skills in identifying and addressing complex educational problems in a manner that is inclusive and ensures individual and team ownership of processes and outcomes
- Make independent judgements regarding the relevance and effectiveness of a varied range of educational innovations demonstrating a commitment to social justice, human rights and positive educational outcomes

The Graduate Certificate of Education (Innovation and Change) offers a skillset for maintaining professional currency and effectiveness, and the opportunity to develop knowledge and practice that will serve as a foundation for educational leadership.

Graduate employment opportunities

Graduates of the Graduate Certificate of Education (Innovation and Change) can progress to further postgraduate studies in related fields of education. They can also pursue advanced career options within the education profession, such as Lead Teacher status and leadership opportunities within schools.

Contact us to discuss your career pathway options.

Course Overview

Course Title	Graduate Certificate of Education (Innovation and Change) (GCEIC16)		
Study Options – Domestic Australian students	Online delivery Full-time and part-time options available.	Study Options – International students	International students on a student visa must not enrol into any more than a third or 33% of online subjects over their course and must study at least one subject that is face to face in each trimester. International students on a student visa are required to study full time, i.e. the student must complete a minimum of 1.0 EFTSL of study per year.
Start Dates	February, June, September For specific dates visit the website .	Course Length	Full-time: 2 trimesters Part-time: 3 or 4 trimesters
Payment Options - Domestic Australian students	Upfront payment This means tuition fees will be invoiced each semester and payment is required on or before the due date. FEE-HELP FEE-HELP is Australian Government’s loan scheme for higher education degree courses. It can assist you in paying for all, or part of, your course fees. Repayments commence via the tax system once your income rises above a minimum threshold. Just like with any other debt, a FEE-HELP debt is a real debt that impacts your credit rating.	Payment Options – International students	Upfront payment This means tuition fees will be invoiced each semester and payment is required on or before the due date.

Course study requirements	It is expected that each subject, whether studied online or on-campus, will involve a combined total of 120 hours of structured and self-directed learning, which equates to approximately 10 hours a week for subjects over 12-week trimesters.	Assessment	Essays, reports, presentations scenario and case studies, reflective journals, problem based task, negotiated tasks, and blog posts.
Locations	Online	Delivered by	Torrens University Australia
Provider	Torrens University Australia Ltd is registered as a self-accrediting Australian university by the Tertiary Education Quality and Standards Agency (TEQSA).	CRICOS Course Code	095591G
Provider obligations	Torrens University is responsible for all aspects of the student experience, including the quality of course delivery, in compliance with the Higher Education Standards 2015	Accrediting body	Torrens University Australia Limited ABN 99 154 937 005, CRICOS Provider Code: 03389E. RTO No. 41343
Course Fees	For details, refer to the website .	Any other fees	For details, refer to the website .

2. Essential requirements for admission

The general admission criteria that apply to Torrens University Australia courses can be located by visiting the Torrens University Australia website - <https://www.torrens.edu.au/general-admission-information-for-torrens-university-australia-ltd>.

3. Admission Criteria

Title of course of study	Graduate Certificate of Education (Innovation and Change) (GCEIC16)
Applicants with higher education study	Applicants must have completed four years of formal teacher education from an Australian institution or a recognised equivalent qualification. Students must have access to an education setting across the course of their studies, and would ideally be engaged in an education-related role.
Applicants with vocational education and training (VET) study	Students without an undergraduate degree may be admitted to the Graduate Certificate on the basis of

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	relevant professional experience or a demonstrated ability to undertake study at this level.
Applicants with work and life experience	Demonstrated skills and knowledge gained through paid or unpaid employment, formal learning and/or non-formal learning (presented on a current resume with attached cover letter).
English Language Proficiency (applicable to international students, and in addition to academic or special entry requirements noted above)	To gain entry into a subject at Torrens University Australia, domestic and international applicants must satisfy the University's English Language Requirements: IELTS level 6.5, with no element less than 6 (or equivalent TOEFL, CAE or PTE).
Applicants with recent secondary education (within the past two years) with ATAR or equivalent* (for applicants who will be selected wholly or partly on the basis of ATAR)	Year 12 (or equivalent)

Other admission options

(For applicants who will be selected on a basis other than ATAR)

Special Entry	Not Applicable
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4. How to apply

Via direct application to the institution

- <https://apply.torrens.edu.au/>

5. Advanced standing/academic credit/recognition of prior learning (RPL)

You may be entitled to credit for prior learning, whether formal or informal. Formal learning can include previous study in higher education, vocational education, or adult and community education. Informal learning can include on the job learning or various kinds of work and life experience. Credit can reduce the amount of study needed to complete a degree.

Applicants admitted based on prior higher education study may be eligible for Advanced Standing in the form of credit and/or recognition of prior learning (RPL) under the Torrens University Australia [Credit Policy - \(https://www.torrens.edu.au/policies-and-forms\)](https://www.torrens.edu.au/policies-and-forms).

- Students with completed subjects may be eligible for specified credit and/or elective exemptions
- Students who have completed a qualification at AQF level 5 (diploma) or above may be eligible for block credit (where a block credit agreement exists)
- Students with a mix of formal study and informal and/or non-formal learning may be eligible for recognition of prior learning in addition to any credit approved.

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Credit will not be applied automatically. Applicants must apply for credit and/or RPL as early as possible prior to each study period, with applications not accepted after week 2.

For further information about credit and recognition of prior learning please see <http://www.torrens.edu.au/apply-online/course-credits>.

6. Where to get further information

- Torrens University Australia (TUA) Website
 - <https://www.torrens.edu.au/>
- Universities Admissions Centre (UAC) Website
 - <http://www.uac.edu.au/>
- Quality Indicators for Learning and Teaching (QILT) Website
 - <https://www.qilt.edu.au/>

7. Additional Information

Course Structure

The Graduate Certificate of Education (Innovation and Change) (GCEIC16) is two trimesters in duration for a full time student. The course comprises of 4 subjects that you are required to complete: 4 core subjects and 0 elective subjects (combined total of 40 credit points).

The course structure can be viewed or downloaded at the Student Hub, Course webpage
<https://studenthub.torrens.edu.au/Hub>

Course Rules

To qualify for the Graduate Certificate of Education (Innovation and Change), students must complete all 4 core subjects. A combined total of 40 credit points is required.

Subjects

SUBJECT DETAILS
SUBJECT TITLE, DESCRIPTOR
<p>DTE401 Design Thinking for Education</p> <p>Design thinking is an approach to innovation that involves identifying ‘problems’ or issues in a particular context, considering those who have a stake in these problems/issues and designing a range of possible solutions that are then tested and refined in practice. In this subject, students will explore the concepts and processes of design thinking, including the origins of design thinking and its use across a range of disciplines and contexts. Following these general processes, students will then engage in a design thinking process to identify and address an issue within their own professional context. Through this design thinking process, students will engage in reflection and analysis of their professional skills, knowledge and judgement, and ultimately arrive at an advanced understanding of their roles as innovators and leaders in education.</p>
<p>IED402 Innovation for Education</p> <p>In this subject students will analyse a variety of examples of innovative educational practice (including, for example, practices relating to the support of students with additional educational needs), critically examine the meaning of innovation and debate whether innovation can be quantified and measured. Students will be supported to identify problems/issues within education practice and will utilise tools and thinking processes designed to assist in the generation of innovative solutions. Finally, students will explore evaluation methodology as a means of analysing innovation outcomes in a systematic way.</p>
<p>TED403 Technology and Education</p> <p>This subject challenges students to engage with a diverse range of educational technologies with a view to critically examining the relevance and application of such technologies within their professional context. More broadly, students will engage critically with the discourses surrounding technologies in education, refining their skills of critique and analysis to articulate the principles through which educators might make informed decisions about the effectiveness and appropriateness of specific technologies for learning. The subject will provide students with the opportunity to consider specific technologies that are relevant for their professional setting, for example technologies to engage students with Autism, and/or technologies relevant to the teaching of particular disciplines.</p>

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SUBJECT TITLE, DESCRIPTOR
<p>PRP601 Professional Learning Project</p> <p>This subject provides students with an opportunity to plan and carry out a small-scale, self-study project within one trimester of study. Students will design a project around an issue or problem relating to their current professional practice and implement this project with a focus on achieving positive change in their own practice. In designing and implementing their projects, students will draw on their learning across all other subjects within this program, linking theory to practice and applying their understandings relating to processes and technologies that support innovation in education.</p>

Locations

The Graduate Certificate of Education (Innovation and Change) (GCEIC16) is delivered fully.

Campus Facilities and Services

All campuses are designed to provide students with professional spaces in which to learn and work. They have been planned with student study needs in mind with well-equipped accessible learning spaces as well as student breakout areas for group work and spending time with friends.

A positive student experience

Torrens University Australia values the importance of a positive student experience, and therefore has robust processes to resolve student complaints. The Student Complaints Policy, and associated procedures, can be accessed from the [website](https://www.torrens.edu.au/policies-and-forms) (<https://www.torrens.edu.au/policies-and-forms>).

Paying for your qualification

We offer two payment options for this course:

- **Upfront payment**
If you want to complete your qualification debt-free you can choose to pay as you go. This means tuition fees will be invoiced each semester and payment is required on or before the due date using EFTPOS, credit card or direct transfer.
- **FEE-HELP**
FEE-HELP is Australian Government's loan scheme for higher education degree courses. It can assist you in paying for all, or part of, your course fees. Repayments commence via the tax system once your income rises above a minimum threshold (\$45, 881 in 2019-20). Just like with any other debt, a FEE-HELP debt is a real debt that impacts your credit rating.

Further information about FEE-HELP, including eligibility, is available at:

- FEE-HELP website:
<http://studyassist.gov.au/sites/studyassist/help-payingmyfees/fee-help/pages/fee-help>
- FEE-HELP booklets:
<http://studyassist.gov.au/sites/studyassist/helpfulresources/pages/publications>

Austudy and Abstudy

Students enrolled in this course may be eligible for government assistance, such as [Austudy](#) or [Abstudy](#).

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