

# Graduate Certificate of Education (Learning Differences) (GCELD16)

## 1. About the Graduate Certificate of Education (Learning Differences)

The Graduate Certificate of Education (Learning Differences) takes a Design Thinking approach to analyse issues and challenges faced by persons with a range of learning differences. In particular, it focuses on problem solving, informed by advanced theoretical knowledge, from a person first perspective. The person first approach allows situations to be tackled from the perspective of the individual, and by doing so shifts the focus from a passive acceptance from the person at the centre of the issue to a more active role where their individual needs are actively considered. This approach questions traditional thinking and challenges learners' biases, prejudice and assumptions.

The Graduate Certificate of Education (Learning Differences) highlights the diversity of learning differences, which provides educators with advanced knowledge and skills in supporting individuals with a range of learning differences and inclusion practices. In addition, the Graduate Certificate addresses challenges and issues faced by mainstream teachers in 21st Century educational practice.

### Key Study Outcomes

- Apply a 'person first' perspective to analyse and problem solve issues and challenges associated with a range of learning differences (such as dyslexia, ADHD, and dyspraxia) across the lifespan with particular reference to educational outcomes and social justice
- Identify and critically analyse biases, prejudices and assumptions associated with learning differences in society and educational practice
- Analyse, design and evaluate inclusive, ethical and effective learning environments
- Demonstrate specialised knowledge of the historical context and contemporary theories relating to a range of learning differences
- Demonstrate an understanding of Allied Health, carer support and collaboration skills necessary to improve outcomes for individuals with learning differences in complex educational contexts

### Graduate employment opportunities

Graduates of the Graduate Certificate of Education (Learning Differences) can progress to further postgraduate studies in related fields of education. They can also advance their career in advisory roles specific to inclusion, differentiation and learning difference practices, in addition to being involved in resource teams in schools.

Torrens University Australia Ltd, ABN 99 154 937 005, RTO 41343, CRICOS 03389E.  
Information provided in this document is current at the time of publishing (March 2021).



## Course Overview

<b>Course Title</b>	Graduate Certificate of Education (Learning Differences) (GCELD16)		
<b>Study Options – Domestic Australian students</b>	Dynamic Online Study or Blended mode delivery Full-time and part-time options available.	<b>Study Options – International students</b>	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.
<b>Start Dates</b>	February, June, September For specific dates visit the <a href="#">website</a> .	<b>Course Length</b>	Full-time: 2 trimesters Part-time: 3 or 4 trimesters
<b>Payment Options - Domestic Australian students</b>	<b>Upfront payment</b> This means tuition fees will be invoiced each semester and payment is required on or before the due date.  <b>FEE-HELP</b> 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.	<b>Payment Options – International students</b>	<b>Upfront payment</b> This means tuition fees will be invoiced each semester and payment is required on or before the due date.
<b>Course study requirements</b>	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.	<b>Assessment</b>	Essays, reports, presentations scenario and case studies, negotiated tasks, scenario responses, research and reflective journals.
<b>Locations</b>	Online	<b>Delivered by</b>	Torrens University Australia
<b>Provider</b>	Torrens University Australia Ltd is registered as a self-accrediting Australian university by the Tertiary Education Quality and Standards Agency (TEQSA).	<b>CRICOS Course Code</b>	095590J
<b>Provider obligations</b>	Torrens University is responsible for all aspects of the student experience, including the quality of course delivery, in	<b>Accrediting body</b>	Torrens University Australia Limited ABN 99 154 937 005, CRICOS Provider Code: 03389E. RTO No. 41343

Torrens University Australia Ltd, ABN 99 154 937 005, RTO 41343, CRICOS 03389E.

Information provided in this document is current at the time of publishing (March 2021).

	compliance with the <a href="#">Higher Education Standards 2015</a>		
<b>Course Fees</b>	For details, refer to the <a href="#">website</a> .	<b>Any other fees</b>	For details, refer to the <a href="#">website</a> .

## 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

<b>Title of course of study</b>	Graduate Certificate of Education (Learning Differences) (GCELD16)
<b>Applicants with higher education study</b>	The standard entry requirement for a postgraduate program is a completed qualification at AQF Level 7 (Bachelor degree) or above from an Australian University or an equivalent overseas higher education qualification.
<b>Applicants with vocational education and training (VET) study</b>	
<b>Applicants with work and life experience</b>	Demonstrated ability to undertake study at this level
<b>English Language Proficiency</b> (applicable to international students, and in addition to academic or special entry requirements noted above)	Equivalent IELTS 6.5 (Academic) with no skills band less than 6.00
<b>Applicants with recent secondary education (within the past two years) with ATAR or equivalent*</b> (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)*

<b>Special Entry</b>	Not applicable
----------------------	----------------

## 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.

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 course structure comprises 3 common core subjects and 1 elective subject over Level 400 and 600 (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 (Learning Differences), students must complete all 3 core subjects and 1 elective subject. A combined total of 40 credit points is required.

### Subjects

SUBJECT DETAILS
SUBJECT TITLE, DESCRIPTOR
<p><b>LDF402 Learning Differences</b></p> <p>The person first approach is used in this subject to introduce the problem solving skills required when supporting an individual with learning differences, including but not limited to dyslexia, dyspraxia, dyscalculia and ADHD. This subject also explores the impact these challenges have on self-esteem and future learning aspirations. Further, examples of stereotyping, types of interventions and the genetic disposition of the learning challenges are discussed. This subject develops students' awareness and understanding by analysing the range of traits across each learning condition. Presenting in various ways and areas of learning development, the stigmatised learning challenges are often described from a deficit viewpoint. Students will be analysing the history of such conditions and the evolution of interventions and support, in turn, continuing to evolve an attribute view of the traits of these conditions.</p>
<p><b>DYX403 Dyslexia</b></p> <p>Viewed across a spectrum, dyslexia can be difficult to recognise. By expanding on the understanding of dyslexia traits and range of support tools, this subject uncovers the complexity of dyslexia and how to recognise and support individuals. Students will be presented with perspectives from the lived experience of individuals and parents demonstrating varying contexts and levels of support requirements. Understanding how this condition can impact an individual's education creates the platform for students to apply their knowledge to put contemporary practices of support in the classroom.</p>
<p><b>ICP601 Inclusive Classroom Practice</b></p> <p>Classroom diversity is increasing rapidly and teachers need strategies to meet the needs of all students and celebrate their differences. Learning differences vary greatly and therefore need well-developed, suitable and equitable learning support and practice across the school. This subject provides students with the opportunity to explore the many ways that the needs of all students can be addressed within the mainstream classroom. "Inclusion" describes the practice of enabling students with learning challenges to learn beside their peers and to embrace diversity. The subject focuses on developing and/or extending a positive perspective on inclusion, which is based on identifying and using each student's strengths. Differentiation is presented within this</p>

<b>SUBJECT DETAILS</b>
<b>SUBJECT TITLE, DESCRIPTOR</b>
<p>subject as a proactive rather than reactive plan, where practical strategies for planning, assessing and teaching are explored and implemented in an integrated approach that celebrates the strengths and meets the needs of all students. Students will also apply the range of perspectives and skills gathered over the course to design a whole-of-school inclusion plan, based on a person first perspective, contemporary practices and education skills required for the plan. The students are challenged to build into the plan a range of supports with external partnerships to ensure the range of learning challenges presented in the school, education staff, parents and the wider community combat segregation and stigma, to create a community of acceptance, inclusion and best practices/</p>
<p><b>DTE401 Design Thinking for Education</b></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><b>IED402 Innovation for Education</b></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 relevant to their professional context in a systematic way.</p>
<p><b>TED403 Technology and Education</b></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>
<p><b>MGT601 Dynamic Leadership</b></p> <p>Leadership in modern organisations is a way of thinking and behaving. It is not necessarily a position in a hierarchy. Leadership is a process of energising, influencing and motivating others: up, down, sideways and diagonally. Becoming an effective leader requires self-awareness, self-management and a strong set of interpersonal communication skills, a set of capabilities that are often described as Emotional Intelligence (EQ). In addition, effective leaders think and act strategically, they build a climate for creativity and innovation, and</p>

Torrens University Australia Ltd, ABN 99 154 937 005, RTO 41343, CRICOS 03389E.

Information provided in this document is current at the time of publishing (March 2021).

<b>SUBJECT DETAILS</b>
<b>SUBJECT TITLE, DESCRIPTOR</b>
<p>are culturally sensitive and comfortable with ambiguity. This subject focuses on developing your leadership capability and not leadership as a theoretical concept that applies to other people. It helps you explore your own leadership development and self-image, using the techniques of reflective research and supported by a mentoring partner. It guides you through the preparation of plan for your continued leadership and professional development that is consistent with your personal values, anchored by the academic literature and enables you to be authentic, confident and resilient in leading productive work places for the future. Dynamic Leadership provides learning at the cognitive or intellectual level and at the affective or emotional level. It develops explicit knowledge of leadership (know-what) and the often-neglected tacit knowledge (know-how).</p>
<p><b>MGT600 Management, People and Teams</b></p> <p>Understanding organisational behaviour, politics, dynamics and environments and how they impact on the role and legitimacy of the management function is the core of this subject. This subject helps individuals understand the constraints they face as managers and emerging leaders and how they can develop strategies to leverage advantages and overcome constraints and barriers in their organisations. The subject also focusses on developing some of the advanced communication skills necessary in management and leadership roles, and the ability of the individual to influence others. The subject introduces students to the concept of naturally occurring data and qualitative analysis. This subject also focuses on the development of knowledge and skills to enable students to identify, analyse and make effective decisions to resolve, people-related issues in organisations, facilitate employee development, and develop and sustain effective teams in complex, diverse, and increasingly global operating environments.</p>
<p><b>MGT502 Business Communications</b></p> <p>This subject introduces students to the concepts of business communications and transferrable academic skills. This subject presents an analysis of the types of communication processes, which occur in the internal and external business environment, including an examination of the theoretical underpinnings of communication in business. Emphasis is placed on writing skills, reports and presentations and on using technology to communicate. The subject introduces students to research skills, information literacy, critical analysis, and writing and language techniques. The aims of this subject are to provide knowledge and skills needed for success in Higher Education, to help students manage their own success and to assist them in reaching their academic potential.</p>
<p><b>DSGN6031 Social Enterprise</b></p> <p>The theoretical base of this subject focuses on developing the students' understanding of the fundamental contemporary theories of social entrepreneurship and a variety of applicable business models. The course will explore cross discipline material encompassing design, business and technology and how to acquire and combine knowledge and skills in all 3 areas to amplify the potential for success in 21st century society. At the core of this subject will be a focus on customer experience design, both theory and skill, and why user centric principles are increasingly used in business today.</p> <p>Students will explore the application of entrepreneurship business strategies and apply this knowledge in a philanthropic context and come up with solution to a real world problem they can execute to the pitch ready stage for investment. The project will entail some type of 'design for good' aspect in either a profit or non-for-profit business model.</p>



SUBJECT DETAILS
-----------------

SUBJECT TITLE, DESCRIPTOR
---------------------------

The course will also cover the latest neuro-leadership principles and why EQ is just as important as IQ in both design and business. Students will be expected to think critically as they evaluate complex ideas and learn the patterns, frameworks and mechanics of storytelling, behaviour design, game design and platform design.

Students will be expected to:

- Identify and analyse a social problem that needs to be solved.
- Plan and progress an idea through a business development lifecycle.
- Conduct face to face user interviews utilising a self-constructed questionnaire.
- Synthesize and visualize quantitative and qualitative data in order to communicate the patterns they discover in the data collected.
- Learning the basics of using a business model and value proposition canvas as tools for design.
- Create, present, and communicate a professional-level business deck along with a functional prototype in order to demonstrate their understanding of theoretical and practical concepts.
- Learn and practice lean start-up and design thinking principles in the validation of their business idea along with validation of the prototype for the product or service they create.

## Locations

The Graduate Certificate of Education (Learning Differences) (GCELD16) is delivered fully online.

## 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

Torrens University Australia Ltd, ABN 99 154 937 005, RTO 41343, CRICOS 03389E.

Information provided in this document is current at the time of publishing (March 2021).

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](#).