

Graduate Certificate in Learning and Teaching (GCLT16)

1. About the Graduate Certificate in Learning and Teaching

To be a good facilitator one must be first a good learner

The Graduate Certificate in Learning and Teaching is a challenge-based curriculum framed around guidelines of best practice for learning and teaching. Through a sequence of four subjects the course intends to:

- Articulate the difference between learning and teaching with reference to the contemporary literature and practice;
- Model the behaviours of learning and teaching that can help to define and explore an instructional challenge; and to
- Trial innovations that can resolve the instructional challenge and then share the results, via action-based research.

The primary focus for this qualification is academics and sessional staff teaching in tertiary education who have a wealth of specialism expertise, however, the course is designed to be of value to experienced educators who may nonetheless have some knowledge or skills gaps.

The curriculum balances challenges selected by the students to meet their needs with guidance from facilitators experienced in providing help to improve educational understanding and practice. In this way, learning is tailored to the learner. The course learning outcomes at AQF level 8 are demonstrated through a choice of assessment processes that map to the course outcomes, with a volume of learning of 480 hours in duration.

Learners are facilitated/ mentored through a learning journey designed around industry immersion: using actual problems posed by classroom experiences, students learn the theoretical frameworks to inform solutions, test these solutions among peers, then implement the solutions in their classrooms and share the process and its results.

The instructional challenges will continually be developed and extended to meet the needs of learners, and could include such ideas as improving student retention; converting a face-to-face class to online; developing and teaching the 'flipped' classroom model; developing rubrics for VET or HEd learning outcomes; teaching in an open plan space; developing a reusable learning object in their discipline area; experimenting with alternative forms of assessment; developing alternative means of giving feedback to students, including podcasts, vodcasts, and multimodal model answers; and so forth. Challenges can vary in volume of learning according to the negotiated range of the challenge, and a bank of resources will be developed to support the learners, such as guides to andragogic content knowledge, assessment theory and process, learning theories, and ePedagogies.

The aim of the qualification is to model a learning-centric virtual environment that develops the learner's understanding of their identity within a teaching philosophy and practice, and develops learners as reflective practitioners within their

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field. Developing coaching methodologies is paramount, as graduates will need skill in helping others to learn.

Beginning with the question: What kind of learner and teacher am I? We intend to integrate principles of learning and teaching whose unique focus will be to motivate teachers to fulfil an ethos of social responsibility. Additionally, we aim to foster metacognition so that the teacher becomes a self-aware practitioner, and can model with students their own metacognitive process.

Graduate employment opportunities

Graduates may find a range of career pathways and employment opportunities including:

- Tertiary teaching roles in face-to-face, hybrid and online environments
- Academic administrative roles in higher education
- Curriculum design and development roles for discipline-specific content
- Roles in staff development, mentoring and coaching for educational contexts
- As foundation to advanced knowledge in teaching and learning for professional researchers
- A pathway to further post-graduate qualifications

Course Overview

Course Title	Graduate Certificate in Learning and Teaching (GCLT16)		
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: 5 months (a total of 4 subjects over 24 weeks). Part-time: 11 months (a total of 4 subjects over 48 weeks). Accelerated: 3 months (a total of 4 subjects in 13 weeks)

Payment Options - Domestic Australian students	<p>Upfront payment This means tuition fees will be invoiced each semester and payment is required on or before the due date.</p> <p>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.</p>	Payment Options – International students	<p>Upfront payment This means tuition fees will be invoiced each semester and payment is required on or before the due date.</p>
Course study requirements	Each subject involves 10 hours of study per week, comprising 3 hours of facilitated study and 7 hours self-directed study.	Assessment	Reports, practical assignments, research projects and presentations.
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	095593F
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 in Learning and Teaching (GCLT16)
Applicants with higher education study	Students must be 'teaching' in a tertiary classroom.
Applicants with vocational education and training (VET) study	<p>Students without an undergraduate degree may be admitted to the Graduate Certificate in Learning and Teaching on the basis that they are being employed to teach within a tertiary education institution or with consideration of appropriate professional expertise within a discipline.</p> <p>Note: Appropriate professional expertise will be determined as 5 years of practice within a profession.</p>
Applicants with work and life experience	<p>Students without an undergraduate degree may be admitted to the Graduate Certificate in Learning and Teaching on the basis that they are being employed to teach within a tertiary education institution or with consideration of appropriate professional expertise within a discipline.</p> <p>Note: Appropriate professional expertise will be determined as 5 years of practice within a profession.</p>
English Language Proficiency (applicable to international students, and in addition to academic or special entry requirements noted above)	For international students, IELTS level 7 is required, with no element less than 6.5 (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)	Not applicable

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.

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 in Learning and Teaching course structure is based on a standard duration of 12 teaching weeks and can be undertaken over two study periods (full time) or three/four study periods (part time).

For full time enrolment, two subjects are undertaken in each 12 week study period (a total of 4 subjects over 24 weeks).

For part time enrolment, one subject is undertaken in each 12 week study period (a total of 4 subjects over 48 weeks).

To qualify for the Graduate Certificate in Learning and Teaching, a candidate must complete all 4 subjects for a total 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

All subjects are compulsory, therefore to qualify and be awarded the Graduate Certificate in Learning and Teaching all 4 subjects need to be successfully completed.

Subjects

SUBJECT DETAILS
SUBJECT TITLE, DESCRIPTOR
<p>GCLT400 Academic Contexts and Professional Identities</p> <p>In this subject, students will explore, analyse and interpret key learning theories relevant to the higher education context, and participate actively in a range of contemporary teaching approaches as part of a community of practice. A focus within the subject will be the application of these theories to students' own practice as higher education practitioners and their professional identities and aspirations. Students will begin to consider issues, challenges and opportunities within their professional contexts, and plan for their ongoing development.</p>
<p>GCLT401 Digital Technologies in Learning and Teaching</p> <p>In this subject, students will engage with a range of digital technologies designed for use in higher education learning and teaching contexts. Students will experience these technologies from a dual perspective: as a learner, and as a teacher/facilitator in a higher education context. In both roles, students will approach digital technologies from a critical perspective, exploring the opportunities and limitations provided by these technologies. Alongside this exploration, students will also engage with key theories and practices for teaching in an online environment, ensuring that their practical explorations are informed by broader discourses of technology in higher education.</p>
<p>GCLT402 Curriculum Design and Assessment in Higher Education</p> <p>In this subject, students reflect on their understanding of the key activities involved in designing curriculum and assessing learning in higher education. Students will explore the design of curriculum with regard to the provision of clear and appropriate learning outcomes and the alignment of learning activities. Assessment,</p>

SUBJECT DETAILS
SUBJECT TITLE, DESCRIPTOR
<p>both summative and formative, will be investigated as part of this process of design. This subject draws upon a community of practice approach, with students sharing learning and best practice by networking among facilitators, peers and the wider educational community. By fostering this community of practice, students begin the journey of lifelong learning that will equip them to instruct changing, diverse audiences.</p>
<p>GCLT403 Scholarly Teaching in Action</p> <p>In this subject, students will plan and implement a small-scale innovation aimed at improving their teaching, drawing on challenge-based learning principles. Enacting strategies to resolve challenges means learning is an active, social process of collaboration characterised by dynamic interaction between the challenge, the facilitator and their learners, immersed within the learning environment. Potential links with action research and facilitator/mentor support are elaborated during a reflective process</p>

Locations

The Graduate Certificate in Learning and Teaching is offered online only.

Campus Facilities and Services

Online students are welcome to visit and use 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/helppayingmyfees/fee-help/pages/fee-help-)
<http://studyassist.gov.au/sites/studyassist/helppayingmyfees/fee-help/pages/fee-help->

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- 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](#).