Graduate Certificate in Higher Education Course Guide 2024

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Welcome!

On behalf of all of us at Centre for Education and Innovation (CEI) it is a privilege to warmly welcome you to the Graduate Certificate in Higher Education (GCHE).

The GCHE has been specifically designed for you. You are either an academic with a direct teaching role or a university professional with a significant role in learning and teaching. The purpose of the GCHE is to help you to develop a theoretical and scholarly basis to inform the progressive development of your academic practice.

The course is primarily designed for ACU staff but is open to all who meet the course eligibility criteria. We are one community, and it's great to have your contributions.

You will find the course has a strong developmental narrative. The first micro-credential in the course links with the next, allowing you to develop your learning and skills progressively. The course is structured in a way to improve student access, engagement and learning by offering **Mandatory** and **Elective** micro-credentials. This offers you greater choice of micro-credentials by offering all the micro-credentials concurrently in each professional term and paves the way for greater options for academic staff and providing greater efficiency with course progression.

The course aims to be relevant to you whether you are an academic of some years' standing or just starting out. It is designed so that you can draw upon your experience and apply what you learn to exploit synergies and maximise the links between work and study. The final two micro-credentials of the course in particular support you to undertake a scholarly project that integrates what you have been learning through the course.

The course is also entirely online, so you can access the course no matter where you are, and study at times that suit you, without the inconvenience of physical attendance requirements.

In keeping with its developmental narrative, the course has a theme running through which is to help you develop your own research and scholarship in learning and teaching. In this way the course aims to further equip you for ongoing learning and development.

I am confident you will enjoy this course, and that you will benefit from doing it for many years to come. My colleagues and I look forward to working with you, hearing about how the course helps you in your work, and seeing you graduate!

Dr Joe Campana

Course Coordinator

Course description

The GCHE is made up of eight micro-credentials. These are **each** 5 credit points in value, each taking nominally 75 hours of study time.

The eight micro-credentials must be studied in sequence, one at a time. We have designed each micro-credential to build on the ones that precede them. Each micro-credential period comprises eight teaching weeks. Each micro-credential includes only one summative assessment task. Your ability to do this well is scaffolded by formative assessment. You should plan on committing approximately 10 hours a week to study. There is a three/four-week break between each professional term to allow us time to finalise the marking of the summative assessments and grade entry in *Student Connect*.

The term dates for 2024 are:

Term	Term dates	Latest enrol date	Census Date
Professional Term[1] 2	22 January to 15 March	4 February	4 March
Professional Term 4	15 April to 7 June	14 April	13 May
Professional Term 5	1 July to 23 August	16 June	15 July
Professional Term 8	23 September to 15 November	29 September	28 October

[1] *When you enrol in a micro-credential, you will need to know the* **Professional Term** *number*

You will find that there is some overlap with the standard semester 1 and 2 dates, but also that the study periods gives you longer to engage with your GCHE study than a standard unit. It is expected that this will provide you with options that allow you to engage more effectively. Full details of each micro-credential appear later in this guide.

Admission, course progression and course completion

When you start the course, you will need to enrol in the first micro-credential, UNMC510. At that time you should also enrol in the second micro-credential, UNMC520. To apply for admission, you should go to: https://www.acu.edu.au/course/graduate-certificate-in-higher-education

Please note: The application process assumes that you will pay tuition fees. Fees will be waived for your study in the first half of a year provided you are employed by ACU for 12 or more weeks between 1 January and 30 June of that year (usually through semester 1 and the subsequent marking period). Similarly, fees will be waived for your study in the second half of the year provided you are employed by ACU for 12 or more weeks between 1 July and 31 December of that year (usually through semester 2 and the subsequent marking period). If you have insufficient employment with ACU (or none), you have the choice to pay the fees or to defer your study to a later time when you do have employment with ACU. This applies even if you are part-way through the course.

A student has a maximum of 4 years from start to finish to graduate. Doing four micro-credentials each year means you will finish the certificate in two years (eight professional terms).

A student can take a leave of absence / suspension of enrolment to extend the 4-year timeframe, but they must have these absences approved by the Course Coordinator, and they must be recorded on our records.

Mandatory micro-credential descriptions

Students must complete all six of these micro-credentials:

UNMC510 Foundations for Learning and Teaching in Higher Education

MICROCREDENTIAL CODE	**UNMC510**
MICROCREDENTIAL TITLE	**FOUNDATIONS FOR LEARNING AND TEACHING IN HIGHER EDUCATION**
CREDIT POINTS	**5**
DISCIPLINE/FUNDING CLUSTER	**4 Education**
FIELD OF EDUCATION CODE	**070111 Teacher Ed: Higher Education**
PREREQUISITES	**NIL**
INCOMPATIBLE UNITS	**UNHE500 Learning and Teaching in Higher Education**

As a tertiary educator you are responsible for supporting adult learning by creating intellectually stimulating, engaging, safe and responsive experiences, using all modes of delivery, and for doing so in a way that advances the goals of your institution in accordance with the university's policies and legislation. To do this effectively, you need to combine knowledge of learning and teaching foundations and concepts with skills of critical reflection and reasoning, and be able to draw on the scholarship on teaching in higher education. Therefore, this micro-credential aims to help you reflect upon and articulate your personal philosophy as a teacher informed by foundational teaching concepts, while also considering the needs and circumstances of your learners, institutional mission and policies, and other governance requirements in the higher education sector.

UNMC520 Improving Learning and Teaching in Higher Education

MICROCREDENTIAL CODE	**UNMC520**
MICROCREDENTIAL TITLE	**IMPROVING LEARNING AND TEACHING IN HIGHER EDUCATION**
CREDIT POINTS	**5**
DISCIPLINE/FUNDING CLUSTER	**4 Education**
FIELD OF EDUCATION CODE	**070111 Teacher Ed: Higher Education**
PREREQUISITES	**UNMC510 Foundations for Learning and Teaching in Higher Education**
INCOMPATIBLE UNITS	**UNHE500 Learning and Teaching in Higher Education**

To improve your teaching practice, you need to combine an advanced knowledge of *adult* learning and teaching foundations with skills of critical reflection and reasoning, and to draw on the scholarship of learning and teaching in higher education. Therefore, this micro-credential aims to help you develop your teaching practice informed by adult learning theory, scholarship, the needs and circumstances of your students, the institution's Mission and its teaching and learning policies, teaching standards frameworks, and other governance requirements in the higher education sector.

UNMC530 Good Practice in Higher Education: Curriculum Design

MICROCREDENTIAL CODE	**UNMC530)**
MICROCREDENTIAL TITLE	**GOOD PRACTICE IN HIGHER EDUCATION: CURRICULUM DESIGN**
CREDIT POINTS	**5**
DISCIPLINE/FUNDING CLUSTER	**4 Education**
FIELD OF EDUCATION CODE	**070111 Teacher Ed: Higher Education**
PREREQUISITES	**UNMC520 Improving Learning and Teaching in Higher Education**
INCOMPATIBLE UNITS	**UNHE501 Curriculum Design, Assessment and Evaluation in Higher Education**

As a tertiary educator, your knowledge, comprehension and skills in curriculum design are fundamental to your professional role. Building upon your understanding of adult learning and teaching foundations and improved practice from UNMC510 and UNMC520 respectively, in this micro-credential you will look to improve and justify the constructive alignment of the curriculum in a unit you teach. This will make you aware of the principles and good practice in curriculum design. You will examine, reflect on and justify the use of these curriculum design principles in relation to your own curriculum and that of others in order to help you to develop a basic understanding of them. You will learn each step progressively in a scholarly way, basing good curriculum design principles on evidence. Along with critical reflection, these skills are vital in developing your scholarship of teaching and academic leadership. Therefore, this micro-credential aims to develop your knowledge, comprehension and application of skills in curriculum and assessment design, and to gain an understanding of educational evaluation practices.

UNMC540 Good Practice in Higher Education: Assessment Design

MICROCREDENTIAL CODE	**UNMC540**
MICROCREDENTIAL TITLE	**GOOD PRACTICE IN HIGHER EDUCATION: ASSESSMENT DESIGN**
CREDIT POINTS	**5**
DISCIPLINE/FUNDING CLUSTER	**4 Education**
FIELD OF EDUCATION CODE	**070111 Teacher Ed: Higher Education**
PREREQUISITES	**UNMC530 Improving Learning and Teaching in Higher Education**
INCOMPATIBLE UNITS	**UNHE501 Curriculum Design, Assessment and Evaluation in Higher Education**

As a tertiary educator, your knowledge, comprehension and skills in understanding the role that assessment plays in higher education and its design are fundamental to your professional role. Building upon your understanding of learning and teaching foundations and concepts in higher education and principles of good curriculum design from preceding micro-credentials (UNMC510, UNMC520 and UNMC530), in this micro-credential you will evaluate the constructive alignment of the assessment in a unit you teach. In doing so, this will make you aware of the principles of good practice of assessment design, and how this extends from the principles of curriculum design. You will examine and reflect on

these principles in relation to your assessment strategy and that of others in order to help you to develop your understanding of them.

You will learn each step progressively in a scholarly way basing good assessment principles on evidence and a real-world imperative. Along with critical reflection, these skills are invaluable in underpinning the development of your scholarship of teaching. Therefore, this micro-credential aims to develop your knowledge, comprehension and application skills in assessment design, and to gain an understanding of educational evaluation practices.

UNMC570 Scholarship of Teaching and Learning (SoTL) in Higher Education: Ethics and Methods

MICROCREDENTIAL CODE	**UNMC570**
MICROCREDENTIAL TITLE	**SCHOLARSHIP OF TEACHING AND LEARNING (SoTL) IN HIGHER EDUCATION: ETHICS AND METHODS**
CREDIT POINTS	**5**
DISCIPLINE/FUNDING CLUSTER	**4 Education**
FIELD OF EDUCATION CODE	**070111 Teacher Ed: Higher Education**
PREREQUISITES	**Nil**
INCOMPATIBLE UNITS	**UNHE503 Scholarship in Higher Education**

To be professionally capable and progressive as a tertiary educator you need to inform your practice through skills of scholarship in learning and teaching. This micro-credential is designed to engage and build on the knowledge and skills that you have developed in preceding micro-credentials of the ACU Graduate Certificate in Higher Education through the development of a personalised SoTL project. You will learn key principles for research design that are appropriate for the higher education context and properly reflect the ethical considerations and constraints involved in researching with humans as defined and regulated by the National Human Medical Research Council (NHMRC). As part of your project, you will develop a research question that seeks to investigate an innovative, interesting or troublesome aspect of your practice that is theorised by adult learning and teaching principles. You will plan and justify a research approach that is founded on relevant literature and contributes to your own professional learning as well as the understandings of other practitioners in your field. Completing this micro-credential will develop the knowledge and skills you need to complete an application for ethics approval to implement your planned research. Therefore, the aim of this micro-credential is to develop your foundational knowledge and skills in SoTL and prepare you for applied research of your practice in teaching and learning in higher education.

UNMC580 Demonstrating Scholarly Practice in Higher Education

MICROCREDENTIAL CODE	**UNMC580**
MICROCREDENTIAL TITLE	**DEMONSTRATING SCHOLARLY PRACTICE IN HIGHER EDUCATION**
CREDIT POINTS	**5**
DISCIPLINE/FUNDING CLUSTER	**4 Education**

FIELD OF EDUCATION CODE	**070111 Teacher Ed: Higher Education**
PREREQUISITES	**UNMC570 Scholarship of Teaching and Learning (SoTL) in Higher Education: Ethics and Methods**

To be professionally capable and progressive as a tertiary educator you need to inform your practice through skills of scholarship in learning and teaching (SoTL) including dissemination. This micro-credential is designed as a capstone to the ACU Graduate Certificate in Higher Education. It builds on your foundational SoTL knowledge, skills and project planning developed in micro-credential UNMC570 by providing resources and processes that support reporting of scholarship. You will continue the development of your project by reviewing a range of approaches to the analysis of qualitative and/or quantitative data and describing and justifying an analytical method suitable for the data that you have (or anticipate) in your SoTL project. You will apply an analytical method to a data set in order to report and discuss findings from research including the implications of these findings for the higher education sector, integrating relevant scholarly literature (including higher education, professional and/or disciplinary sources) that informs your research question. Therefore, the aim of this micro-credential is to develop your skills in the demonstration of scholarship.

Elective micro-credential descriptions

Student must select 2 electives from the following micro-credentials.

UNMC500 Culturally safe teaching practice

MICROCREDENTIAL CODE	**UNMC500**
MICROCREDENTIAL TITLE	**CULTURALLY SAFE TEACHING PRACTICE**
CREDIT POINTS	**5**
DISCIPLINE/FUNDING CLUSTER	**4 Education**
FIELD OF EDUCATION CODE	**120501 Career Development Programs**

The Universities Australia Indigenous Strategy 2017-2020 (Universities Australia, 2017) articulates the responsibility of universities to have Aboriginal and Torres Strait Islander education strategies that increase the number of Aboriginal and Torres Strait Islander graduates, include Aboriginal and Torres Strait Islander knowledge in curricula and activities that promote the cultural competency of students and staff. It is therefore imperative that all academics are equipped with the skills and knowledge to promote and model cultural safety. This is critical given the roles and responsibilities that their health and welfare students and graduates will have in addressing the disparities in health and welfare outcomes experienced by Aboriginal and Torres Strait Islander peoples.

The aim of this micro-credential is to equip students (Faculty of Health Aboriginal and Torres Strait Islander and non-Indigenous academics) with the knowledge, skills and confidence to facilitate a respectful and culturally safe teaching and learning environment. To achieve this, students will be presented with the foundational principles of cultural safety, the historical and continuing impact of colonialism, and the experiences of Aboriginal and Torres Strait Islander learners and staff. They will be given the opportunity to reflect on these concepts and how their personal and professional biases may impact a culturally safe classroom and other learning spaces within their discipline. This reflection process is crucial to ensure students are aware of their potential impacts to Aboriginal and Torres Strait Islander learners and staff when applying culturally safe principles of practice. In addition, students will learn the skills to respond to culturally unsafe classrooms and other learning spaces. These skills are transferable to all teaching and learning contexts.

UNMC550 Evaluating Technology-enabled Learning in Higher Education

MICROCREDENTIAL CODE	**UNMC550**
MICROCREDENTIAL TITLE	**EVALUATING TECHNOLOGY-ENABLED LEARNING ACTIVITIES IN HIGHER EDUCATION**
CREDIT POINTS	**5**
DISCIPLINE/FUNDING CLUSTER	**4 Education**
FIELD OF EDUCATION CODE	**070111 Teacher Ed: Higher Education**
PREREQUISITES	**Nil**
INCOMPATIBLE UNITS	**UNHE505 Technology Enhanced Learning in Higher Education**
	or HLSC663 Simulation Design and Delivery in Higher Education

As a tertiary educator you need to support your students' learning in a digital space that is transformative, engaging, and flexible. To do this, you need to be able to identify and take advantage of what technology-enhanced learning can offer and critically evaluate these options. This unit helps meet this need by encouraging you to extend your scholarship of higher education into blended and online learning environments to evaluate teaching technologies and digital resources. Using evaluative perspectives on technology can help you select and modify the environment and support you offer all the students you teach and prepare them for digital workplaces and communities.

UNMC560 Designing and Implementing Technology-enabled Learning Activities in Higher Education

MICROCREDENTIAL CODE	**UNMC560**
MICROCREDENTIAL TITLE	**DESIGNING AND IMPLEMENTING TECHNOLOGY ENABLED LEARNING ACTIVITIES IN HIGHER EDUCATION**
CREDIT POINTS	**5**
DISCIPLINE/FUNDING CLUSTER	**4 Education**
FIELD OF EDUCATION CODE	**079999**
PREREQUISITES	**Nil**
INCOMPATIBLE UNITS	**UNHE505 Technology Enhanced Learning in Higher Education**

As a tertiary educator you are working with your students in a learning environment that blends networks and digital technologies with the physical classroom/lecture theatre/lab in ways that are increasingly flexible and permeable to the workplace and society. When you plan a learning sequence for your students, you are likely to draw on technology for learning activities and resources: this unit will help you consider the design and implementation of these sequences more deliberately. Using scholarly evidence, you will make use of learning design approaches to plan learning sequences that address a teaching challenge that you identify and then develop a prototype of the digital elements that you would need to implement this learning sequence. This unit aims to improve the learning outcomes of all the students you teach and help prepare them for digital workplaces and communities through the pedagogically informed selection and implementation of technologies for learning and teaching.

UNMC581 What works in higher education: Evidence-based teaching practices in the 'classroom'

MICROCREDENTIAL CODE	**UNMC581**
MICROCREDENTIAL TITLE	**WHAT WORKS IN HIGHER DUCATION: EVIDENCE-BASED PRACTICES IN THE 'CLASSROOM'**
CREDIT POINTS	**5**
DISCIPLINE/FUNDING CLUSTER	**4 Education**
FIELD OF EDUCATION CODE	**071111 Teacher Ed: Higher Education**

The creation of effective learning environments involves designing for learning. Designing for learning requires consideration of learning processes and the learning context. Learning processes comprise strategies that directly impact on the student experience of learning. Some examples include, teaching, multimedia presentations, learning activities, and assessment rubric design. The learning context comprises strategies and practices that indirectly impact on the student experience of learning. These interact with direct approaches to create the holistic learning experience. Examples of indirect approaches include initiatives to enhance student engagement, well-being, purpose and belonging.

To ensure create effective learning environments, educators in higher education need empirical evidence about what works, how to interpret evidence, and how to apply evidence to their own teaching practice. The focus of this micro-credential is on the direct approaches, strategies and techniques that impact on the student experience of learning. The micro-credential UNMC582: What works in higher education: Evidence-based teaching practices that surround the classroom focuses on the indirect teaching practices that contribute to student learning.

In this micro-credential, students will learn skills related to sourcing, interpreting and applying evidence-based teaching practices within the 'classroom'. Students will first learn about evidence-based practice including what it is, and the different forms of evidence. Students will then learn how to find, critique, and interpret evidence relative to their context. Finally, students will learn how to translate evidence into practice. This will include balancing highest-level evidence alongside information from other sources.

UNMC582 What works in higher education: Evidence-based teaching practices that surround the 'classroom'

MICROCREDENTIAL CODE	**UNMC582**
MICROCREDENTIAL TITLE	**WHAT WORKS IN HIGHER DUCATION: EVIDENCE-BASED PRACTICES THAT SURROUND THE 'CLASSROOM'**
CREDIT POINTS	**5**
DISCIPLINE/FUNDING CLUSTER	**4 Education**
FIELD OF EDUCATION CODE	**071111 Teacher Ed: Higher Education**

The creation of effective learning environments involves designing for learning. Designing for learning requires consideration of learning processes and the learning context. Learning processes comprise strategies that directly impact on the student experience of learning. Some examples include, teaching, multimedia presentations, learning activities, and assessment rubric design. The learning context comprises strategies and practices that indirectly impact on the student experience of learning. These interact with direct approaches to create the holistic learning experience. Examples of indirect approaches include initiatives to enhance student engagement, well-being, purpose and belonging.

To ensure create effective learning environments, educators in higher education need empirical evidence about what works, how to interpret evidence, and how to apply evidence to their own teaching practice. The focus of this micro-credential is on the indirect approaches and strategies that impact on the student experience of learning. The micro-credential UNMC581: What works in higher education: Evidence-based teaching practices within the 'classroom' focuses on the direct teaching practices that contribute to student learning.

In this micro-credential students will learn skills related to sourcing, interpreting and applying evidence-based practices relating to teaching and learning in the 'classroom'. Students will first learn about evidence-based practice including what it is, and the different forms of evidence. Students will then learn how to find, critique, and interpret evidence relative to their context. Finally, students will learn how to translate evidence into practice. This will include balancing highest-level evidence alongside information from other sources.

Mode of delivery and structure

In 2024 each micro-credential uses the University's learning management system (LMS) Canvas. This capitalises on the maturity and capability of the participants, but also provides equitable access to a full provision of learning experiences within which a community of scholars can be developed.

Each micro-credential, and/or the course as a whole, is structured with a progressive, constructive, developmental narrative that supports students' learning through a sequence of overlapping learning stages. In each stage, the nature of the learning and the nature of the teaching supports provided are different but complementary. Each stage builds on the next so that learning from one acts as necessary foundation for the next.

Reading and forwarding your course communication

You will be engaging in the GCHE study as a student. This includes the way you access the LMS: you will access Canvas as a *'student'* not as a staff member*.* This has consequences when you are also a staff member of the university.

First, as a staff member you will access Canvas using your staff login details. When you leave Canvas, you should formally log off before seeking to login as a student. Your alternative is to use two browsers – for example Chrome while accessing Canvas as a staff member, and Firefox while accessing as a student.

Second, all formal communications about your study will be sent to your student email account – not your staff email account. Rather than having to check your student email account each day, you can set up a "forward" for your student email to be automatically redirected to your preferred email account (your staff email address for example). Given this you may want to redirect your student email to your staff (or other preferred email). Here are some guidelines on how to forward your student email https://support.office.com/en-us/article/Forward-email-to-another-email-account-1ed4ee1e-74f8-4f53-a174-86b748ff6a0e

Portfolios and ePortfolios

The GCHE provides you with a structured opportunity to collect and reflect on evidence for a teaching portfolio or ePortfolio. This is not a course requirement – but you might consider it a smart move because it is clear that ePortfolios are increasing in importance and also an efficient way to collate, store, organise and present information about yourself to multiple audiences for multiple purposes. You'll find guides to help you to progressively produce and refine your portfolio in the various Canvas pages for each micro-credential.

A portfolio may assist you in different ways at different points in your career, for example:

1. meeting probationary requirements;
2. reporting to your supervisor in performance review and planning meetings;
3. preparing applications for promotions; or
4. supporting applications for teaching awards, grants and scholarships.

For example, if you prepare a useful portfolio by the time you graduate, it could help you with applying for a Fellowship with Advance HE. You'll find that the GCHE is consistent with the UK Professional Standards Framework. The UKPSF is the basis of Advance HE's Higher Education Academy (HEA) Fellowship scheme. The HEA Fellowship scheme helps you to demonstrate a personal and institutional commitment to professionalism in learning and teaching in higher education. It provides individuals with recognition of their practice, impact and leadership of teaching and learning. HEA Fellowships have been adopted by increasing numbers of higher education institutions globally, including most universities in Australia.

Fees

Most ACU teaching staff are eligible to have their tuition fees waived. To qualify, you must be employed by ACU in a role that involves direct teaching, or a leadership role in teaching for five or more weeks of the professional term. The fee waiver is awarded one professional term at a time. Provided you remain an ACU teaching staff member, fees will be waived.

If you are awarded a fee waiver, you are respectfully requested to recognise its value by undertaking to keep to the expectations and time commitments of the course.

External participants are not eligible for the fee waiver. You should direct your fee enquiries to the course coordinator (Dr Joe Campana, joe.campana@acu.edu.au).

The purchase of textbooks (if any) and any equipment needed to access the online course materials is your responsibility.

Recognition of Prior Learning (RPL) policy and procedures

https://www.acu.edu.au/study-at-acu/credit-and-prior-learning/how-to-apply-for-credit-for-prior-learning

If you are applying for RPL, you are invited to liaise directly with the Course Coordinator for assistance in preparing your application. This is optional, but recommended.

Please note the following five points of ACU policy carefully:

1. Together with a completed RPL application form, it is your responsibility to write a 'case' that provides convincing evidence that your prior learning is equivalent of the learning outcomes of the unit you are applying for

2. ACU policy requires that your case relate to the whole of a specified unit of study (credit cannot be granted for parts of a unit). This is termed "specified credit"

3. You can submit an application for a maximum of two units. It is not possible to be given RPL for more than two units in the GCHE. In practical terms, you can submit two 'cases' prefaced by one RPL form, but each case and its supporting evidence needs to be able to stand alone so that each can be submitted for independent assessment

4. Each case must demonstrate a minimum 80% match with the content and learning outcomes of the unit you are seeking credit for

5. Policy also requires that the evidence you provide will be assessed according to the same standard as a student undertaking that unit. This means that there needs to be an appropriate level of detail in your case, along with supporting evidence

Points 4 and 5 above protect you and the institution by ensuring that credit is only given when the evidence presented sustains the argument that your prior learning is the equivalent of the units of study you apply for.

Course completion and Graduation

In your final professional term, as you undertake your final micro-credential, you must complete an *Application to Course Complete form* in order to be assessed for course completion, see https://www.acu.edu.au/student-life/graduation/how-to-graduate

This is an important last step to take before you can actually graduate.