

# Graduate Certificate in Higher Education Course Overview 2021

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## Contacts

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UNMC520 Improving Learning and Teaching in Higher Education

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UNMC530 Good Practice in Higher Education: Curriculum Design.

UNMC540 Good Practice in Higher Education: Assessment Design.

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UNMC550 Evaluating Technology-enabled Learning Activities in Higher Education.

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

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

UNMC580 Demonstrating Scholarly Practice in Higher Education

## **Welcome!**

On behalf of all of us at the Learning and Teaching Centre (LTC) 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. Each microcredential in the course links with the next, allowing you to develop your learning and skills progressively.

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 microcredentials 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!

Duncan Nulty  
Course Coordinator

## Course description

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

The eight microcredentials must be studied in sequence, one at a time. We have designed each microcredential to build on the ones that precede them. Each is offered in a 9-week long block. We refer to these as “micromesters”. Each micromester comprises an initial reading week followed by 8 teaching weeks. Each microcredential 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-week break between each micromester to allow us time to conclude the marking of your assessments.

The micromester dates for 2021 are (including perusal week):

Micromester 1: Monday 18 January to Friday 19 March	Professional Term <sup>1</sup> 2
Micromester 2: Monday 12 April to Friday 11 June	Professional Term 4
Micromester 3: Monday 5 July to Friday 3 September	Professional Term 5
Micromester 4: Monday 27 September to Friday 26 November	Professional Term 8

You will find that there is some overlap with the standard semester 1 and 2 dates, but also that the micromesters give 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 microcredential appear later in this handbook.

### Admission, course progression and course completion

You can start the course either in micromester 1 or micromester 3. When you start, you will need to enrol in the first microcredential (UNMC510) in Term 2 (or 5 if you start mid year). You would normally also enrol in the second microcredential (UNMC520) in Term 4 (or 8 if you start mid year).

To apply for admission you should:

Go to: <https://www.acu.edu.au/yourfuture>

Search for “Graduate Certificate in Higher Education

The top hit from this search should provide you a link to the course details. Click that link.

The page you get will detail the course, the course rules and provides a button labelled “Apply for this course”. If you wish to apply, click that button.

**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 January 1 and June 30 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 July 1 and

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<sup>1</sup> Micromesters are attached to professional terms. When you enrol in a microcredential, you will need to know the TERM number. The enrolment system does not recognise “micromesters”.

December 31 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 participant has a maximum of 4 years from start to finish to graduate. Doing four microcredentials each year means you will finish the certificate in two years (eight micromesters).

A participant 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.

## **Course microcredential descriptions (in study order)**

### ***UNMC510 Foundations for Learning and Teaching in Higher Education***

<b>MICROCREDENTIAL CODE</b>	<b>UNMC510 (micromester 1 &amp; 3)</b>
<b>MICROCREDENTIAL TITLE</b>	<b>FOUNDATIONS FOR LEARNING AND TEACHING IN HIGHER EDUCATION</b>
<b>CREDIT POINTS</b>	<b>5</b>
<b>DISCIPLINE/FUNDING CLUSTER</b>	<b>4 Education</b>
<b>FIELD OF EDUCATION CODE</b>	<b>070111 Teacher Ed: Higher Education</b>
<b>PREREQUISITES</b>	<b>NIL</b>
<b>INCOMPATIBLE UNITS</b>	<b>UNHE500 Learning and Teaching in Higher Education (I)</b>

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 microcredential 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***

<b>MICROCREDENTIAL CODE</b>	<b>UNMC520 (micromester 2 &amp; 4)</b>
<b>MICROCREDENTIAL TITLE</b>	<b>IMPROVING LEARNING AND TEACHING IN HIGHER EDUCATION</b>
<b>CREDIT POINTS</b>	<b>5</b>
<b>DISCIPLINE/FUNDING CLUSTER</b>	<b>4 Education</b>

<b>FIELD OF EDUCATION CODE</b>	<b>070111 Teacher Ed: Higher Education</b>
<b>PREREQUISITES*</b>	<b>UNMC510 Foundations for Learning and Teaching in Higher Education</b>
<b>INCOMPATIBLE UNITS</b>	<b>UNHE500 Learning and Teaching in Higher Education</b>

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 microcredential 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***

<b>MICROCREDENTIAL CODE:</b>	<b>UNMC530 (micromester 1 &amp; 3)</b>
<b>MICROCREDENTIAL TITLE:</b>	<b>GOOD PRACTICE IN HIGHER EDUCATION: CURRICULUM DESIGN</b>
<b>CREDIT POINTS</b>	<b>5</b>
<b>DISCIPLINE/FUNDING CLUSTER</b>	<b>4 Education</b>
<b>FIELD OF EDUCATION CODE</b>	<b>070111 Teacher Ed: Higher Education</b>
<b>PREREQUISITES</b>	<b>UNMC520 Improving Learning and Teaching in Higher Education</b>
<b>INCOMPATIBLE UNITS</b>	<b>UNHE501 Curriculum Design, Assessment and Evaluation in Higher Education</b>

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 microcredential 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 microcredential 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***

<b>MICROCREDENTIAL CODE</b>	<b>UNMC540 (micromester 2 &amp; 4)</b>
<b>MICROCREDENTIAL TITLE</b>	<b>GOOD PRACTICE IN HIGHER EDUCATION: ASSESSMENT DESIGN</b>
<b>CREDIT POINTS</b>	<b>5</b>
<b>DISCIPLINE/FUNDING CLUSTER</b>	<b>4 Education</b>

<b>FIELD OF EDUCATION CODE</b>	<b>070111 Teacher Ed: Higher Education</b>
<b>PREREQUISITES</b>	<b>UNMC530 Good Practice in Higher Education: Curriculum Design</b>
<b>INCOMPATIBLE UNITS</b>	<b>UNHE501 Curriculum Design, Assessment and Evaluation in Higher Education</b>

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 microcredentials (UNMC510, UNMC520 and UNMC530), in this microcredential 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 microcredential aims to develop your knowledge, comprehension and application skills in assessment design, and to gain an understanding of educational evaluation practices.

### ***UNMC550 Evaluating Technology-enabled Learning in Higher Education***

<b>MICROCREDENTIAL CODE</b>	<b>UNMC550 (micromester 1 &amp; 3)</b>
<b>MICROCREDENTIAL TITLE</b>	<b>EVALUATING TECHNOLOGY-ENABLED LEARNING ACTIVITIES IN HIGHER EDUCATION</b>
<b>CREDIT POINTS</b>	<b>5</b>
<b>DISCIPLINE/FUNDING CLUSTER</b>	<b>4</b>
<b>FIELD OF EDUCATION CODE</b>	<b>070111 Teacher Ed: Higher Education</b>
<b>PREREQUISITES</b>	<b>UNMC540 Good Practice in Higher Education: Assessment Design</b>
<b>INCOMPATIBLE UNITS</b>	<b>UNHE505 Technology Enhanced Learning in Higher Education</b> <b>or HLSC663 Simulation Design and Delivery in Higher Education</b>

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***

<b>MICROCREDENTIAL CODE</b>	<b>UNMC560 (micromester 2 &amp; 4)</b>
<b>MICROCREDENTIAL TITLE</b>	<b>DESIGNING AND IMPLEMENTING TECHNOLOGY ENABLED LEARNING ACTIVITIES IN HIGHER EDUCATION</b>
<b>CREDIT POINTS</b>	<b>5</b>
<b>DISCIPLINE/FUNDING CLUSTER</b>	<b>4 Education</b>
<b>FIELD OF EDUCATION CODE</b>	<b>079999</b>
<b>PREREQUISITES</b>	<b>UNMC550: Evaluating Technology-enabled Learning Activities in Higher Education.</b>
<b>INCOMPATIBLE UNITS</b>	<b>UNHE505 Technology Enhanced Learning in Higher Education</b>

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.

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

<b>MICROCREDENTIAL CODE</b>	<b>MCHE570 (micromesters 1 &amp; 3)</b>
<b>MICROCREDENTIAL TITLE</b>	<b>SCHOLARSHIP OF TEACHING AND LEARNING (SoTL) IN HIGHER EDUCATION: ETHICS AND METHODS</b>
<b>CREDIT POINTS</b>	<b>5</b>
<b>DISCIPLINE/FUNDING CLUSTER</b>	<b>4 Education</b>
<b>FIELD OF EDUCATION CODE</b>	<b>070111 Teacher Ed: Higher Education</b>
<b>PREREQUISITES</b>	<b>UNMC560 Evaluating Technology-enabled Learning Activities in Higher Education</b>
<b>INCOMPATIBLE UNITS</b>	<b>UNHE503 Scholarship in Higher Education</b>

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 microcredential is designed to engage and build on the knowledge and skills that you have developed in preceding microcredentials 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 microcredential 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 microcredential 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***

<b>MICROCREDENTIAL CODE:</b>	<b>UNMC580 (micromester 2 &amp; 4)</b>
<b>MICROCREDENTIAL TITLE:</b>	<b>DEMONSTRATING SCHOLARLY PRACTICE IN HIGHER EDUCATION</b>
<b>CREDIT POINTS</b>	<b>5</b>
<b>DISCIPLINE/FUNDING CLUSTER</b>	<b>4 Education</b>
<b>FIELD OF EDUCATION CODE</b>	<b>070111 Teacher Ed: Higher Education</b>
<b>PREREQUISITES</b>	<b>UNMC570 Scholarship of Teaching and Learning (SoTL) in Higher Education: Ethics and Methods</b>

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 microcredential 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 microcredential MCHE570 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 microcredential is to develop your skills in the demonstration of scholarship.

### **Mode of delivery and structure**

Each microcredential uses the University's learning management system "LEO" (Learning Environment Online\*). 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 microcredential, and/or the course as a whole, is structured with a progressive, constructive, developmental narrative that supports participants' learning through a sequence of three 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.



\*For an introduction to LEO, you will be able to see the LEO guides for students, under the 'Technical support' links in LEO.

### ***Reading and forwarding your participant emails***

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

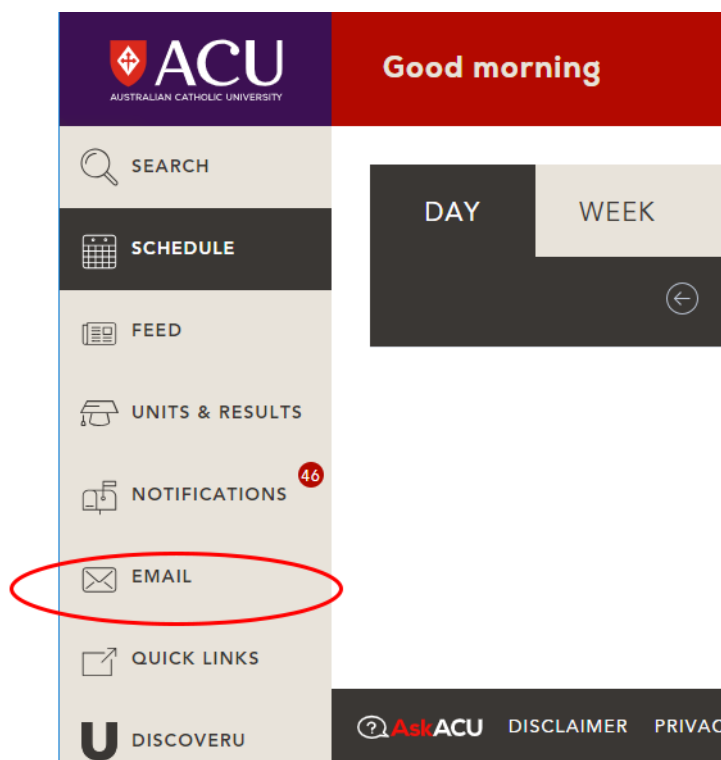
First, as a staff member you will access LEO using your staff login details. When you leave LEO, you should formally log off before seeking to login as a student. Your alternative is to use two browsers – for example Chrome while accessing LEO as a staff member, and Firefox while accessing as a student.

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). Here are some guiding notes to help you to do that:

From the **students' home page** (not the staff home page, or the LEO home page):

<https://students.acu.edu.au:>

1. Sign in with your **student** credentials.
2. Your emails can be accessed from the left-hand navigation.



3. You can find instructions on auto-forwarding emails and other email options at <https://www.studentportal.acu.edu.au/acuinfo/services-and-support/it-information-and-resources/it-resources-and-policies>

NB: Please note that if you have enquiries about IT issues, they should be directed to the IT helpdesk – not to members of the GCHE teaching team.

## **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 LEO pages for each unit.

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 5 or more weeks of the micromester. The fee waiver is awarded one micromester 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 (Associate Professor Duncan Nulty. [duncan.nulty@acu.edu.au](mailto:duncan.nulty@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.studentportal.acu.edu.au/acuinfo/administration/enrolment/recognition-of-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 micromester, as you undertake your final microcredential, you must complete an *Application to Course Complete form* in order to be assessed for course completion, see:

<https://www.studentportal.acu.edu.au/acuinfo/admin/g/course-complete>

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