Graduate Certificate in University Learning and Teaching

Course Handbook
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Introduction to the Graduate Certificate in University Learning and Teaching

The Graduate Certificate in University Learning and Teaching (Grad Cert ULT) was introduced at the University of Tasmania in 2004. Since 2013, the course is available as an exit point from the Bachelor of Education with Professional Honours (Higher Education). Students in the Grad Cert ULT include staff with responsibility for teaching or supporting student learning from the University of Tasmania, the Tasmanian Department of Emergency Management, and interested individuals from other organisations around Australia.

The Grad Cert is comprised of four units, two of which are compulsory (ELT501 & ELT502). Completion of the foundation unit, ELT501, Foundations of University Learning and Teaching, is a probation requirement for all new staff with teaching responsibilities employed at Academic levels A to C.

The Grad Cert ULT is aligned to the UK Professional Standards Framework (UKPSF). The University's commitment to the UKPSF is a signal to students, staff and other stakeholders of the standards of quality and professionalism supported at the institution. The foundation unit in the program, ELT501 Foundations of University Learning and Teaching, is designed to align to Descriptor 1 of the UKPSF. The Grad Cert ULT is designed to align to Descriptor 2 of the UKPSF. You will be supported throughout your study in the Grad Cert ULT to develop your case for recognition of achievement of these UKPSF descriptor levels by the fellowship scheme of the Higher Education Academy.
Course Philosophy

The Grad Cert is based on principles of active learning and practice-based enquiry, informed by University policy, national and international standards, and research in higher education. A central aim of the course is to support the development of reflective, evidence-based practice. The course is grounded on the understanding that students, and their learning, are at the centre of the teaching endeavour. Graduates will respect and value diversity in their students’, life experiences, personal and cultural qualities, learning histories, and goals.

We value the discipline knowledge and learning experiences that individuals bring to the Graduate Certificate. We seek to provide a shared language and understanding of learning and teaching to make explicit students’ working understandings and to enable development and communication of their knowledge. Graduates will be equipped to enquire into their own knowledge and understandings, and to communicate with peers, students and other stakeholders about their investigations. The course is designed to allow students to specialise in areas of interest or that are most relevant to them in their teaching and professional context.

Graduates will actively work to improve learning and teaching from their own professional context, through actions ranging from the individual enactment of reflective, evidence-based teaching, through collaborative and collegial encouragement of good teaching practice, to engagement in investigation, research, development and dissemination.

Course Learning Outcomes

On completion of the Graduate Certificate in University Learning and Teaching, you will be able to:

1. Apply theoretical and practical knowledge about student learning, teaching, assessment, evaluation and curriculum design to your practice.
2. Engage with scholarship of teaching through critical reflection, research, peer review and/or publication
3. Demonstrate leadership capacity in learning, teaching and peer mentoring

Graduate Quality Statement

The University of Tasmania experience unlocks the potential of individuals. Our graduates are equipped and inspired to shape and respond to the opportunities and challenges of the future as accomplished communicators, highly regarded professionals and culturally competent citizens in local, national, and global society. University of Tasmania graduates acquire subject and multidisciplinary knowledge and skills, and develop critical and creative literacies and skills of inquiry. Our graduates recognise and critically evaluate issues of social responsibility, ethical conduct and sustainability. Through respect for diversity and by working in collaborative ways, our graduates reflect the values of the University of Tasmania.

The Graduate Certificate in University Learning and Teaching supports development and recognition of these qualities of a graduate of the University of Tasmania.

Graduates of the Graduate Certificate in University Learning and Teaching (Grad Cert) have been engaged in analysis of challenges and opportunities arising in their own teaching and learning and development of solutions and innovations relevant to their context throughout their studies. Graduates have practiced their skills in communication of ideas and advocating the improvement in learning and teaching in a range of modes including face-to-face and digital media. Graduates will engage in reflective, evidence-based practice, supported by discipline-specific and general teaching and learning literature. Graduates will be familiar with the context of higher education in their institution, nationally and internationally. Graduates are exposed to a range of views on teaching and learning from diverse stakeholders including their peers from different disciplines, with whom they will interact in collaborative and respectful ways.
Purpose and Values of the University of Tasmania

The Graduate Certificate in University Learning and Teaching is designed in line with and the support the purpose and values of the University of Tasmania.

Mission

The University of Tasmania is committed to continuing its long tradition of excellence in the creation, preservation, communication and application of knowledge, and to scholarship that is global in scope, distinctive in its specialisations and that reflects our Tasmanian character. The University will provide leadership within its community, thereby contributing to the cultural, economic and social development of Tasmania.

Vision

The University of Tasmania will be ranked among the top echelon of research-led universities in Australia. The University will be a world leader in its specialist, thematic areas and will be recognised for its contribution to state, national and international development. UTAS will be characterised by its high-quality academic community, its unique island setting and its distinctive student experience. UTAS graduates will be prepared for life and careers in the globalised society of the twenty-first century. Our Statement of Values speaks about the kind of community we want to be in order to deliver on these statements. It speaks about who we are together, the actions that will take us to success.

UTAS Statement of Values

Our values rest on a thousand year tradition of higher education and enduring foundations of shared purpose. We are a university: a diverse community that becomes more than the sum of its parts in its dedication to the stewardship of learning and knowledge, academic freedom, excellence and integrity. We continually evolve and transform to meet the challenges and opportunities that face us. We are a Tasmanian institution. We work in a unique setting and actively partner with the communities in which we live, in support of a healthy, civil and sustainable society. At the same time, we are outwardly focussed and part of a global community, engaging with the rest of Australia and the world. We subscribe to the fundamental values of honesty, integrity, responsibility, trust and trustworthiness, respect and self-respect, and fairness and justice that act as the basis for collective principled action. To guide the way we work together to achieve our UTAS Vision and Mission, and building on the contributions of all who came before us, we bring these values to life by our individual and collective commitment to:

Creating and serving shared purpose

We value the creation, expansion and dissemination of knowledge, and the promotion of continual learning. We are on a common journey to unlock and develop potential, foster talent and contribute to the life and work of our students, staff, alumni and wider society.

Nurturing a vital and sustainable community

We value the care, connection and energy that come from a community of many levels and dimensions. Keeping our community strong supports each of us to find our place, do excellent work and extend our capabilities. We enable and participate in authentic conversations that allow us to be agents of change and transformation.

Focusing on opportunity

We value the creative possibilities that arise when people with skills, talents and innovative ideas come together and give each other the confidence to focus on opportunity.

Working from the strength diversity brings

We value diversity and the strength, resilience and creativity that it brings. We harness its gifts. In supporting the contribution and well-being of all, we create a welcoming, caring and inclusive environment.
Collaborating in ways that help us be the best we can be
We value a community that supports each of us to collaborate and to be the best we can be, flourishing both individually and collectively. Being supported to question and reflect gives us the freedom to challenge ourselves and each other. It reminds us that listening to, engaging with and involving others are vital for our success.

We lead by example, supporting each other to act with integrity, be accountable, and consistently live our values every day.

Why should I undertake a Graduate Certificate in University and Teaching?
Study in the Grad Cert ULT is evidence of your commitment to continuing professional learning in teaching and supporting learning. There are many ways in which you might engage in CPL in addition to the Grad Cert ULT. Some of the advantages of following this pathway of CPL include:

- formal qualification in learning and teaching that is recognisable and transferable
- supported introduction to learning about higher education
- receive support, guidance and feedback on activities that you probably need to undertake anyway (e.g., unit development, peer review, course mapping, etc).
- collect evidence that can be used in multiple ways:
  - to meet the required Teaching Performance Expectations (in turn required for)
  - promotion applications
  - award and grant applications
  - for recognition through the UK Higher Education Academy fellowship scheme.
- form supportive network of colleagues interested in learning and teaching from different disciplines across the university
- flexible options to allow you to pursue areas of interest

Teaching Performance Expectations
The University of Tasmania Teaching Performance Expectations (TPE) framework three domains:

1) Excellence in student learning and teaching practice;
2) Excellence in contemporary curriculum design and engagement; and
3) Excellence in Scholarly Teaching.

Each of these domains has a range of activities which support the collection of evidence for teaching quality and performance.

The framework is intended to:

- provide clear statements of expectations for all academic staff with a learning and teaching role;
- ensure individual accountability for managing one’s performance, individual development, promotion and career opportunities in learning and teaching;
- encourage meaningful career conversations between managers and academic staff;
- reinforce the importance of externality in learning and teaching and its impact at different levels;
- encourage internal and external recognition for high performers but also a guide for supporting individuals who are underperforming; and
- encourage mentorship and peer review across academic appointment levels to build capacity to maintain, improve and promote the high standards of learning and teaching at UTAS.

The framework has both quantitative and qualitative indicators. Amongst these indicators are a number of activities that form part of the Graduate Certificate. Moreover, staff may choose to pursue a particular pathway through the Graduate Certificate that best meets their own needs and interests for continuing professional learning.
Through completion of the Graduate Certificate in University Learning and Teaching, you will have the opportunity to develop evidence to support your successful engagement in most of the areas of activity in Domains 1 and 2, and key elements of Domain 3 of the TPEs. Table 1 shows the Grad Cert units most relevant to each of the aspects of the three Domain areas of the TPEs.

**Table 1. Grad Cert ULTS units by TPE Domain area**

<table>
<thead>
<tr>
<th>Domain 1: Excellence in Student Learning and Teaching Practice</th>
<th>Unit (ELT...)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Develops a statement of teaching philosophy/principles or self-reflective journal</td>
<td>502</td>
</tr>
<tr>
<td>2. Prepares unit outlines which clearly communicate learning outcomes, learning activities and assessment</td>
<td>501, 507</td>
</tr>
<tr>
<td>3. Conducts tutorials, practical classes, demonstrations, workshops, student field excursions, clinical sessions and student sessions</td>
<td>501</td>
</tr>
<tr>
<td>4. Prepares and delivers quality lectures and seminars (on-campus and/or online)</td>
<td>501</td>
</tr>
<tr>
<td>5. Undertakes teacher/tutor/unit evaluations (for e.g. eVALUate)</td>
<td>502</td>
</tr>
<tr>
<td>6. Improves student learning outcomes</td>
<td>502, 504, 505, 506, 507, 508</td>
</tr>
<tr>
<td>7. Undertakes peer observations of teaching</td>
<td>502</td>
</tr>
<tr>
<td>8. Prepares and uses a range of learning technologies and online resources (for e.g. MOOCs, Open Educational Resources)</td>
<td>506</td>
</tr>
<tr>
<td>9. Designs a range of assessment tasks that demonstrate intended learning outcomes</td>
<td>501, 502, 507</td>
</tr>
<tr>
<td>10. Provides timely feedback to students</td>
<td>502</td>
</tr>
<tr>
<td>11. Incorporates learning and teaching strategies that support student learning</td>
<td>501, 508</td>
</tr>
<tr>
<td>12. Undertakes supervision of Honours/Masters/postgraduate research students</td>
<td>-</td>
</tr>
<tr>
<td>13. Undertakes quality assurance activities (for e.g. moderation, curriculum mapping of learning outcomes, AQF alignment and compliance)</td>
<td>507</td>
</tr>
<tr>
<td>14. Participates in and/or assesses University or national teaching awards</td>
<td>-</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Domain 2: Excellence in contemporary curriculum design and engagement</th>
<th>Unit (ELT...)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Contributes and develops unit/curriculum design and development (including assessment)</td>
<td>501, 506, 507, 508</td>
</tr>
<tr>
<td>2. Undertakes unit and course evaluation and review</td>
<td>501, 502, 507</td>
</tr>
<tr>
<td>3. Contributes and/or manages unit/tutor/major/course (including cross-campus courses/consultation, student support)</td>
<td>507</td>
</tr>
<tr>
<td>4. Participates in online curriculum management (for e.g. online resources, communication activities, assessment, interactive tools)</td>
<td>506, 507</td>
</tr>
<tr>
<td>5. Participates and/or manages vocational, clinical pathways and partnerships which address the workforce context</td>
<td>-</td>
</tr>
<tr>
<td>6. Undertakes formal leadership roles in curriculum design, development, review and partnerships</td>
<td>502, (503), 507, 508</td>
</tr>
<tr>
<td>7. Demonstrates and/or leads engagement and service on committees; policy development and Communities of Practice (CoP)</td>
<td>503</td>
</tr>
<tr>
<td>8. Contributes and/or leads projects/grants to support curriculum development, innovation or partnership</td>
<td>504</td>
</tr>
<tr>
<td>9. Undertakes and/or leads quality assurance and evaluation of curricula, frameworks and standards, accreditation</td>
<td>-</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Domain 3: Excellence in Scholarly Teaching</th>
<th>Unit (ELT...)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Develops statement/or plan on scholarship direction</td>
<td>-</td>
</tr>
</tbody>
</table>
2. Attends and/or contributes to University teaching preparation/induction
3. Completes formal qualification in teaching
4. Attends and/or presents at teaching–related workshops
5. Attends and/or presents at teaching–related conferences (e.g. presentation of plenary, keynote or address at a SOTL conference)
6. Engages with the Professional Standards Framework
7. Publishes peer-reviewed papers
8. Participates and/or leads learning and teaching grants
9. Peer review for a SOTL journal/publisher; invitation to join a SOTL journal editorial board; editing a special issue/series/journal
10. Peer learning; participated/leads a SOTL focussed CoP and/or collaborative TDG/OLT grant or other research project
11. Contributes to the quality of learning and teaching at the school, discipline or faculty level

Alignment with the UK Professional Standards Framework

The Graduate Certificate and the Teaching Performance Expectations are both aligned to the UK Professional Standards Framework (UKPSF), to support staff gaining external recognition and accreditation for their teaching, learning support, curriculum and professional activities. The UKPSF is a framework for recognising and benchmarking learning and teaching practice within Higher Education. The framework describes the areas of activity, knowledge and values that form the practice of teaching in higher education. Four broad categories of teaching role are described in the framework through Descriptors 1 to 4. The UK Higher Education Academy (HEA) aligns its recognition scheme to these descriptors, corresponding to the levels of Associate Fellow, Fellow, Senior Fellow and Principle Fellow of the HEA.

Aims of the Framework

The UK Professional Standards Framework:
1. Supports the initial and continuing professional development of staff engaged in teaching and supporting learning
2. Fosters dynamic approaches to teaching and learning through creativity, innovation and continuous development in diverse academic and/or professional settings
3. Demonstrates to students and other stakeholders the professionalism that staff and institutions bring to teaching and support for student learning
4. Acknowledges the variety and quality of teaching, learning and assessment practices that support and underpin student learning
5. Facilitates individuals and institutions in gaining formal recognition for quality enhanced approaches to teaching and supporting learning, often as part of wider responsibilities that may include research and/or management activities

Students in the Graduate Certificate will be supported to develop evidence to demonstrate their attainment of Descriptor 2 of the UKPSF, aligned to the level of Fellow of the HEA (FHEA). Therefore, graduates of the Graduate Certificate will be supported to “demonstrate a broad understanding of effective approaches to teaching and learning support as key contributions to high quality student learning”.

1 The UK Professional Standards Framework for teaching and supporting learning in higher education 2011.
www.heacademy.ac.uk/ukpsf
Graduates will document their:
1. successful engagement with teaching across all five Areas of Activity;
2. appropriate knowledge and understanding across all aspects of Core Knowledge; and
3. a commitment to all the Professional Values.
4. In particular, during the Graduate Certificate, students will collect evidence of successful engagement in appropriate teaching practices related to the Areas of Activity.
5. Also, reflective of the Course Learning Outcomes of the Graduate Certificate, graduates will evidence successful incorporation of subject and pedagogic research and/or scholarship within those activities, as part of an integrated approach to academic practice.

**Dimensions of practice**

The three interrelated dimensions of practice outlined in the UKPSF are the Areas of Activity, Core Knowledge and Professional Values. The Grad Cert Units within which development and/or deployment occurs for each of these of these dimensions is shown in Table 2.

**Table 2. UKPSF Dimensions of practice and associated Grad Cert units**

<table>
<thead>
<tr>
<th>Areas of Activity</th>
<th>Grad Cert Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1 Design and plan learning activities and/or programmes of study</td>
<td>501, 506, 507</td>
</tr>
<tr>
<td>A2 Teach and/or support learning</td>
<td>502, 506</td>
</tr>
<tr>
<td>A3 Assess and give feedback to learners</td>
<td>501, 502, 506, 507</td>
</tr>
<tr>
<td>A4 Develop effective learning environments and approaches to student support and guidance</td>
<td>501, 502, 503, 506, 508</td>
</tr>
<tr>
<td>A5 Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices</td>
<td>501, 502, 503, 504, 505, 506, 507, 508</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Core Knowledge</th>
<th>Grad Cert Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>K1 The subject material</td>
<td>501, 505, 506</td>
</tr>
<tr>
<td>K2 Appropriate methods for teaching, learning and assessing in the subject area and at the level of the academic programme</td>
<td>501, 505, 506</td>
</tr>
<tr>
<td>K3 How students learn, both generally and within their subject/ disciplinary area(s)</td>
<td>501, 502, 506, 508</td>
</tr>
<tr>
<td>K4 The use and value of appropriate learning technologies</td>
<td>501, 506</td>
</tr>
<tr>
<td>K5 Methods for evaluating the effectiveness of teaching</td>
<td>502, 504, 505, 507, 508</td>
</tr>
<tr>
<td>K6 The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching</td>
<td>Critical lens overlaying all units, 502, 507</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Professional Values</th>
<th>Grad Cert Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>V1 Respect individual learners and diverse learning communities</td>
<td>Expected component of your engagement in all units. UTAS Statement of Values Assessment Policy</td>
</tr>
<tr>
<td>V2 Promote participation in higher education and equality of opportunity for learners</td>
<td>Expected component of your engagement in all units.</td>
</tr>
<tr>
<td>V3 Use evidence-informed approaches and the outcomes from research,</td>
<td>501, 502, 503, 504,</td>
</tr>
</tbody>
</table>
scholarship and continuing professional development 505, 506, 507, 508
V4 Acknowledge the wider context in which higher education operates 501, 504, 507, 508
recognising the implications for professional practice
What can I study in the Graduate Certificate in University Learning and Teaching?

Course rules

Structure: Graduate Certificate in University Learning and Teaching

Students who undertake a specified 4 units from within the schedule of the Bachelor of Education with Professional Honours (Higher Education) will exit with a Graduate Certificate in University Learning and Teaching ([ELT501, ELT502] and two of [ELT503, ELT504, ELT505, ELT506, ELT507 or ELT508]). Each unit is weighted at 12.5%.

To exit with the Graduate Certificate in University Learning and Teaching, the candidate shall: pass four units comprising:

(a) a compulsory core of two units: (ELT501 and ELT502); and
(b) two units from ELT503, ELT504, ELT505, ELT506, ELT507 or ELT508.

Schedule: Graduate Certificate in University Learning and Teaching

<table>
<thead>
<tr>
<th>Unit enrolment code(s)</th>
<th>Semester</th>
<th>Weight</th>
<th>Campus</th>
<th>On-campus component</th>
<th>Pre-requisites</th>
<th>Co requisites</th>
<th>Mutual Exclusions</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELT501</td>
<td>1,2</td>
<td>12.5%</td>
<td>H, L</td>
<td>yes</td>
<td>Nil</td>
<td>CAM502</td>
<td></td>
</tr>
<tr>
<td>ELT502</td>
<td>2</td>
<td>12.5%</td>
<td>H</td>
<td>yes</td>
<td>ELT501</td>
<td>CAM506</td>
<td></td>
</tr>
<tr>
<td>Plus any two of the following:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ELT503</td>
<td>5</td>
<td>12.5%</td>
<td>H</td>
<td>yes</td>
<td>ELT501</td>
<td>ELT502</td>
<td>Nil</td>
</tr>
<tr>
<td>ELT504</td>
<td>1</td>
<td>12.5%</td>
<td>L</td>
<td>negotiable</td>
<td>ELT501</td>
<td>ELT502</td>
<td>Nil</td>
</tr>
<tr>
<td>ELT505</td>
<td>2</td>
<td>12.5%</td>
<td>H</td>
<td>yes</td>
<td>ELT501</td>
<td>ELT502</td>
<td>Nil</td>
</tr>
<tr>
<td>ELT506</td>
<td>2</td>
<td>12.5%</td>
<td>Ext L</td>
<td>no</td>
<td>ELT501</td>
<td>ELT502</td>
<td>Nil</td>
</tr>
<tr>
<td>ELT507</td>
<td>5</td>
<td>12.5%</td>
<td>H,L</td>
<td>yes</td>
<td>ELT501</td>
<td>ELT502</td>
<td>Nil</td>
</tr>
<tr>
<td>ELT508</td>
<td>2</td>
<td>12.5%</td>
<td>L</td>
<td>yes</td>
<td>ELT501</td>
<td>ELT502</td>
<td>Nil</td>
</tr>
</tbody>
</table>
### Unit Descriptions and Intended Learning Outcomes

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
<th>Unit Description (As on the Course and Unit Handbook)</th>
<th>Intended Learning Outcomes On completion of this unit, you will be able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELT501</td>
<td>Foundations of University Learning and Teaching</td>
<td>This unit is designed to provide information and a collegial environment to support you in developing a rich and integrated understanding of university learning and teaching issues, with reference to the UTAS context. You will explore the theories, principles and practice of university learning and teaching. There is an emphasis on discussing and applying constructive alignment, strategies to promote deep learning and integrating technology into the learning and teaching environment. This is the foundation unit in the Graduate Certificate of University Learning and Teaching, and consequently introduces a range of topics that will be developed further in other units. It also acts as a primer for new UTAS staff.</td>
<td>1. Design constructively aligned units where the intended knowledge, skills and understandings are clearly and appropriately communicated, taught, and assessed. 2. Use Higher Education theory, literature and practice to make and support arguments for teaching. 3. Present an argument for change, addressing both formal and informal structures, to improve teaching and learning in your professional context.</td>
</tr>
<tr>
<td>ELT502</td>
<td>Enhancing Professional Practice in Uni. Learning &amp; Teaching</td>
<td>The purpose of this unit is to promote the continuous enhancement of your professional practice in university learning and teaching. This is achieved primarily by helping you to apply knowledge of the principles underpinning critical reflection and build the skills of objectively and critically analysing, evaluating and justifying are used to examine the assumptions that underpin your teaching and learning practices. They are also used to examine assessment practices in general and criterion-referenced assessment in particular. A range of experiences such as active participation in class discussions, engagement with the relevant literature and participation in a peer observation process support the development of your critical reflection skills.</td>
<td>1. Apply the process of critical reflection to your learning and teaching practices. 2. Undertake scholarly peer review of teaching.</td>
</tr>
<tr>
<td>ELT503</td>
<td>Innovation and Leadership in University Learning and Teaching</td>
<td>This unit supports you in developing your understanding of contemporary innovation and leadership theories and practices in higher education. The focus is on enabling you to refine and apply your understanding in a professional environment, with due consideration of the needs of your teaching and research discipline,</td>
<td>In this unit you will learn 1. Detailed knowledge of contemporary leadership and innovation theories and strategies: 2. The importance and impact of culture</td>
</tr>
<tr>
<td>Unit Code</td>
<td>Unit Title</td>
<td>Unit Description</td>
<td>Intended Learning Outcomes</td>
</tr>
<tr>
<td>-----------</td>
<td>------------</td>
<td>------------------</td>
<td>---------------------------</td>
</tr>
</tbody>
</table>
|           |            | institution, colleagues and students. This unit culminates in the creation of a personal learning and teaching 'innovation and leadership' white paper, which elucidates opportunities for future change and organisational development. | in higher education innovation:  
3. The role of leaders in driving educational innovation: |

In assessing this unit I will be looking at your ability to:  
1.1 Summarise contemporary leadership and innovation theories and strategies.  
1.2 Share summaries of contemporary leadership and innovation theories and strategies. Oral presentation  
1.3 Apply contemporary leadership and innovation theories and strategies to your context, taking into account the needs of your organisation, colleagues and students.  
2.1 Research culture’s impact on organisational effectiveness.  
2.2 Evaluate and explain the drivers and restrainers of innovation in a higher education context.  
2.3 Evaluate and explain culture’s role in organisational change and innovation and use your educational workplace experience to apply this to a higher education context.  
3.1 Create a model for driving educational innovation: integrate contemporary leadership and innovation theories with theories on culture’s role in organisation change and innovation  
3.2 Use what you have learned in this unit to explain and justify how you will positively impact educational innovation in your Faculty,
<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
<th>Unit Description</th>
<th>Intended Learning Outcomes</th>
</tr>
</thead>
</table>
| ELT504    | University Learning and Teaching Development Project | This unit provides participants with the opportunity to demonstrate leadership through undertaking a supervised project on a strategic learning and teaching priority that is of benefit to the individual, their School, and/or the University. Incorporating knowledge developed in previous units in the course, participants are required to plan, implement and evaluate the outcomes of their project. | 1. demonstrate an understanding of contemporary higher education issues and communicate how innovations in learning and teaching can address priority areas identified in the sector [by ...].  
2. demonstrate your capacity to design, implement, evaluate and report on a structured small-scale university learning and teaching development project;  
3. justify the purpose/s and design of the project in terms of current issues and concerns within the higher education community and the particular needs of your institution, colleagues and/or students; and  
4. critically reflect upon the outcomes of your project, drawing on your own evidence and with reference to current literature regarding university learning and teaching. |
| ELT505    | Scholarship of Teaching and Learning | This unit has two inter-related purposes: to develop your educational research skills and to improve your students' learning. In this unit, you explore the principles, theories and practice of the scholarship of university teaching and learning. You are introduced first, to a broad range of literature that reconsiders the notion of scholarship and second, to a number of approaches to engage with the scholarship of teaching and learning (SoTL). This aims to broaden your conception of what constitutes knowledge, evidence, practice and scholarship in teaching and learning. The primary outcome of this unit is a scholarly research paper in which you report to a wider community on an inquiry (into an aspect of learning and teaching) that you have designed and undertaken throughout the semester. | 1. critically reflect upon the scholarship of teaching and learning literature and issues pertinent to your and others’ teaching and learning contexts  
2. design and conduct a research-based inquiry into an aspect of a specific teaching and learning context  
3. communicate in academic teaching and learning contexts by writing a preliminary literature review and a scholarly research article. |
<p>| ELT506    | Technology | This unit is designed to provide you with both theoretical knowledge | 1. Select technologies appropriate for your |</p>
<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
<th>Unit Description</th>
<th>Intended Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELT507</td>
<td>Curriculum and Assessment Design in Higher Education</td>
<td>This unit is for experienced university teachers who wish to develop and advance their understanding of design, review and evaluation of curriculum and assessment across designed programs of study (typically a degree program or major). From a course-wide and course-long perspective you will explore the theories, principles and practice of curriculum design as well as the many internal and external requirements that influence current approaches to shaping programs that produce job-ready graduates. Principle foci will be the Higher Education Standards as they relate to curriculum and assessment, the Australian Qualifications Framework, the Blended Learning Model, the UTAS Quality Cycle and periodic Course Reviews. You will critically review curriculum philosophies, course-level learning outcomes, current curriculum mapping tools as well as the data that is available for decision support. This unit may be taken as an alternative probation requirement and/or entry point to the Grad Cert ULT, or Bachelor of Education with Professional Honours (Higher Education) for experienced university teachers who qualify for credit or for ELT501.</td>
<td>1. Design or modify a course/curriculum/major, taking into account internal and external requirements  2. Map and justify course-wide approach to assessment practice, including evidence of progression and attainment of ILOs  3. Demonstrate how evidence can be used to evaluate and review a course, benchmark, conduct Q&amp;A and/or moderation.</td>
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<tr>
<td>ELT508</td>
<td>The Internationalisation of Higher Education</td>
<td>The world is becoming increasingly interconnected as literal and metaphoric boundaries worldwide diminish. The purpose of this unit is to enhance your capacity to research and develop innovative practices that prepare students for their future roles as global citizens.</td>
<td>1. Critically reflect on current issues concerning the internationalisation of higher education, as they relate to your teaching context.</td>
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<tr>
<td>Unit Code</td>
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|           |            | citizens and professionals operating in international and multicultural contexts. This is achieved through exploration of a range of issues influencing the design, delivery and experience of higher education within this changing global landscape, and critical reflection on the way our cultural roots influence our beliefs about, and approaches to teaching and learning. In particular, you will explore theoretical and practical aspects of: competing rationales for internationalisation; internationalisation of the curriculum (including culturally inclusive pedagogy); internationalisation as a reflexive practice; and the graduate as global citizen. | 2. Critically reflect on your cultural values and beliefs and how they shape your practice in higher education  
3. Design and conduct a research-based inquiry into an aspect of the internationalisation of higher education  
4. Communicate your research into the internationalization of higher education in academic contexts. |
Alignment of Unit Intended Learning Outcomes with Course Learning Outcomes

<table>
<thead>
<tr>
<th>Course-level Learning Outcomes</th>
<th>S01</th>
<th>S02</th>
<th>S03</th>
<th>S04</th>
<th>S05</th>
<th>S06</th>
<th>S07</th>
<th>S08</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Apply theoretical and practical knowledge about student learning, teaching, assessment, evaluation and curriculum design to your practice.</td>
<td>ILO1</td>
<td>ILO2</td>
<td>ILO1</td>
<td>ILO1</td>
<td>ILO1</td>
<td>ILO1</td>
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<tr>
<td>2. Engage with scholarship of teaching through critical reflection, research, peer review and/or publication</td>
<td>ILO2</td>
<td>ILO1</td>
<td>ILO2</td>
<td>ILO1</td>
<td>ILO1</td>
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<tr>
<td>3. Demonstrate leadership capacity in learning, teaching and peer mentoring</td>
<td>ILO3</td>
<td>ILO2</td>
<td>ILO1</td>
<td>ILO3</td>
<td>ILO3</td>
<td>ILO2</td>
<td>ILO2</td>
<td>ILO3</td>
</tr>
</tbody>
</table>

**BEPPHE Only**

| 4. Contribute to scholarship of teaching and learning through research and publication | ILO2 | ILO3 | ILO3 |
| 5. Engage with the broader higher education context and innovation in HELT | ILO3 | ILO1 | ILO1 | ILO1 | ILO1 |

* Note that some Unit ILOs align to more than one CLO. Some unit ILOs align primarily with the additional course learning outcomes of the Graduate Certificate’s parent course, the Bachelor of Education with Professional Honours (Higher Education: BEPHHE).

**Can I get credit towards the Grad Cert ULT for previous study?**

Students can apply for credit for previous study towards the award of the Grad Cert ULT. Depending on your experience and qualifications, you may receive credit for a maximum of two units of the Grad Cert ULT.

The grounds for awarding credit are as follows:

**Unit**

**ELT501**

The *grounds on which a person may apply for credit for ELT501* are:

- successful completion of an equivalent accredited unit at another institution, or
- Associate Fellowship of the UKHEA, or
- via portfolio for experienced teachers, who can demonstrate an ongoing engagement with professional development in teaching and learning in higher education.

**ELT502**

Students having completed the Quality Matters program will receive advanced standing towards the unit, commensurate to completion of Assessment Task 3.

**Elective Unit**

Credit may be granted for an elective unit in the Grad Cert on the basis of successful completion of an accredited unit at another institution.

In determining equivalency, consideration will be made of the following:

1. alignment between the experience or qualification and the intended learning outcomes of the unit for which credit is being sought, and
2. the contribution of the experience and/or qualification to your development and demonstration of the dimensions of practice of the UKPSF at Descriptor 2. Each unit in the Grad Cert ULT helps participants to develop their teaching practice and demonstrate the qualities of a professional teacher of higher education on one or more dimensions of the UKPSF. To ensure that participants completing the Grad Cert ULT are meeting the expectations of professional practice outlined in the UKPSF, opportunities for development across all relevant dimensions is required through the combination of study in Grad Cert ULT units and credit granted.
Where can I find more information and support?

Contact Details

Course Coordinator
Contact: Dr Andrea Adam
Campus: Sandy Bay
Email: Andrea.Adam@utas.edu.au *(preferred communication mode)*
Phone: (03) 6226 7116
Contact times: Business hours, Wednesday to Friday

Course Administration
Contact: Mrs Tamzen Jeanneret
Campus: Sandy Bay
Email: TILT.Enquiries@utas.edu.au
Phone: 03 6226 7251
Contact times: Business hours, Monday to Friday