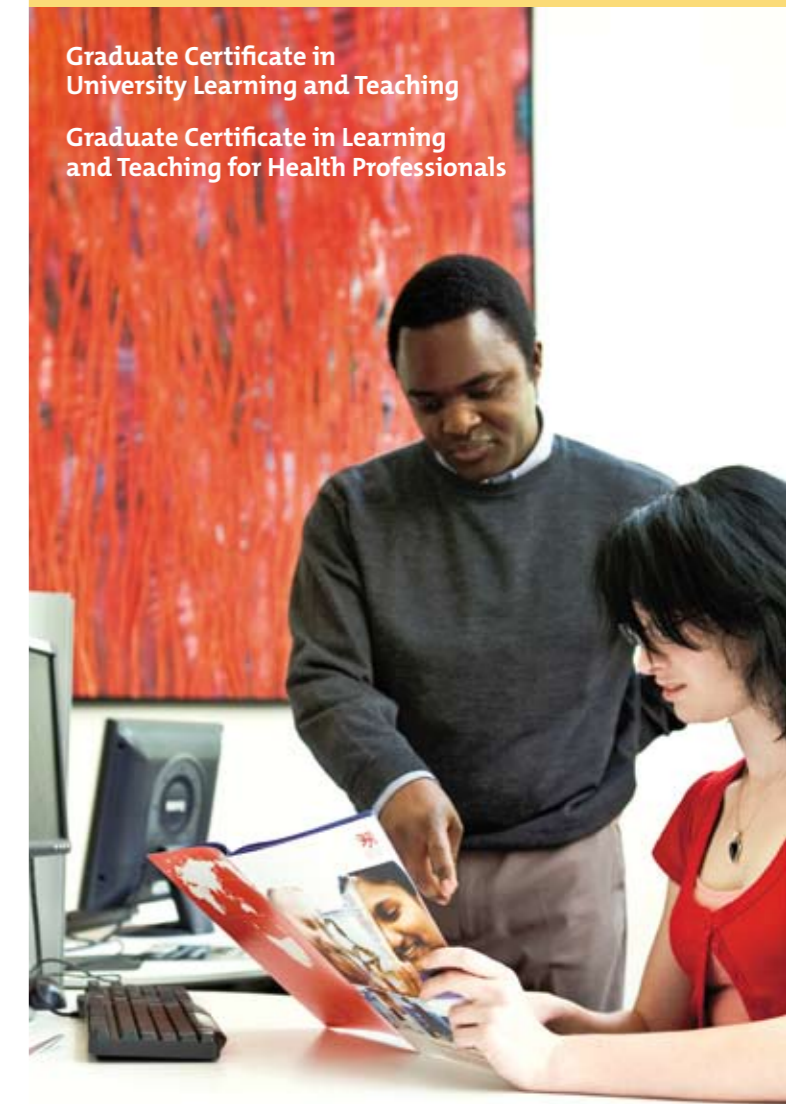


Graduate Certificate in  
University Learning and Teaching

Graduate Certificate in Learning  
and Teaching for Health Professionals



ELT502

### Enhancing Professional Practice in University Learning and Teaching

This unit has its theoretical foundations in critical pedagogy. It will promote the enhancement of professional practice in university learning and teaching through critically analysing and reflecting on the assumptions that underpin professional practice.

This will be achieved primarily by developing knowledge of the theory and practice of evaluation-based teaching through critical self-reflection and peer observation. Group work and problem solving will be features of these processes. Reflection on assessment practices will also be a feature of this unit.

ELT503

### Innovation and Leadership in University Learning and Teaching

This unit supports participants in developing understandings of innovation and leadership theories and practices in the higher education sector. A focus is on enabling participants to apply their understandings in their contexts and environments, with due consideration of the needs of their teaching/professional discipline, institution, colleagues and students.

The unit culminates in participants developing a career plan based upon leading and innovating in learning and teaching.

ELT504

### University Learning and Teaching Development Project

This unit will provide participants with an opportunity to undertake a supervised project on a strategic learning and teaching priority that is of demonstrated benefit to the individual and/or their School, and thus to the University\*. Participants will be required to plan, implement and evaluate the outcomes of their project, incorporating knowledge developed in previous units in the course.

\*It is essential that participants are actively teaching during the semester that they attempt this unit.

ELT505

### The Scholarship of Teaching and Learning

This unit will explore the principles, theories and practice of the scholarship of university teaching and learning. Students will be introduced to a range of approaches to engage with the scholarship of teaching and learning (SoTL). Such approaches will broaden conceptions of what constitutes evidence, practice and scholarship. Students will also be introduced to a broad range of literature that redefines the notion of scholarship. Different ways of viewing the production of knowledge will be explored, with the aim of reflecting upon, improving, and evaluating teaching and learning. An additional focus in the unit is on the value of reporting this process to a wider community practice.

CAM502

### Foundations of Teaching and Learning in Health Care Settings

This unit explores the principles, theories and practice of learning and teaching in the clinical context of healthcare settings. Its purpose is twofold: to develop an informed approach to clinical teaching; and to foster an appreciation of the critical role of clinical teaching in undergraduate health care courses. Participants will be asked to reflect on their own experiences (as teacher and learner) in developing an understanding of their role as a clinical educator. A core outcome of this unit is a capacity to implement strategies that encourage deep learning and reduce reliance on surface learning.

Participants will be introduced to a range of approaches to teaching, learning, knowledge development, assessment and evaluation. There will be a focus on small group teaching, supervisory support and feedback – core elements of clinical teaching. The unit will also consider strategies to help meet diverse student needs and integrate technology into the learning and teaching environment.

This unit is the foundation of the Graduate Certificate in Learning and Teaching for Health Professionals. It introduces topics that will be further developed in the remaining units of the course.

CAM506

### Clinical Supervision and Assessment in the Health Care Setting

This unit focuses on aspects of university learning and teaching of particular relevance to health professional education. It has been designed to enable health professional academics and teachers to develop a critical appreciation of the appropriate use of assessment tools in a range of health settings and to use the results of assessment to contribute to continuous improvement in teaching practice. Furthermore, it will promote the enhancement of professional practice in university learning and teaching through critical analysis and reflection on the assumptions that underpin professional practice. This will be achieved primarily by developing knowledge of the theory and practice of evaluation-based teaching through critical self-reflection and peer observation. Group work and problem solving will be features of these processes.

#### Further information

Please contact the Centre for the Advancement of Learning and Teaching (CALT) on (03) 6324 3504 or visit the website:

[www.utas.edu.au/tl/prof-dev/graduate-certificates.html](http://www.utas.edu.au/tl/prof-dev/graduate-certificates.html)

# INTRODUCTION

**The Centre for the Advancement of Learning and Teaching (CALT) offers two postgraduate degree programs aimed at enhancing university learning and teaching:**

- **Graduate Certificate in University Learning and Teaching (E5T)**
- **Graduate Certificate in Learning and Teaching for Health Professionals (E5S)**



## Objectives

The objectives of the both the Graduate Certificate in University Learning and Teaching (E5T) and the Graduate Certificate in Learning and Teaching for Health Professionals (E5S) are to enhance learning and teaching at UTAS by:

- developing both a theoretical understanding of student learning, and practical skills in facilitating that learning, as it applies to higher education;
- promoting the scholarship of teaching based on critical self-reflection, research and peer review;
- developing knowledge and skills in teaching, evaluation and assessment through modelling strategies that lead to deep learning; and encouraging flexible approaches; and
- developing cross-campus and cross-faculty communities of practice.

The Graduate Certificate in University Learning and Teaching (E5T) is based on the research literature, including surveys of current practice in universities, the views of stakeholders, including academic staff, and current developments in university teaching, both in Australia and overseas.

The Graduate Certificate in Learning and Teaching for Health Professionals (E5S) has been developed in response to demand for a program to meet both the needs of health professionals as clinical teachers and the changing educational requirements of medical, nursing, pharmacy and other professionally accredited health courses.

## Method of delivery

The objectives of both courses will be pursued through the provision of a program that allows for the needs and characteristics of different discipline fields and a variety of teaching roles. Those undertaking the Graduate Certificate courses include new staff, sessional staff, experienced staff seeking further professional development, and general staff with a teaching support function.

All units have a face-to-face teaching component.

ELT501 is compulsory for all new academic staff appointments.

## Admission and prerequisites

All applicants must have completed a Bachelor's degree or equivalent.

As all assessment is practical and workplace-based, applicants are expected to be currently engaged in some form of undergraduate or post-graduate teaching activity.

Applicants for E5S must be teaching in a clinical healthcare setting.

Application can be made online at:

**[www.studentcentre.utas.edu.au/admissions/applyweb.html](http://www.studentcentre.utas.edu.au/admissions/applyweb.html)**



## Fees

The courses are HECS-based. However, HECS scholarships are available for eligible UTAS staff. Permanent, contract and sessional staff are encouraged to enquire with respect to eligibility for scholarships.

## Course structure and articulation

Each course is comprised of four 12.5% units. The first two units in each course are compulsory and must be completed sequentially. The remaining two units needed to complete each course are chosen from a suite of electives. Each course is recognised as contributing four units towards an eight unit Master of Education degree.

Participants enrolled in the Graduate Certificate in Learning and Teaching for Health Professionals (E5S) will undertake units that have been contextualised for the higher education clinical setting and will be taught jointly by the Faculty of Health Science and CALT.

Pathways for completion of each course can be found at:

**[www.utas.edu.au/tl/prof-dev/graduate-certificates.html](http://www.utas.edu.au/tl/prof-dev/graduate-certificates.html)**

# UNIT DESCRIPTIONS

## ELT501

### Foundations of University Learning and Teaching

Foundations of University Learning and Teaching will explore the principles, theories and practice of university learning and teaching through a variety of teaching and flexible learning methods.

Students will be introduced to a range of approaches to teaching, learning, knowledge development, assessment and evaluation including self and peer review of teaching. There will be a focus on developing an understanding of learning, including different forms of knowledge development (e.g. strategies that encourage deep learning and reduce reliance on surface learning).

There will also be an emphasis on meeting diverse student needs and integrating technology into the learning and teaching environment.

The unit is the core of the Graduate Certificate in University Learning and Teaching. Therefore, it introduces a range of topics that will be further developed in the remaining units of the course.