participation in class discussions, engagement with particular. A range of experiences such as active in general and criterion-referenced assessment in that underpin your teaching and learning practices. and justifying are used to examine the assumptions skills of objectively and critically analysing, evaluating skills of effective engagement in that process. These principles underpinning critical reflection and build the

The purpose of this unit is to promote the continuous 

ELT502

UTAS staff.

further in other units. It also acts as a primer for new 

introduces a range of topics that will be developed 

of University Learning and Teaching, and consequently

strategies for promoting deep learning and integrating 

on discussing and applying constructive alignment, 

university learning and teaching. There is an emphasis

You will explore the theories, principles and practice of

ELT501 

enhancing professional practice

This unit is designed to provide information and a

on discussing and applying constructive alignment,

university learning and teaching. There is an emphasis

You will explore the theories, principles and practice of

ELT503 

Development Project

This unit culminates in the creation of a personal 

and students.

In this unit, you explore the principles, theories

ELT504 

Teaching in the Health Care Setting

The primary outcome of this unit is a scholarly 

in a professional environment, with 

understanding in a professional environment, with

leadership theories and practices in higher education.

such experiences and understanding are applied to 

as teacher and learner. This in turn aims to develop 

opportunities to develop an informed approach to 

supported critical reading of relevant literature provide 

the notion of scholarship and second, to a number of 

its aims are to broaden your understanding of contemporary innovation and 

principles, theories and practice of the scholarship of 

your educational research skills and to improve 

the achievement of high 

approaches to engage with the scholarship of teaching 

The primary outcome of this unit is a scholarly 

analyse data to provide feedback to students and 

quality assessment instruments for use across a range

range of assessment tools; (ii) refine your knowledge of 

should (i) develop a critical appreciation of the use of a 

principles of assessment and the design and conduct 

learning. The purpose of this unit is to explore the key 

Assessment is an important driver of student 

of learning outcomes and health settings; and (iii) use 

quality assessment instruments for use across a range

due consideration of the needs of your teaching 

and practice in order to enhance students' experiences are 

important components of leadership in learning and 

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priority that is of benefit to you, your School, and/or 

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Objectives
Upon completion of the Graduate Certificate in University Learning and Teaching and the Graduate Certificate in Learning and Teaching for Health Professionals graduates should be able to:

1. foster deep learning in higher education students through the application of:
   (i) theoretical knowledge of how students learn, and
   (ii) theoretical and practical knowledge about teaching, assessment, evaluation and curriculum design
2. engage with, and contribute to, the scholarship of teaching through critical reflection, research, peer review and publication
3. demonstrate leadership capacity in learning, teaching and mentoring

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

Fees
The courses are CSP-based. However, CSP 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/graduatecertificates.html

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)
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Unit Descriptions

ELT501
Foundations of University Learning and Teaching

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 for promoting 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.

ELT502
Enhancing Professional Practice in University Learning and Teaching

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 effective engagement in that process. These 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.

**ELT503**

**Innovation and Leadership in University Learning and Teaching**

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, institution, colleagues and students.

This unit culminates in the creation of a personal learning and teaching ‘innovation and leadership’ career plan which incorporates opportunities for professional advancement and development.

**ELT504**

**University Learning and Teaching Development Project**

Introducing innovation and supporting changes in practice in order to enhance students’ experiences are important components of leadership in learning and teaching. This unit provides you with the opportunity to demonstrate leadership through undertaking a supervised project on a strategic learning and teaching priority that is of benefit to you, your School, and/or the University*. Incorporating knowledge developed in previous units in the course, you are required to plan, implement and evaluate the outcomes of your project.

* It is essential that you are actively engaged in teaching during the semester that you attempt this unit.*
ELT505  
The 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 learning and teaching. 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.

CAM502  
Foundations of Learning and Teaching in the Health Care Setting

In this unit, you explore the principles, theories and practice of learning and teaching in health professional education. Engagement in seminars supported critical reading of relevant literature provide opportunities to develop an informed approach to teaching. The experience of peer observation is used as a vehicle for reflection on your own experiences as teacher and learner. This in turn aims to develop a deeper understanding of your role as an educator. Such experiences and understanding are applied to the implementation of strategies that encourage deep approaches to learning and the achievement of high quality learning outcomes. 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**

**Assessment in Health Professional Education**

Assessment is an important driver of student learning. The purpose of this unit is to explore the key principles of assessment and the design and conduct of quality assessment practices in health professional education. Through active participation in this unit you should (i) develop a critical appreciation of the use of a range of assessment tools; (ii) refine your knowledge of quality assessment instruments for use across a range of learning outcomes and health settings; and (iii) use assessment data to provide feedback to students and contribute to continuous improvement in teaching and assessment practices.

**Further information**

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