



THE UNIVERSITY OF NOTRE DAME AUSTRALIA

## PROGRAM REGULATIONS:

Program Code: 4148

Graduate Certificate in Learning and Teaching for  
Higher Education  
GradCertL&T

Program Code: 4162

Graduate Diploma of Learning and Teaching in Higher  
Education  
GradDipL&T

Program Code: 5153

Master of Learning and Teaching in Higher Education  
ML&T

Responsible Owner: National Head of School of Education  
Responsible Office: Faculty of Education and Philosophy & Theology  
Contact Officer: PCAC Executive Officer  
Effective Date: 1 January 2021

# 1 TABLE OF CONTENTS

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1	TABLE OF CONTENTS .....	2
2	AMENDMENTS.....	2
3	PURPOSE.....	3
4	OVERVIEW .....	3
5	ENTRY REQUIREMENTS .....	4
6	PROGRAM REQUIREMENTS.....	4
7	DEFINITIONS .....	6
8	APPENDIX A: PROGRAM STRUCTURE .....	7

# 2 AMENDMENTS

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Amendments to these regulations will be made in accordance with the General Regulations.

Graduate Certificate in Learning and Teaching for Higher Education

Version	Date Amended	Amendment Details	Approved by
1	July 2014	Created 2009; Edited July 2014	QMAD
2	November 2011	Amendments to course structure	QMAD
3	July 2014	Amendments to course structure	QMAD
4	May 2016	New course created 2016	LTO
5	January 2018	New course codes assigned	PVCA
6	October 2017	Nomenclature updates	LTO
7	November 2018	New regulations template and additional approved course, program and course learning outcomes revised	PCAC
8		Revised program	
9	January 2021	Program description added	PCAC EO

Graduate Diploma of Learning and Teaching in Higher Education

Version	Date Amended	Amendment Details	Approved by
1	2019	New Program	LTO
2	2021	Program description added	PCAC EO

Master of Learning and Teaching in Higher Education

Version	Date Amended	Amendment Details	Approved by
1	2019	New Program	LTO
2	2021	Program description added	PCAC EO

### 3 PURPOSE

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These Program Regulations set out the approved requirements for the Graduate Certificate in Learning and Teaching for Higher Education, Graduate Diploma of Learning and Teaching in Higher Education and Master of Learning and Teaching in Higher Education.

### 4 OVERVIEW

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#### 4.1 Campus Availability

The Graduate Certificate in Learning and Teaching for Higher Education, the Graduate Diploma for Learning and Teaching in Higher Education, the Master of Learning and Teaching in Higher Education have been approved for delivery on the Fremantle Campus and the Sydney Campus.

#### 4.2 Student Availability

The Graduate Certificate in Learning and Teaching for Higher Education, the Graduate Diploma for Learning and Teaching for Higher Education, the Master of Learning and Teaching for Higher Education are available for enrolment to domestic Students and international Students, except those on a student visa.

#### 4.3 Australian Qualifications Framework

The Graduate Certificate in Learning and Teaching for Higher Education and the Graduate Diploma for Learning and Teaching in Higher Education, are accredited by the University as a Level 8 AQF qualification. The Master of Learning and Teaching in Higher Education is accredited by the University as a Level 9 AQF qualification.

#### 4.4 Duration

The Volume of Learning for the Graduate Certificate in Learning and Teaching for Higher Education is 0.5 years of equivalent full-time study.

The Volume of Learning for the Graduate Diploma of Learning and Teaching for Higher Education is 1 year of equivalent full-time study.

The Volume of Learning for the Master of Learning and Teaching for Higher Education is 1.5 years of equivalent full-time study.

A student is only able to enrol in these Awards on a part-time basis.

#### 4.5 Maximum Duration

4.5.1 The maximum period of time within which a student is permitted to complete the Graduate Certificate in Learning and Teaching for Higher Education Award is 3 years (including any periods of approved leave of absence) from the date on which they were first enrolled into the program by the University.

4.5.2 The maximum period of time within which a student is permitted to complete the Graduate Diploma of Learning and Teaching for Higher Education is 5 years (including any periods of approved leave of absence) from the date on which they were first enrolled into the program by the University.

4.5.3 The maximum period of time within which a student is permitted to complete the Master of Learning and Teaching for Higher Education is 7 years (including any periods of approved leave of absence) from the date on which they were first enrolled into the program by the University.

#### 4.6 Study Mode

These awards are offered in fully online mode.

#### 4.7 Professional Accreditation

There are no professional accreditation requirements applicable to this Program.

## 5 ENTRY REQUIREMENTS

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### 5.1 University Admission Requirements

To be eligible for admission to The University of Notre Dame Australia, all applicants must meet the [University's minimum requirements for admission](#). The requirements for admission are detailed in the University's Policy: *Admissions*.

### 5.2 Specific Program Requirements for Admission

To be eligible for admission to the **Graduate Certificate in Learning and Teaching for Higher Education** applicants must also meet the following specific requirements:

- As a minimum qualification, a recognised Bachelor degree or equivalent in any discipline area.

To be eligible for admission to the **Graduate Diploma of Learning and Teaching in Higher Education** applicants must meet the following specific requirements:

- Possession of a Bachelor's award (AQF level 7 qualification) in a relevant field; OR
- Possession of a Graduate Certificate (AQF level 8 qualification) in Learning and Teaching for Higher Education

To be eligible for admission to the **Master of Learning and Teaching in Higher Education** applicants must meet the following specific requirements:

- Possession of a Bachelor's award (AQF level 7 qualification) in any discipline area OR
- Possession of a Graduate Diploma (AQF level 8 qualification) or equivalent in learning and teaching for higher education

## 6 PROGRAM REQUIREMENTS

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### 6.1 Program Descriptions:

#### **Graduate Certificate in Learning and Teaching for Higher Education**

Delivered fully online, the program provides rich opportunities to acquire new skills from a scholarly and evidence-based approach to learning and teaching in higher education. This includes the ability to analyse and critically evaluate contemporary theories and practices to inform innovative curriculum design, effective student learning, as well learn how to plan, implement and evaluate teaching, learning and assessment practices. This program introduces students to the process of researching their own practice and/or wider learning and teaching phenomena. In this way students investigate and solve many of the challenges of the contemporary higher education context. It is suitable for individuals considering a tertiary teaching career, or those who are already teaching in higher education. The award articulates to the Graduate Diploma and a Master in Learning and Teaching in Higher Education by coursework. Students can also go on to and complete a Graduate Diploma and a Master in Health Professional Education.

#### **Graduate Diploma of Learning and Teaching in Higher Education**

Delivered fully online, this highly-focused program provides opportunities for you to apply your knowledge of current perspectives about university teaching. You will finish the program with the capabilities to teach from a learner-centred approach, incorporate technology to enhance student engagement, and grow in a community of practice to create pedagogical research projects. The Program is underpinned by a growth model that recognises that higher education teachers are learners, and that growth requires a scholarly approach. With this in mind, the program has been created so that you can complete four courses to earn the Graduate Certificate and another four (eight courses in total) to earn the Graduate Diploma. It also provides the foundation for the proposed Master in Learning and Teaching in Higher Education by coursework.

#### **Master of Learning and Teaching in Higher Education**

Delivered fully online, the program is designed to help those engaged in the practice of higher education to adopt a more scholarly evidence-based approach. It provides the opportunity to

cultivate research skills that investigate teaching and learning challenges relevant to one's discipline. Individuals will use a systematic investigation of their practice in which the new knowledge is applied to solve the challenge and share with peers. The flexible structure of the program enhances professional capabilities by enabling individuals to choose electives to further their interests and career goals.

## 6.2 Program Learning Outcomes

Upon successful completion of the **Graduate Certificate in Learning and Teaching for Higher Education** graduates will be able to:

1. Critically evaluate contemporary theories and practices and current trends in learning and teaching in higher education to inform innovative and effective practices
2. Critically evaluate the higher education literature to generate scholarly and evidence-based practice
3. Create and evaluate curriculum design, teaching and learning strategies and assessment practices that are inclusive and promote student engagement with complex ideas in their discipline
4. Apply digital practices designed to enhance self and student digital literacies and to promote student engagement and deep learning
5. Collaborate with colleagues in the Scholarship of Teaching and Learning with the aim of continuous improvement of practice.

### Program Learning Outcomes

Upon successful completion of the **Graduate Diploma of Learning and Teaching in Higher Education** graduates will be able to:

1. Critically evaluate contemporary theories and practices and current trends in learning and teaching in higher education to inform innovative and effective practices
2. Critically evaluate the higher education literature to generate scholarly and evidence-based practice
3. Solve complex learning and teaching challenges in higher education curriculum and the classroom
4. Create and evaluate curriculum design, teaching and learning strategies and assessment practices that are inclusive and promote student engagement with complex ideas in their discipline
5. Apply technology enhanced learning to promote student engagement and deep learning
6. Implement continuing professional learning plans using life-long learning attributes.

### Program Learning Outcomes

Upon successful completion of the **Master of Learning and Teaching in Higher Education** graduates will be able to:

1. Critically reflect on the complex environment of contemporary higher education to enhance quality educational outcomes
2. Use an evidence-based approach to inform good practice in learning and teaching in a relevant discipline
3. Apply critical analysis to develop solutions to engage a diverse range of students
4. Engage in the Scholarship of Teaching and Learning to investigate personal practice and/or wider learning and teaching phenomena
5. Implement continuing professional learning plans using life-long learning attributes

## 6.3 Required Courses

To be eligible for the award of **Graduate Certificate in Learning and Teaching for Higher Education** students must complete a minimum of 100 Units of Credit chosen from the courses listed in Appendix A comprising:

- 75 Units of Credit from three (3) Compulsory Courses, and
- 25 Units of Credit from one (1) Elective Course

To be eligible for the award of **Graduate Diploma of Learning and Teaching in Higher Education**

students must complete a minimum of 200 Units of Credit chosen from the courses listed in Appendix A comprising:

- 125 Units of Credit from five (5) Compulsory Courses, and
- 75 Units of Credit from three (3) Elective Courses

To be eligible for the award of **Master of Learning and Teaching in Higher Education** students must complete a minimum of 300 Units of Credit chosen from the courses listed in Appendix A comprising:

- 200 Units of Credit from eight (8) Compulsory Courses, and
- 100 Units of Credit from four (4) Elective Courses

#### **6.4 Exit Awards**

An exit award pathway is available.

If a student has completed courses that meet the requirements of the Graduate Certificate in Learning and Teaching for Higher Education, they may transfer to that award and immediately apply for graduation with that award.

If a student has completed courses that meet the requirements of the Graduate Diploma of Learning and Teaching in Higher Education, they may transfer to that award and immediately apply for graduate with that award.

#### **6.5 Course substitutions**

There are no approved course substitutions permitted in this Award.

## **7 DEFINITIONS**

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For the purpose of these Regulations, the following definitions are available in the General Regulations.

- |                    |                        |                       |
|--------------------|------------------------|-----------------------|
| • Leave of Absence | • Pre-requisite Course | • Co-requisite Course |
| • Major            | • Minor                | • Specialisation      |
| • Units of Credit  | • Elective             | • General Elective    |

## 8 LIST OF APPENDICES

### APPENDIX A: Program Structure

<b>Program Plan Graduate Certificate in Learning and Teaching for Higher Education</b>		
		<b>Units of Credit</b>
<b>Three (3) Compulsory Courses</b>		
• EDUC5115 Introduction Teaching in Higher Education		25
• EDUC5116 Designing Curriculum for Effective Learning		25
• EDUC5117 Principles and Practices of Assessment and Evaluation		25
	<b>TOTAL</b>	<b>75</b>
<b>One (1) Elective Course</b>		
EDUC5011 Introduction to the Scholarship of Teaching and Learning		
EDUC5119 Supervising Postgraduate Research		
	<b>TOTAL</b>	<b>25</b>
	<b>TOTAL</b>	<b>100</b>

<b>Program Plan Graduate Diploma of Learning and Teaching in Higher Education</b>		
		<b>Units of Credit</b>
<b>Five (5) Compulsory Courses</b>		
• EDUC5115 Introduction to Teaching in Higher Education		25
• EDUC5116 Designing Curriculum for Effective learning		25
• EDUC5117 Principles and Practices of Assessment and Evaluation		25
• EDUC5011 Introduction to the Scholarship of Teaching and Learning		25
• PHIL6020 Ethical Issues in Professional Life		25
	<b>TOTAL</b>	<b>125</b>
<b>Three Elective Courses</b>		
• EDUC5119 Supervising Postgraduate Research		
• EDUC5012 Aboriginal and Torres Strait Islander Peoples in Higher Education		
• EDUC5009 Global Learning in Higher Education		
• EDUC5013 Leadership in Learning and Teaching in Higher Education		
• EDUC5014 Learning and Teaching for Optimal Wellbeing		
	<b>TOTAL</b>	<b>75</b>
	<b>TOTAL</b>	<b>200</b>

<b>Program Plan Master of Learning and Teaching in Higher Education</b>		
		<b>Units of Credit</b>
<b>Eight (8) Compulsory Courses</b>		
• EDUC5115 Introduction to Teaching in Higher Education		25
• EDUC5116 Designing Curriculum for Effective Learning		25
• EDUC5011 Introduction to the Scholarship of Teaching and Learning		25

<ul style="list-style-type: none"> <li>• EDUC5117 Principles and Practices of Assessment and Evaluation</li> <li>• PHIL6020 Ethical Issues in Professional Life</li> <li>• MEDI5001 Scientific Literacy and Communication</li> <li>• EDUC6059 Designing a Pedagogical Action Research Project</li> <li>• RSCH7002 Scholarly Reading and Writing Methods</li> </ul>		25 25 25 25 25
	<b>TOTAL</b>	<b>200</b>
<b>Four (4) Elective Courses</b>		
<ul style="list-style-type: none"> <li>• EDUC5119 Supervising Postgraduate Research</li> <li>• EDUC5012 Aboriginal and Torres Strait Islander Peoples in Higher Education</li> <li>• EDUC5009 Global Learning in Higher Education</li> <li>• EDUC5013 Leadership in Learning and Teaching in Higher Education</li> <li>• EDUC5014 Learning and Teaching for Optimal Wellbeing</li> <li>• One course from existing postgraduate offering within the University (with approval of the Program Coordinator)</li> </ul>		
	<b>TOTAL</b>	<b>100</b>
	<b>TOTAL</b>	<b>300</b>



<b>Semester 1 (Grad Cert)</b>	<b>EDUC5115 Introduction to L&amp;T</b>	<b>EDUC5116 Curriculum design</b>	<b>EDUC5117 Assessment &amp; evaluation</b>	<b>EDUC5011 Introduction to Scholarship of Teaching &amp; Learning</b>	<b>EDUC5119 Supervising Postgraduate Research (elective)</b>	
	Semester 1	Semester 2	Semester 1	Sem 2	Semester 2	
	Core	Core	Core	Elective Prereq:1 of EDUC5115; EDUC5116; EDUC5117	Elective	
<b>Semester 2 (Grad Dip)</b>	<b>EDUC5012 Aboriginal and Torres Strait Islander Peoples and higher education (elective)</b>	<b>EDUC EDUC5009 Global learning in higher education (elective)</b>	<b>EDUC5013 Leadership in learning and teaching in higher education (elective)</b>	<b>EDUC5014 Learning and teaching for optimal wellbeing (elective)</b>	<b>EDUC5011 Introduction to Scholarship of Teaching &amp; Learning</b>	<b>PHIL6020 Ethical issues in professional life</b>
	Semester 1	Semester 2	Semester 1	Semester 2	Sem 2	Semesters 1 and 2
	Elective	Elective	Elective	Elective	Core Prereq:1 of EDUC5115; EDUC5116; EDUC5117	Core
<b>Semester 3 Masters by Coursework</b>	<b>MEDI5001 Scientific Literacy and Communication</b>	<b>EDUC6059 Designing a pedagogical action research project</b>	<b>RSCH7002 Scholarly reading and writing</b>	<b>One course from existing postgraduate offering within the University (with approval of the Program Coordinator)</b>		
	Semesters 1 and 2	Semester 2	Semester 1	Semester 2		
	Core	Core Prereq: EDUC5011 Introduction to Scholarship of Teaching and Learning; Co-req: MED15000 Research Methods; RSCH7002 Scholarly Reading and Writing	Core	Elective		

