Graduate Certificate in Tertiary Education (GCTE)
Project Update

Provided by the GCTE Project Team

The Graduate Certificate in Tertiary Education (GCTE) was formed out of a funded project by the Australian Learning and Teaching Council. Over the past 2 years with colleagues from the University of Canberra, Edith Cowan University, University of Ballarat and Central Queensland University have worked hard to achieve what many thought was impossible. Our report of that project is now available on the ALTC website or upon request belinda.tynan@une.edu.au. We are delighted to report that our project remains and continues to be working well with all partners.

As the group moves towards the first implementation stage we can already report other successes—specifically that enrolments are occurring across the project partners. The team continues to meet by teleconferences, over the email and continually updates the website and other promotional material. We would also like to take this opportunity to extend a welcome to other universities who might be interested in joining the collaboration. We are already discussing the inclusion of two other universities and would welcome any approaches.

‘Developing Our Staff’ was an innovative project aimed to develop a shared Graduate Certificate in Tertiary Education (GCTE). The project intended to promote shared conceptual frameworks about teaching and learning and support strategic change in how graduate certificates of tertiary education (GCTE) contribute to the professional development of academic staff within a fast changing higher education context. The vision of the GCTE project group was to devise a means of delivering the best possible Graduate Certificate in Tertiary Education for academic staff, whilst lessening the load of teaching on the centralised Teaching and Learning Centre, and increasing the number of students in each cohort in the program, through a collaborative GCTE offering across five universities.

A Joint Procedures Manual has been developed to ensure that the GCTE program continues in the manner that it has been intended to be operated by the project group in the years to come after finalisation of the project. The Manual consists of two parts, the introduction and general procedures and, the operational procedures. The first part of the manual, along with listing the parties to the collaborative agreement, defines the Principal Program Coordinator, the Program Coordinators from each Party, and the Program Steering Committee, and outlines the responsibilities of each. The second part of the manual clearly defines all operational procedures and is to be updated annually by the Program Steering Committee. It is envisaged that the Program Steering Committee will meet annually, either face-to-face or by videoconference to:

- Monitor and review the GCTE Course;
- Monitor and review the GCTE Units;
- Review assessment tasks and processes (Core and Elective Units);
- Review moderation of the Core Unit assessment tasks.

The project partners have made many great achievements in establishing the cross-institutional GCTE. There have also been many challenges and lessons learned in the process of working collaboratively which are detailed in our final report. We hope that many students will enjoy the benefits of a program that has been planned and implemented at a standard much higher than could be expected than if a whole course was being offered at a single institution. The project partners have been able to concentrate on developing just two exceptional study units for the GCTE students, thereby raising the quality of the unit offerings across the five institutions and addressing a critical resource issue.

More information and a copy of the report can be sought from belinda.tynan@une.edu.au and also from http://www.altc.edu.au/resource-gcte-national-graduate-certificate-tertiary-education-une-2010.