

The Australian graduate certificate in higher education: is it more than just a tick box?

Abstract

Globally and in Australia, there is increased pressure towards formalisation of university teaching capability, with expectation that completion of the Graduate Certificate in Higher Education (GCHE) by academic staff will lead to better teaching and learning practices (Kandlbinder and Peseta 2009) such as leadership in education, competence in scholarship of teaching and learning and use of technology in teaching. Generally, GCHE graduates provide feedback their host universities regarding the efficacy and delivery of the course for audit purposes or to improve future local GCHE offerings (Ginns, Kitay et al. 2008, Ginns, Kitay et al. 2010). To date, there is no Australian study investigating the role GCHE plays in supporting transition from biomedical/health science scientist to teaching focused academics across different Australian universities. This Masters study has investigated the course content of GCHE, provision for education-focused training and how teaching focused academics experience the GCHE at three Australian Universities. Qualitative method including case study and triangulation of different data sources was performed on available online documents and policy, such as Enterprise Bargaining Agreements (EBAs), GCHE course content, and interview transcripts from graduates of GCHE, using Leximancer software. This conference presentation is final Masters presentation prior to submission of thesis in 2025. Future analysis of such public policies and documents (i.e. EBAs and course content of GCHEs respectively) and experiences of graduates from completed training courses can provide an insight into impact of government and institutional governance across Australian universities in providing sustainable, impactful scholarship/development activities for higher education academic staff.