

Course guide: Graduate Certificate of Digital Learning Leadership

September 2022



Professional Practice Degrees

Deakin's professional practice degrees offer professionals an innovative approach to earning a postgraduate degree while they work – saving both time and money. If you're a professional with extensive experience and knowledge in your field, a professional practice degree can help you gain a professionally recognised qualification which, in turn, can lead to you furthering your career.

Who are professional practice degrees for?

Professional practice degrees are designed for experienced professionals who are looking for formal recognition of the extensive experience, skills and knowledge they've gained in their field of practice.

These professionals may either have no formal qualifications or a degree that may no longer be relevant to their field of practice.

How do these degrees work?

Delivered as flexible online programs, professional practice degrees are ideally suited to the busy professional.

Students undertaking professional practice courses gain their degree through a combination of coursework units and professional practice credentialling. These include:

- introductory units that provide you with the insight, knowledge and tools to complete the qualification
- successful attainment of professional practice credentials by providing portfolio evidence of specific course learning outcomes at the required level
- a capstone unit where you complete a professional project that demonstrates your expertise and contributes to your field in a meaningful way.

Professional Practice credentials

Deakin Professional Practice credentials provide objective and independent recognition of capabilities that have been developed through learning and experience and that have been demonstrated in practice. The credentialling process provides professionals with a credible, consistent and independent recognition of their current skills and knowledge.

Credentials warrant an individual's professional capabilities and encourage professionals to reflect, evaluate and evidence their own skills, knowledge and experience.



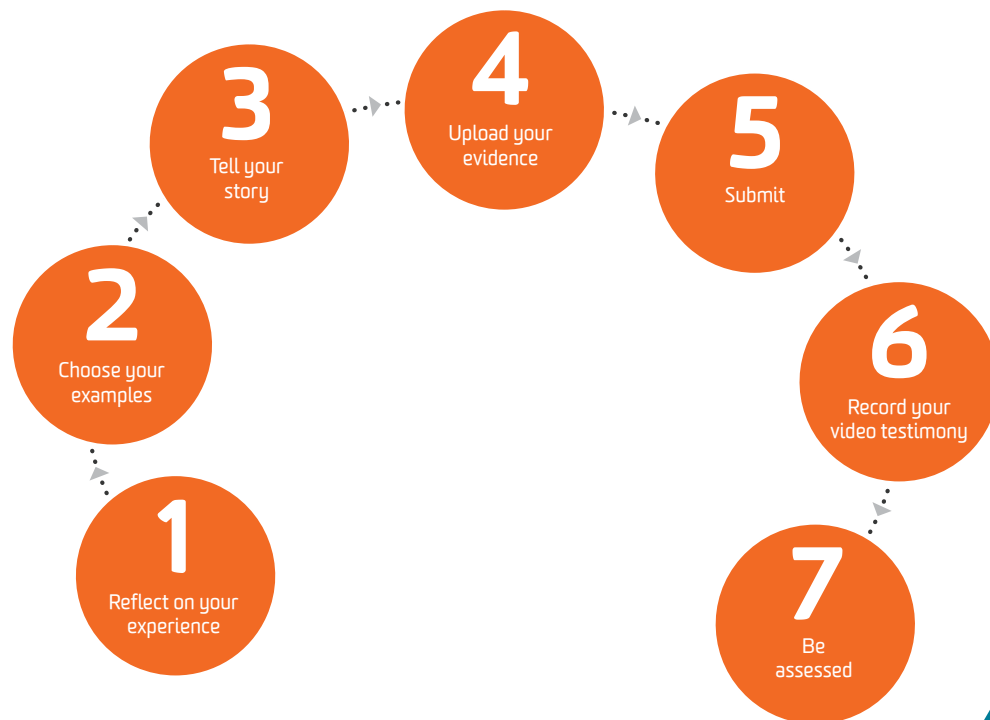
Introduction

Professional Practice credentials recognise the skills and knowledge you have developed through learning, work and experience.

They are different from qualifications because achieving a credential is not about attending lectures, working on group projects or taking in new information. Instead, it is about reflecting on your experience and proving that you already have the skills and knowledge for the credential.

The process is completed online through Deakin's credentials portal, and your submission is assessed by professionals with academic and industry experience.

Here's an overview of the credential process. You'll find more detail on the different steps in the following pages.



Credentials portal

When you are enrolled in your credentials, you will have access to the credentials portal.

The credentials portal will step you through the process and provide tips along the way.

If you need help, please email us on ppc@deakin.edu.au

Best wishes for your credentialing journey!

Course overview

The Graduate Certificate of Digital Learning Leadership offers experienced educators a validated, practice-based model of learning that warrants their capabilities in digital learning. It is suitable for those with significant professional experience relevant to digital learning contexts, including those without an undergraduate degree in the domain.

To qualify for the award of Graduate Certificate of Digital Learning Leadership, students must successfully complete 2 credit points in coursework units, 4 Professional Practice credentials and Academic Integrity AAI018 (0-credit-point compulsory unit).

Course structure

Students are advised to be well advanced in their introductory unit before attempting the credentials. The credentials may be attempted separately or simultaneously, and in any order.



Students will also need to complete a compulsory zero-credit-point Academic Integrity unit, which comprises an online multiple-choice test.



Credentials you will need to earn

You will need to successfully complete the following credentials

Credentials	Definitions	Page
Communication	The ability to use oral, written and interpersonal communication to inform, motivate and effect change. This includes communicating to consult or engage with individuals and groups inside and outside the organisation.	See page 11
Digital literacy	The ability to use information and communication technologies to find, use and disseminate information.	See page 13
Critical thinking	The ability to evaluate information using critical and analytical thinking and judgment. This includes creative insights gained through perceiving relationships, breaking away from prevailing mindsets and conceptualising new possibilities that only become clear after reappraising or restructuring current thinking, theory and processes.	See page 15
Digital learning	The ability to use appropriate digital technologies, instructional practice and specialised knowledge to create effective and engaging digitally enabled learning experiences.	See page 17

Enrolling in your credentials

This guide provides the details for all the credentials you are required to complete for this course.

Consider and select the first credential(s) you want to do, in line with your course structure and study plan that you have developed with the course team.

When you're ready to enrol in your credential unit, please contact artsed@deakin.edu.au

When you are enrolled, you will see your credential unit tile in the student portal, DeakinSync. Clicking on the unit tile will take you to the credentials portal.

All the credentials follow the same process of examples, evidence and video testimony. You will very likely find that the first credential takes you the longest to prepare but that it will become easier as you move through your credential submissions. It is possible to prepare and submit different credentials at the same time.

Please refer to Deakin Current Students information for the handbook and important information on key dates.



The credential process

Here's an overview of the seven steps involved in the online credential process.

1 Reflect

Reflecting on your experience is a key part of the credential submission process. So before beginning your submission, you'll need to take the time to think deeply about your professional experience. This will help you choose your examples in the next step.

2 Choose your examples

In your submission, you will need to describe at least two examples e.g. projects or initiatives that demonstrate how you have met the criteria and dimensions.

Each example can demonstrate more than one of the criteria and, combined, your chosen examples need to cover all the criteria. Here are some questions to help you choose your examples:

- How do these examples show your capability?
- What was the context of the example?
- What did you set out to achieve?
- What was the outcome?
- What was your contribution?
- Who were the stakeholders involved?

3 Tell your story

This is an opportunity to provide the detail to support your examples. The credentials portal gives you a template for this by providing questions to guide you. This is also known as a reflective testimony and shows the assessors how your examples demonstrate the criteria and dimensions for the credential.

4 Upload your evidence

For each example you describe, you must supply at least two supporting evidence documents. These documents help assessors validate your examples.

5 Submit

As the name indicates, this step is simply about submitting your examples and evidence.

You'll be required to declare that:

- your submission is true, and is your own work
- your contribution to any group work is not misrepresented
- your submission does not infringe copyright or confidentiality.

6 Record your video testimony

Once you have submitted your examples and evidence, you'll be invited to record your video testimony. This involves answering questions about your examples and should provide assessors with additional context and depth.

You will receive a link to our video portal, and you'll need to complete your testimony generally within two weeks.

7 Be assessed

Once you've submitted your examples and evidence, and completed your video testimony, your submission will be assessed. During the assessment period, you could be asked to provide additional information. If so, you will be allowed one re-submission.

Unlike traditional learning assessments there is no grading scale for credentials. The final outcome will be that your submission has either satisfied or not satisfied the standard of achievement at the required level.

In some cases it is possible to achieve some credentials at the Pre Masters-aligned level and still gain your degree.



Submission in English

The assessment for credentials is in English, therefore all evidence documents and written examples must be in English. The video testimony will also be conducted in English. If the original document is not in English, you will need to provide an officially certified translation, along with the original document for authenticity.

Criteria and dimensions

Your submission must address all of the credential's criteria and dimensions.

Criteria

It can be helpful to think of criteria for a Professional Practice credential as similar to key selection criteria (KSCs) for a job or key performance indicators (KPIs) for a performance review.

For example, when addressing KSCs for a job role, you need to provide examples from your professional experience and describe how the examples demonstrate the criteria. In the case of KPIs, you would talk to your manager about what you have done in the review period to meet your KPIs, providing examples to illustrate this.

Similarly, for credentials, you need to think about examples from your professional experience and describe how they (and the supporting evidence documents) demonstrate what you have done and which criteria they relate to.

Dimensions

Along with satisfying the credential's criteria, your submission needs to demonstrate that you're working at the required level of autonomy, influence and complexity. We call these the dimensions of the credential – keep them in mind when deciding which examples to use in your submission.

When you first read the criteria, allow yourself a couple of days to consider the evidence you might use. It is difficult to recall every piece of work you've ever worked on, and I found I would have light bulb moments over a day or two when I would remember a piece of evidence that was great for my submission.

Dominique, credential candidate



Your examples and evidence

Make sure your examples and evidence documents meet the requirements.

Examples

You need to provide at least two examples in your submission. Each example can relate to more than one criterion and, combined, your examples must address all the criteria and dimensions.

Your examples might span a number of roles and initiatives, but at least one example must be within the last **two years**.

Evidence

You need to provide at least two evidence documents to support each example.

You'll need to include a document of substance – such as a presentation, strategy, project plan or report – along with supporting documents, such as emails, meeting minutes or photos.

For each document, remember:

- You'll need to provide a description when you submit it, including evidence title, date, role and summary. This helps our assessors understand how the document fits into your submission
- For large files, refer to the specific parts (e.g. page number, section or time stamp) that support the criteria and dimensions
- If a document is not all your own work, explain your contribution to it within the example the document relates to

You can provide a third-party reference as one of your evidence documents, as long as you supply it on our third-party reference template (download this from the credentials portal). Your referee must be someone you currently or previously worked with, who can confirm your example or evidence.

You will need to provide examples and evidence that address the criteria in a digital learning context.

Removing confidential information

Please make sure you remove any confidential or sensitive information, such as names and financials, from your evidence documents.

When you remove confidential or sensitive information you need to state clearly in your written example that you have removed confidential information.

This might mean you need to provide a third party reference to verify your evidence. Please use our third party reference template for this (download it from the credentials portal).



Telling your story

Telling your story is also known as 'reflective testimony'. This is about bringing your examples and evidence together to show how you satisfy the credential's criteria and dimensions.

Create your submission by using the template in the credentials portal. The template will structure your submission by providing you with questions to help you tell your story and provide our assessors with the information they need.

Your story will describe the detail of your examples, and reference your evidence documents to support each example.

Your story needs to be:

- In the first person
- Of a professional standard with the appropriate level of grammar and spelling
- Clear and succinct.



Reflective testimony

"We do not learn from experience.
We learn from reflecting on experience."

John Dewey, educational reformer,
philosopher and psychologist

This reflection provides a lens through which to view your professional capabilities. The process of evidencing your professional practice is about engaging with purpose: as you stop and reflect on your practice, you are building your understanding of where you are as a professional and how you can continue to build on this to positively influence how you perform in your role.

Your video testimony

This is the final step in the submission process. Here's how it works.

Once you have submitted your examples and evidence through the credentials portal, you will receive an invitation to record your video testimony online.

You'll generally have two weeks to do it. The portal will guide you through the process, including asking you a series of questions to help our assessors further understand your skills and knowledge.

Here are some things to keep in mind:

- Have a copy of your submission handy because some of the questions will refer to your examples and evidence documents
- Your testimony is an opportunity to elaborate on the information you have already submitted
- Consider your clothing and location, remembering that your video is being recorded and will be reviewed by our assessors

Once you've completed your video testimony, your complete submission will be assessed within two weeks and you'll be advised of the outcome.

You might be asked to provide supplementary evidence during the assessment process. You will be allowed one re-submission in the assessment process for each credential.

Remember to have a copy of your submission with you as some of the questions will refer to your examples and evidence.



Communication

Communication is essential to promote commitment and the sharing of ideas and information within your team and across the organisation, and to external stakeholders and customers.

Communication is essential to promote commitment and the sharing of ideas and information within your team and across the organisation, and to external stakeholders and customers.

Communication is one of the most commonly listed employability skills in job advertisements. Communication skills have become increasingly important over time as individuals and organisations change who they work with and how they work with them.

In the modern workplace people won't always be in the same location or sitting around the same table. Today, people across organisations are collaborating via messaging and video-enabled meetings with people, at different times and across different locations, facilitated by the development of a whole new set of communication skills.

Businesses value professionals with good communication skills as they can be easier to work with and relate better to clients, ultimately driving business outcomes. Communication is vital to businesses because it engages staff, builds relationships, prevents misunderstanding and increases organisational efficiency and productivity. Professionals who effectively communicate with their colleagues foster positive relationships that benefit the organisation as a whole.

Communication is a critical component in successfully responding to change, enhancing innovation and promoting continuous improvement when deployed with other capabilities such as critical thinking, problem-solving, collaboration and emotional judgement.

Communication (Expert)

At the Expert level of communication you're promoting a culture that encourages and enables effective communication across teams, stakeholders and your organisation. You're preparing articulate and influential communications and giving clear instructions on often very complex topics or strategic issues.

Within your role you're promoting and fostering effective communication across your own operational area as well as across diverse groups within an organisation, or a professional or business network. You represent your organisation with authority and credibility beyond your business area, externally or in public forums. You communicate with meaning to positively inform or influence specialist and non-specialist groups, stakeholders and customers.



Communication

Your submission must address all of the credential's criteria and dimensions

Criteria

1. You promote a culture that encourages and enables effective communication.
2. You communicate with meaning to positively inform or influence specialist and non-specialist groups and diverse stakeholders.
3. You represent the organisation with authority and credibility beyond your business area externally or publicly.
4. You prepare and present articulate and influential reports, documentation and presentations.
5. You give and receive clear instructions or recommendations on often very complex and conceptually ambiguous topics or strategic issues.

Dimensions

- **Autonomy:** You have a broad awareness of factors that shape effective communication across a range of possible audiences, purposes and professional subjects. This will routinely involve eliciting and communicating diverse ideas to groups within and beyond the organisation.
- **Influence:** You promote the sharing of ideas and communication and information beyond the immediate professional or organisational context.
- **Complexity:** You appreciate and shape communication structures, procedures and systems that positively enable communication in social, learning, work and professional contexts.

The types of examples or evidence you could provide include:

- presentation at a professional or national/international conference to share information on wide-scale professional or work-related strategic issues
- systems-level stakeholder communication/engagement strategy (internal, external, specialist, non-specialist)
- communication presentations, press releases or similar strategic communications for specialist **and** non-specialist audiences
- board or executive reports or papers that effectively inform or influence decisions
- major reports or presentations on high-level topics communicating to diverse audiences, strategic partners or stakeholders
- communication audit or analysis of an organisation/significant entity/project team
- representing the organisation at high-level (e.g. national) forums (e.g. professional, legislative, regulatory, partner or project committees, or similar committees and boards)
- manuals, instructions, quality guidelines, policies, procedures, plans (e.g. HR, marketing, financial, strategic), or similar materials developed to guide activities and work across the organisation or its strategic partners
- representing your business unit when working on an initiative or project that involves other organisations, professional associations or other divisions or branches of your organisation
- links to digital or online evidence that may include images, text, documents, audio, video and related resources showing high-level presentations or communication on complex specialised professional or strategic topics.



Digital literacy

Digital literacy is an essential skill for effective participation in today's fast paced digital world with businesses relying on digital technology for all aspects of their operations.

Digital literacy is necessary in order to be engaged in new digital tools to identify, access, manage, integrate and evaluate digital resources and construct new knowledge to improve strategic operations. This is essential for any professional to participate in the digital economy and to collaborate in virtual environments to create new data, ideas or knowledge.

Professionals should be using technology in meaningful ways and adopting a broad range of computing and online technologies effectively in their workplace.

Digital literacy (Expert)

At the Expert level of digital literacy you are ensuring personal and group adherence to appropriate practices, policies and standards in the use of digital information. You are monitoring, analysing, reporting and researching global technology trends and seeking new technology opportunities to improve business outcomes and respond to opportunities or threats. Within your role you will identify and promote opportunities to use technology to optimise organisational, customer, process or operational outcomes. You are influencing colleagues and forming procedures to enhance how others store, discover, create or transfer content, data or knowledge. You analyse and evaluate organisation benefit from the use of digital technologies and identify where technologies can promote strategic outcomes.



Digital literacy

Your submission must address all of the credential's criteria and dimensions

Criteria

1. You ensure personal and group adherence to appropriate practices, policies and standards in the use of digital information.
2. You research trends in digital technologies or disruptions that may impact existing business models or professional practice.
3. You identify and promote opportunities to use technology to optimise organisational, customer, process or operational outcomes.
4. You analyse and evaluate organisational benefit from the deployment of digital technologies.

Dimensions

- **Autonomy:** You work at a systems level to monitor and report on digital initiatives.
- **Influence:** You research global digital trends and establishes where the organisation needs to respond to opportunities or threats.
- **Complexity:** You provide a consolidated insight into research and best practices from various sources to identify where technologies can promote strategic outcomes.

The types of examples or evidence you could provide include:

- technology plans and implementation strategies developed by you within a defined area of organisational or professional activity
- research project, business case, feasibility study or similar report into trends and business benefits/feasibility derived from new technology or proposed improvements within an organisation or professional activity
- project or improvement plan using formal methods and/or standards (e.g. ITIL, COBIT, ISO 20000, ISO 27001, or such like) for managing, assessing, and improving the technology enabled capabilities of a defined area of business or professional activity
- governance of or coordination role implementing new technology, or a technology innovation or deployment project
- policy or procedures developed to assure compliance to online privacy protection, legal, ethical and secure management of information
- copyright management for specified online or digital information or data
- policies, standards or quality targets guiding the use of technology within an organisation or professional field of endeavour
- high-level research on relevant technology trends
- establishing technology compliance standards or requirements
- management guidelines on the legal, ethical and security requirements for digital information and/or IT systems
- links to sophisticated digital or online evidence that may include collaborative environments, digital strategies, user guidelines or policies, or other relevant images, text, documents, audio, or video evidence.



Critical thinking

Critical thinking is essential to analyse a situation or problem, identify causal relationships and generate an optimal solution.

Critical thinking is important in business because it empowers employees to learn from their mistakes, recognise opportunities, observe facts objectively, systematically identify causes of problems, research and anticipate future events and overcome challenges to improve workplace success. People at all levels in an organisation are required to resolve problems and deploying critical thinking skills are a vital part of this as it involves the process of evaluating information to reach an answer or solution.

Professionals with effective critical thinking skills are able to better adapt to the unknown variables that come with disruptive technological innovation, turbulent global marketplaces and an increasingly competitive business environment.

Critical thinking is an essential aspect of finding innovative solutions to contemporary business problems.

Critical thinking (Expert)

At the Expert level of critical thinking you are making sound strategic judgements based on evidence to improve business outcomes. You are evaluating, using or designing research or research methods to find innovative solutions to organisational problems. Within your role you are creating new theories, concepts or models to explain business problems, situations or issues and are producing new insights to overcome these problems. You are developing predictive models that anticipate future changes to the business and formulating solutions to any problems or issues.



Critical thinking

Your submission must address all of the credential's criteria and dimensions

Criteria

1. You evaluate and choose a procedure or approach to investigate complex problems or opportunities that may span functions or areas of professional practice.
2. You produce new insights or knowledge that challenges current thinking, theory or flaws in logic.
3. You identify unknown factors and map complex causal relationships when working across complex problems that may span functions or areas of professional practice.
4. You develop scenarios, theories or models anticipating future effects or events resulting from evaluation of complex problems.
5. You make sound strategic judgements based on evidence.

Dimensions

- **Autonomy:** You think globally and work with internal and external experts to design, use and evaluate complex scenarios, theories or models to develop new thinking and knowledge.
- **Influence:** You investigate and generate new theories, models, methods or approaches that influence current organisational and professional practice.
- **Complexity:** You see relationships and effect of actions at a strategic level.

The types of examples or evidence you could provide include:

- description of the model you used and what tests were used to determine if it would be successful. Reflection on the model and the testing and whether there was a need to develop a new model
- new theory, model, method or substantial approaches that you have developed that advances understanding within a substantial field of endeavour or professional body of knowledge
- input into and shaping of new business models/paradigms or research methods
- provision of a substantial body of work evidencing your ability to consistently and correctly use advanced processes, techniques and tools to make an original contribution to the understanding of a very complex problem and its causal relationships
- solutions analysis derived through use of advanced problem solving techniques or tools
- producing models, technologies or theoretical models that predict future events or explain previously unexplained relationships or results
- publications or research challenging existing assumptions or thinking
- research and investigation into complex problems/ issues
- collaborative work across professional boundaries, disciplines or experts beyond the organisation to research, analyse, and reconceptualise existing body of knowledge
- development of predictive models and scenarios
- involvement in breakthrough thinking or creative endeavours
- links to highly advanced digital or online evidence that may include, images, text, documents, audio, video and related resources.



Digital learning

In today's digital world of work, digital learning is any type of learning that is facilitated by technology or by the application of a wide spectrum of practices that makes effective use of technology. Digital learning is not all digital, but leverages digital tools in an integrated way.

The rapid pace of innovation in digital technologies is having a profound impact on learning environments and the skills required by educational professionals amid constant change. Digital technologies enable new and better ways to support learning across personal, workforce and industry contexts.

Digital learning can enhance learning experiences, enabling individuals to grasp concepts more quickly and fully, to connect theory and application more effectively, and to engage in learning more readily. Educational professionals engaging specialist digital literacy skills in digital learning approaches can save time, better tailor learning to individual needs and facilitate the widespread sharing of knowledge in a global context.

Developing and maintaining digital learning capabilities is a key focus for educational professionals who are progressively adopting evolving technology in using digital tools in meaningful ways to design and deploy effective learning initiatives in their learning context.

Digital learning (Expert)

At the Expert level of digital learning you champion the collaborative advancement, development and deployment of high quality digital learning resources, technologies and design solutions. You lead, advance and share digital learning practice, innovation and research to enhance the digital learning skills and knowledge of others in the organisation and professional networks. To evaluate and report on the success of digital learning initiatives you analyse information and data from a wide array of sources. You work across teams to remove the boundaries and constraints that limit the creation of exceptional student experiences in digital learning, and contribute to transformation of practice.



Digital learning

Your submission must address all of the credential's criteria and dimensions

Criteria

1. You champion the collaborative development and deployment of high quality digital learning resources, technologies or design solutions.
2. You lead, advance and share digital learning practice, innovation and research in the organisation or professional networks.
3. You analyse information and data from a wide array of sources to evaluate and report on the success of digital learning initiatives.
4. You remove the boundaries and constraints that limit the creation of exceptional student experiences in digital learning, and contribute to transformation of practice.

Dimensions

- **Autonomy:** You lead and promote the advancement of digital learning proficiency of others in a range of roles and contexts.
- **Influence:** You lead the development of digital learning skills and knowledge in a workforce, and coach others in their uses.
- **Complexity:** You work across locations, within and beyond the organisation, to promote high standards of digital learning and practice.

The types of examples or evidence you could provide include:

- examples/portfolio demonstrating sustained, deep, specialised knowledge and professional practice in digital Learning (e.g. platform, resource management, design, development, techniques, tools development)
- examples of leadership contribution in digital learning across the organisation/profession
- data or evaluation detailing the strategic or professional impact (national or international) of digital learning research, policy or project you led
- management or sourcing of budgets/funding to conduct organisational or major digital learning plans/projects
- examples of engaging in professional network communities of practice.



Your rights and responsibilities

Professional Practice Credentials are awarded by Deakin University and are governed by relevant policy and procedure (including the Deakin Micro-credentials policy and Deakin Professional Practice Credentials procedure).

When you engage in the credentialling process as a student of Deakin University you have rights and you also have responsibilities.

Your rights include:

- to be treated with courtesy and respect throughout the process
- to have access to reasonable adjustments in applicable circumstances
- to have access to a review of a decision should this be required.

Your responsibilities include:

- to act with academic integrity
- to conduct yourself in a professional manner throughout the process.

Academic integrity

Academic integrity is acting in accordance with the values of honesty, trust, fairness, respect and responsibility in academic settings. Examples of behaving with academic integrity include:

- complying with instructions for assessment tasks
- submitting your own original work
- acknowledging all ideas, designs, words or works of others, including in group tasks
- providing accurate and truthful documentation.

Plagiarism is the use of other people's words, ideas, research findings or information without acknowledgement, that is, without indicating the source. In the credentialling process this also includes misrepresenting your prior experience and your role in any examples or evidence provided.

Plagiarism is a very serious breach of academic integrity and there are procedures and penalties for dealing with instances of plagiarism and collusion (acting with another person with the intention to deceive) by students.

Deakin University's academic misconduct procedures and penalties are explained on the Student integrity web page and more information is available in the Student Academic Misconduct Procedure.

Reasonable adjustments

Alternative assessment arrangements may be made for students with a disability or health condition to ensure that all students have a consistent and fair opportunity to demonstrate their knowledge and/or capabilities.

Students who are prevented from completing an assessment requirement at the scheduled time because of circumstances outside their control may apply for an extension.

When a student is enrolled in a Deakin professional practice course, alternative arrangements, including applying for an extension, will be made according to the process set out in the Assessment (Higher Education Courses) procedure.

Academic Progress

One of Deakin's graduate learning outcomes is self-management: working and learning independently and taking responsibility for personal actions. You are expected to make your studies a priority and to start your assessment tasks early, rather than leaving them until the last minute.

At the end of each trimester, your Faculty will review your progress against your study plan. If your performance is below the expected standard, the University will intervene. Initially you will be contacted and provided with support to improve your performance. Students who continue to make unsatisfactory progress may be excluded. For more information see the Academic progress web page.

Breaches of responsibilities

When a student is enrolled in a Deakin professional practice course, allegations of breaches of responsibilities will be managed in accordance with relevant student academic integrity or general misconduct policies.

Allegations of breaches of responsibilities will be investigated by the University and a decision made about whether the allegation is supported and what action should be taken. This may include education about acceptable practice, a formal warning, exclusion from the credentialling process or revocation of the credential, depending on the severity of the breach. The student will be notified in writing of the outcome and review process.

Complaints

For all enquiries, requests and feedback related to Deakin Professional Practice Credentials, or to make a confidential complaint, please contact ppc@deakin.edu.au

For further information about your rights and responsibilities as a Deakin student, and for requirements relating to Deakin units, please check your unit guide.



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Deakin University CRICOS Provider Code: 00113B

We're here to help

If you need any help along the way,
please email us on ppc@deakin.edu.au