Course guide:
Master of Digital Learning Leadership

DEAKIN UNIVERSITY

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.
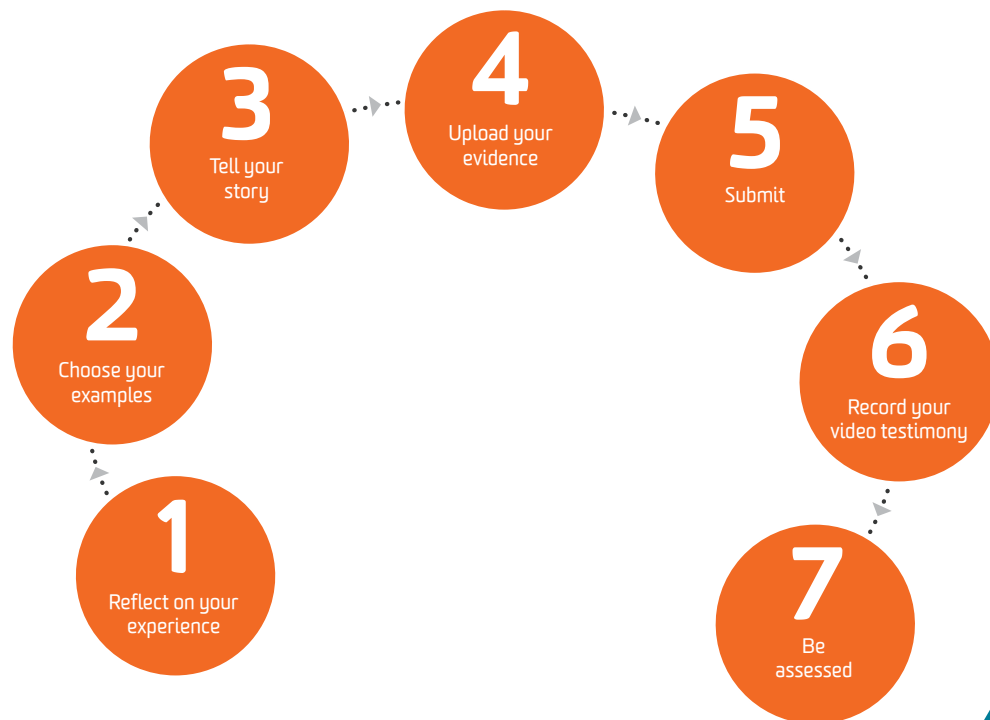
Introduction

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.

3 Tell your story

4 Upload your evidence

5 Submit

2 Choose your examples

6 Record your video testimony

1 Reflect on your experience

7 Be assessed

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.

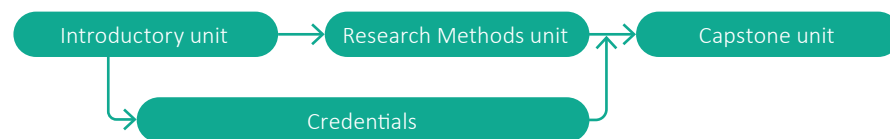If you need help, please email us on ppc@deakin.edu.au

Best wishes for your credentialling journey!

Course overview

The Master of Digital Learning Leadership is designed for experienced professionals seeking to progress their career through a postgraduate qualification. The course will suit those working in the fields of digital learning and emerging technologies in higher education who seek recognition for their prior learning, skills, demonstrated expertise and extensive experience through a combination of professional practice credentials and coursework units. The course offers educators, learning designers and educational resource managers a credible and validated approach to optimising prior learning and workplace experience to accelerate achievement of the course learning outcomes. The course recognises the rapid pace of innovation in digital learning environments, and the and skills required by educational professionals amid constant change. Employability skills are validated and endorsed through a final holistic assessment activity that requires students to demonstrate their expertise.

To qualify for the award of Master of Digital Learning Leadership, students must successfully complete 4 credit points, 10 Professional Practice credentials and Academic Integrity AAI018 (0-credit-point compulsory unit). The Capstone unit in this degree takes the form of two research papers.

Course structure

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Introductory unit  →  Research Methods unit  →  Capstone unit
        ↓                        ↑
        →──────  Credentials  ──→
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Master Professional Practice

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. It is advisable to complete the majority of your credentials before enrolling in the first research paper unit.

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
Problem solving	The ability to create, implement and evaluate the success of solutions to authentic (real world and ill-defined) problems.	See page 17
Self-management	The ability to work and learn independently, and take responsibility for personal actions.	See page 19
Collaboration (formerly Teamwork)	The ability to work and interact with others including those from different backgrounds and professions/disciplines. In a professional context the focus is on collaboration to proactively promote synergy in the production of work products within teams and across internal and external networks. This includes stimulating relationships in order to promote collaborative outcomes, knowledge sharing and goal attainment.	See page 21
Cultural engagement (formerly Global citizenship)	The ability to think, act, relate and respond to socio-cultural elements. It is a notion that is based on understanding the 'self' in relation to 'others' within their local and broader community and discipline. This includes demonstrating cultural sensitivity, regard and respect for differences and effectively promoting a positive culture.	See page 23
Innovation	The ability to critically review information and, breaking away from prevailing mindsets, conceptualise, implement and evaluate the success of new and improved ideas, theory, practices or processes.	See page 25
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 27
Digital learning – discipline specialisation	The ability to demonstrate the required depth of knowledge in a chosen specialisation in digital learning (e.g. platform, resource management, design, development, techniques, tools development, learner or user experience).	See page 29

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 your Course Adviser or 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
- 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.

Problem solving

Problem solving is an essential part of business today as it involves the ability to define and analyse problems, identify problem severity and implement optimal solutions.
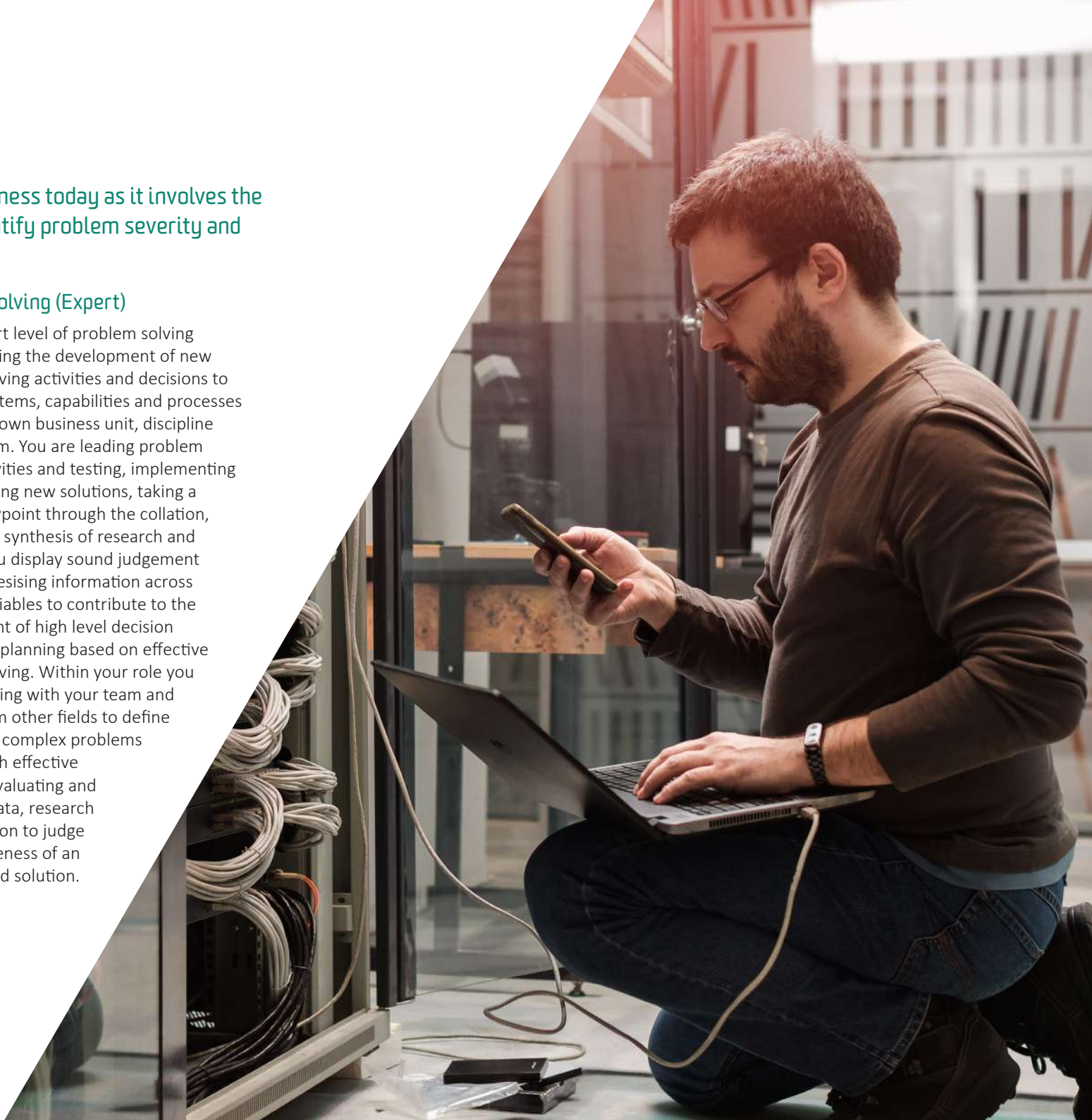
Problem solving is currently one of the most in demand skills in the workplace. Effective problem solving skills are essential to work more efficiently with colleagues and stakeholders through identifying and analysing issues and resolving problems that limit desired business outcomes.

Problem solving is not just about being able to solve problems, it is about being able to work collectively to understand what the problem is and identify and remove root causes.

Problem solving involves breakthrough thinking and innovative solutions on business problems and may require teamwork, collaboration and communication to attain successful outcomes.

Problem solving (Expert)

At the Expert level of problem solving you are driving the development of new problem solving activities and decisions to improve systems, capabilities and processes within your own business unit, discipline area, or team. You are leading problem solving activities and testing, implementing and evaluating new solutions, taking a holistic viewpoint through the collation, analysis and synthesis of research and practice. You display sound judgement when synthesising information across multiple variables to contribute to the improvement of high level decision making and planning based on effective problem solving. Within your role you will be working with your team and experts from other fields to define and analyse complex problems and establish effective solutions, evaluating and reviewing data, research or information to judge the effectiveness of an implemented solution.

Problem solving

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

Criteria

1. You devise new solutions to a problem by collating, analysing and synthesising research and practice.

2. You test solutions and display sound judgement when synthesising information across multiple variables.

3. You evaluate and review data, research or information to judge the effectiveness of implemented solutions.

4. You contribute to improvement of high level decision making and planning based on effective problem solving.

Dimensions

- **Autonomy:** You drive complex problem solving activities and decisions that improve professional or organisational systems, capabilities or performance.

- **Influence:** You improve organisational and professional outcomes by taking a holistic viewpoint when developing solutions and evaluating strategic decisions.

- **Complexity:** You hypothesise, design and construct models, strategies or investigations to solve complex problems.

The types of examples or evidence you could provide include:

- description of the systematic problem solving model and methods, and the tests that were used to indicate success. Reflection on the model and the testing and whether there was a need to develop a new model based on the review

- judgement in selection of optimal solutions based on evidence and research

- solutions testing at a high level or across complex variables/components

- report with value analysis on benefits from a given solution to an issue or problem

- solutions analysis derived through use of advanced problem solving techniques or tools

- 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 understanding a complex problem, issue or situation

- leading others working on highly ambiguous problems with wide ranging societal or professional impact

- dealing with complex, multi-disciplinary problems

- original contribution in the form of a hypothesis, design, models, strategy or solution for a very complex problem.

Self-management

Self-management is essential to demonstrate your capability to continually learn, respond to changes and enhance work practices. Self-management also encompasses your ability to understand and manage your own strengths and weaknesses, to self-motivate, to seize career opportunities and take responsibility for your own development.

Employers value strong self-management because it creates motivated professionals who can rapidly transfer skills to new experiences and who are committed to continually evolve their capabilities. Professionals with effective self-management skills typically more rapidly advance and develop their own potential, career and professional status.

By striving for improvement and raising their career potential, professionals can add significant human capital value to their organisation beyond what they can do in their current job role.

Self-management (Expert)

At the Expert level of self-management you are reflecting and evaluating upon your long-term career options and ways to improve your high level performance through learning and development. You lead others by example in seeking and exploring development opportunities to advance their professional capabilities and career pathways and promote a culture of continuous learning within your organisation. Within your professional experience you will have set and pursued long term professional, learning and career development opportunities and deployed your expertise to enhance organisational practices or a professional body of knowledge. You effectively and efficiently acquit responsibilities across diverse strategic contexts to achieve strategic outcomes.

Self-management

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

Criteria

1. You reflect upon long term career options and plan learning and development improvements that support these aspirations.
2. You mentor others and promote a culture of continuous learning.
3. You pursue development opportunities that deepen and broaden existing thinking and practice.
4. You display high level judgement and capacity to efficiently plan and acquit responsibilities across diverse strategic contexts.

Dimensions

- **Autonomy:** You evaluate and plan long term career needs and ways to improve high level performance.
- **Influence:** You build off expertise to promote excellence in others within a broad range of professional or organisational contexts.
- **Complexity:** You lead others and actively explore long term opportunities to advance professional competence and career pathways.

The types of examples or evidence you could provide include:

- long term (over 5 years) career development plan
- long term (over 5 years) personal development plan and learning goals
- Continuing Professional Development (CPD) Learning and Development plans and execution
- personal insights gained from high level personal attributes or psychometric profiling; e.g. strategic judgement, political acumen, perseverance
- membership of and contribution to a professional network and body of knowledge for Information Technology
- coaching or mentoring of others in a specialised field of Information Technology
- contribution to the profession or a significant field of endeavour
- 360 Review and action plan
- expert level professional status and recognition
- portfolio or records of attendance at significant professional development or industry forums
- manuals, instructions, quality guidelines, policies, reports, procedures, plans and such like developed to guide activities and work across the organisation or its strategic partners
- significant network of peer and professional relationships within Information Technology
- journal publications.

Collaboration (formerly Teamwork)

Collaboration is one of the most highly regarded employability skills and many organisations rely on successful teamwork to achieve organisational goals and objectives.

Coillaboration is one of the most highly regarded employability skills and many organisations rely on successful teamwork to achieve organisational goals and objectives.

Being able to work productively within a collaborative project or team is vital for increasing creativity, improving the quality of work and fostering healthy and productive relationships with colleagues and stakeholders in contemporary business. Professionals who collaborate are able to provide a better experience and superior support for their customers by being able to tap into internal experts, information and resources to help their customers.

To achieve organisational objectives and goals, employees need to be able to collaborate across teams and organisational boundaries, communicate clearly with each other, be aware and considerate of emotions and solve problems with the full intellectual capital of the team rather than individuals.

Collaboration (Expert)

At the Expert level of collaboration you are promoting and leading collaborative effort to achieve strategic outcomes for your organisation. You are leading the successful coordination and execution of large-scale projects, maintaining positive relationships with stakeholders and facilitating productive discussions with strategic partners. Within your role you recognise and overcome resistance and successfully break down barriers across teams or operational areas, allowing collaboration and information sharing. You use appropriate influence strategies to gain high level support, optimise participation and build commitment to agreed strategic purpose.

Collaboration (formerly Teamwork)

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

Criteria

1. You coordinate the planning and execution of collaborative projects involving a wide range of participants.
2. You build positive relationships and mechanisms for optimising cooperation within the organisation and with external stakeholders.
3. You recognise and overcome resistance or conflict that limits collaboration and strategic cooperation.
4. You use appropriate influencing strategies to gain high level support for an initiative.

Dimensions

- **Autonomy:** You work across organisations or professions to optimise collaboration and cooperation.
- **Influence:** You solicit input and build commitment to agreed strategic purpose.
- **Complexity:** You perform a range of complex activities to optimise participation and influence high level outcomes.

The types of examples or evidence you could provide include:

- leadership role in a large scale and/or very complex project or initiative
- leadership role coordinating or securing input and/or commitment from external stakeholders, customers, partners or experts into a collaborative endeavour/project
- governance role in reviewing or testing new technology/ IT innovations
- research project, business case, feasibility study or similar report into trends and business benefits/feasibility derived from new IT or proposed improvements
- maintaining high level vendor/supplier relationships
- participation in a large scale and/or very complex project or initiative
- primary role coordinating or guiding of a major digital collaborative endeavour/project/team
- management of strategic partnerships or cooperative arrangements
- extended duration (e.g. over 3 years) performing effectively in a senior leadership role
- leadership role gaining input and support from stakeholders or strategic partners
- output achieved through personal efforts to successfully navigate industry politics or competing strategic interests
- lobbying or influencing national or industry-level stakeholders or decision makers
- promoting community engagement
- managing members of a team -physical or virtual-through a team formation or change process
- participation and collaboration in strategic alliances and collaborative initiatives
- sharing or stimulating the means for ideas and information to be shared nationally across professional and industry boundaries.

Cultural engagement (formerly Global citizenship)

Cultural engagement is essential in understanding your professional responsibilities in an increasingly diverse global economy and society.

Being culturally engaged is vital in today's rapidly changing workplace where technology is removing geographical boundaries and is driving new ways of doing business. Organisational success often relies on active engagement in local and global issues that strengthen the communities in which we live and work. Culturally engaged employees think, act, relate and respond to socio-cultural elements.

Cultural engagement benefits your company brand, increases the opportunities for growth and helps you connect with colleagues to build partnerships around the world. Being culturally engaged and acting ethically are important aspects of being an effective global citizen.

Cultural engagement (Expert)

At the Expert level of cultural engagement you understand the principles and methods for managing an organisation's cultural awareness and engagement. Within your role you actively promote the respect for protocols, etiquettes and origins underpinning other cultures and you work within your organisation to foster an environment of inclusiveness and mutual respect for diversity and cultural differences. As a leader, you challenge bias and intolerance to create a culture that respects and embraces diversity. You identify and appreciate the impact of organisational decisions at the wider societal level in order to guide the alignment of your organisation's culture and values with society.

Cultural engagement (formerly Global citizenship)

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

Criteria

1. You promote organisational policies and practices that encourage inclusiveness.

2. You promote policies and practices that optimise participation of people from diverse backgrounds and perspectives.

3. You guide and manage the behaviours of personnel to respect community and society values and expectations.

Dimensions

- **Autonomy:** You work within and outside the organisation or profession to create an environment of inclusiveness and mutual respect for diversity and socio-cultural differences.

- **Influence:** You challenge poor behaviours and intolerance to create a culture that embraces diversity.

- **Complexity:** You identify and appreciate the impact of organisational decisions at the wider societal level.

The types of examples or evidence you could provide include:

- audit or report on culture/climate/employee satisfaction or similar in an organisation or comparable entity

- extended exchanges or successful work or professional placement (over three months) in an international, diverse cultural context

- organisational or system-level stakeholder engagement/communication plan that specifically addresses minorities and inclusive participation

- systems-level research that shows you have appropriately and flexibly encompassed the needs of local communities and diverse groups

- shaping Code of Conduct or similar strategies to positively shape organisational culture

- leading sustained engagement and input from the community

- assessing culture alignment to the operational environment

- leading in a manner sensitive to the cultural climate

- using a range of leadership styles sensitive to the diversity of the workforce, customer(s) or stakeholder(s).

Innovation

Innovation skills are essential for organisations to respond to future opportunities, embrace new uses of technologies and improve industry methods.

In an increasingly competitive market, innovation increases competitiveness, growth and sustainability. This is important in meeting changing customer needs through better systems and processes.

Innovation has long been recognised as a source of business success. The Department of Industry has found that businesses that regularly innovate generate $4 million more in revenue than firms that did not innovate.

Successful innovation is necessary for continuous improvement and should be an in-built part of every business strategy. It is vital to create more efficient work processes as well as to achieve higher productivity and performance.

Innovation (Expert)

At the Expert level of innovation you are driving pro-active innovation practices and thinking across the organisation and professional context. To enable innovation within your organisation, you promote the systems and culture to enable adaptive mindsets. You actively work across stakeholders for innovation programs to optimise organisational and client outcomes. Within your role, you foster the roll out of successful innovation projects and establish actions for your team to evaluate, capture and share successful outcomes. You will ensure momentum is maintained throughout innovation projects across your team and stakeholders to achieve strategic outcomes.

Innovation

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

Criteria

1. You promote the systems and culture that enable innovation.

2. You work across the organisation and its stakeholders to drive innovation practices, thinking and activities to optimise outcomes.

3. You establish actions to evaluate, capture and share successful innovations and innovations processes.

4. You foster the roll out of successful innovations across the organisation.

Dimensions

- **Autonomy:** You work in a highly self-directed and autonomous manner to drive innovation processes and projects within and beyond the organisation.
- **Influence:** You advance innovation practices across organisational and professional contexts and makes a significant contribution to the improvement of strategic outcomes.
- **Complexity:** You use deep understanding and experience to advance innovation thinking and practice, including potentially developing new approaches or models within an organisation or profession.

The types of examples or evidence you could provide include:

- contribution to organisational-wide innovation and idea creation
- a Business Benefit Analysis for a major innovation or idea
- Strategic Change Implementation Plan for a major, complex innovation and resulting change project
- Change Project Evaluation reviewing an innovation or resulting change project policies and plans instituted to promote rapid response to opportunities for innovation
- driving a successful organisational-wide innovation initiatives (e.g. sponsor, champions, chair committees)
- culture audit and response relating to innovation behaviours or practices in an organisation or workplace
- plan or report to on entrepreneurial behaviours and competencies in an organisation or major project
- policy, procedures, guidelines or similar documents developed by you to stimulate and foster innovation within an organisation, industry or field of professional endeavour
- strategic judgement in selection of optimal solutions based on evidence/research into an innovation or a range of options
- organisational innovation cultural audit or agility assessment
- plans, project proposals or similar concerning significant innovation or system-level improvements
- developing a stakeholder analysis and a communication strategy to support the introduction of wide scale innovation
- oversight of systems-level or strategic innovation management activities within or beyond the organisation (e.g. product development, supply chain or value stream transformation).

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.
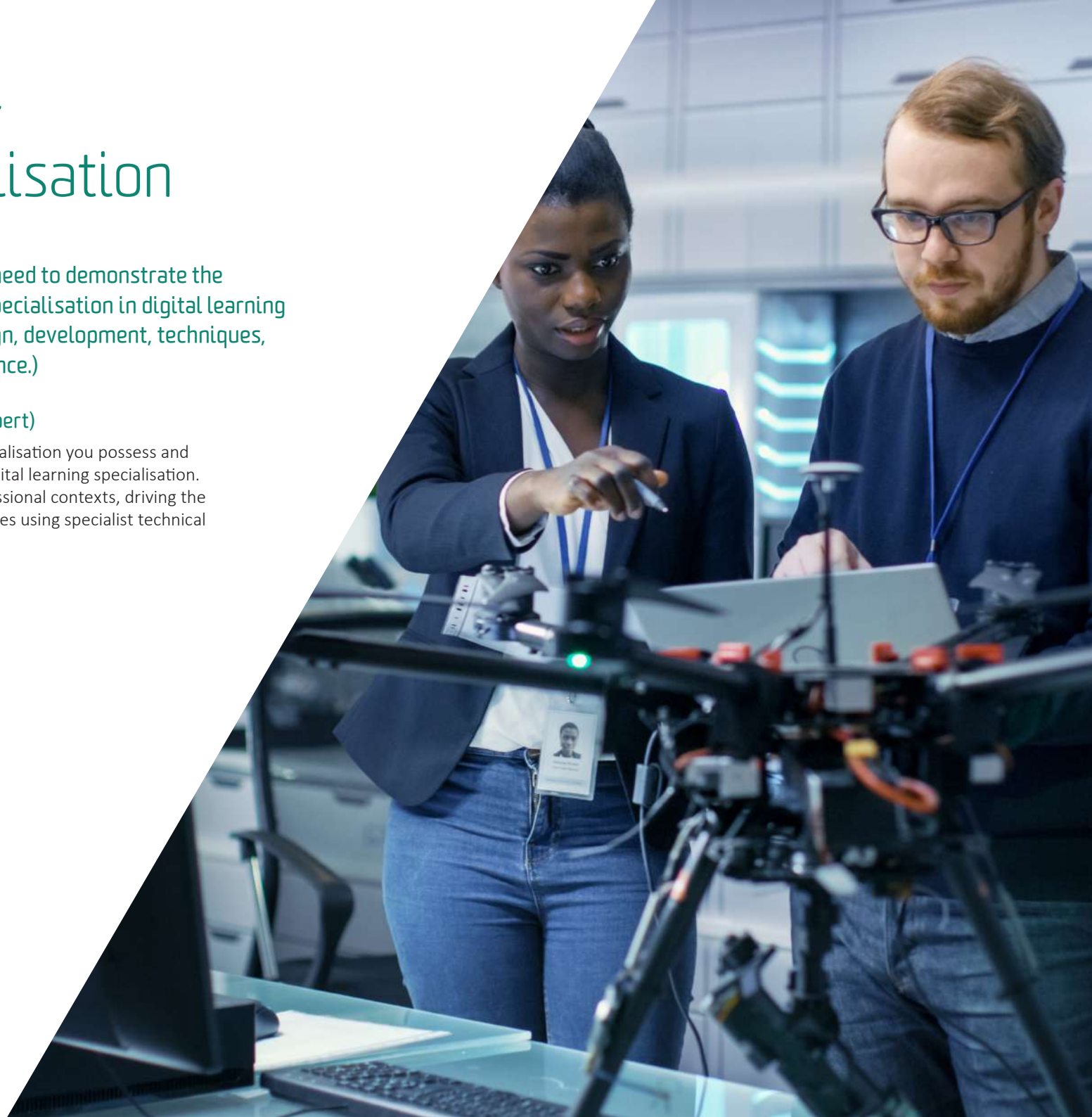
Digital learning – discipline specialisation

As a digital learning professional you will need to demonstrate the required depth of knowledge in a chosen specialisation in digital learning (e.g. platform, resource management, design, development, techniques, tools development, learner or user experience.)

Digital learning – discipline specialisation (Expert)

At the Expert level of digital learning – discipline specialisation you possess and demonstrate a depth of knowledge in your chosen digital learning specialisation. You apply your skills across a range of work and professional contexts, driving the development of high quality digital learning experiences using specialist technical and professional capabilities.

Digital learning – discipline specialisation

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

Criteria

1. You share and leverage deep expertise on global trends and developments in best practice in an area of digital learning practice (e.g. platform, resource management, content development, environments, designs, analytics, techniques, tools development, learner or user experience).

2. You provide important contributions to improve and transform practice and the ongoing development of expertise within a specific area of digital learning knowledge or practice.

Dimensions

- **Autonomy:** You collaborate with experts and stakeholders across a varied range of roles and contexts to advance effective digital learning.

- **Influence:** You lead the development of digital learning specialist technical and professional capabilities in a community of practice.

- **Complexity:** You work across locations and courses, within and beyond the organisation, to promote high standards of learner engagement and student experience in digital learning.

The types of examples or evidence you could provide include:

- To demonstrate your depth of knowledge and capability, you are required to submit a portfolio of evidence that demonstrates your sustained, deep, specialised knowledge and professional practice in a chosen digital learning discipline specialisation e.g. platform, resource management, design, development, techniques, tools development, learner or user the experience.

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.

deakin.edu.au

We're here to help

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