

Master of Learning and Development (MLAD) - MLearning&Dev

	Distance education	Online
Semester intake:	Semester 1 (March) Semester 2 (July) Semester 3 (November)	Semester 1 (March) Semester 2 (July) Semester 3 (November)
Fees:	Commonwealth supported place International full fee paying place	Commonwealth supported place Domestic full fee paying place International full fee paying place
Standard duration:	1 year full-time up to 5 years part-time	
Program articulation:	From: Postgraduate Certificate in Learning & Development ; Postgraduate Certificate in Education ; Postgraduate Certificate in Applied Linguistics	

Notes:

Both modes of study are supported through the USQ Study Desk.

This program does not qualify students for teacher registration with relevant teaching authorities. To qualify for teacher registration in Queensland, please refer to the [Graduate Diploma in Learning and Teaching](#)

Contact us

Future Australian and New Zealand students	Future International students	Current students
Ask a question Freecall (within Australia): 1800 640 678 Phone (from outside Australia): +61 7 4631 5315 Email: studyedu@usq.edu.au	Ask a question Phone: +61 7 4631 5543 Email: international@usq.edu.au	Ask a question Freecall (within Australia): 1800 007 252 Phone (from outside Australia): +61 7 4631 2285 Email usqassist@usq.edu.au

Program focus

This program is designed for those wishing to respond to emerging educator roles and opportunities brought about by changes in workplaces and communities. Within such an environment, individuals shape personally-relevant study from formal and informal programs. A central tenet for students in the Master of Learning and Development is their cultivation of a critical and reflective approach to the literature and its inherent conceptual frameworks. The program therefore keeps pace with the rapidly changing education environment and the educator's expanding and evolving role. Students are able to customise their study by selecting courses from other faculties as part of their learner-designed program. This flexibility encourages students to focus on specific areas based on their personal and professional needs, industry requirements and future career aspirations, and is ideally suited for those from non-traditional educational settings who do not require teacher registration.

Career opportunities

This program is designed for those in career transitions. Teaching and learning are increasingly viewed as central to the work of professionals and practitioners across a range of industry, organisational and community contexts whose responsibilities now include the facilitation and/or management of professional learning and development. It is this broad focus on lifelong learning that drives increased participation in learning in all its forms. This in turn creates a demand for professionals and practitioners who are able to effectively plan, design, develop, organise, manage, support, facilitate and evaluate effective and responsive programs and sequences of learning that support personal, professional and organisational development. For example, this may lead to positions such as: Training and Development Managers, Directors of Childcare Centres, Education Designers, and Professional Education Coordinators.

Two specialisations have been designed to address requirements of accrediting bodies:

- the **Career development and lifelong learning** specialisation has been designed to address core and selected specialist competencies from the Professional Standards for Career Practitioners as determined by the Careers Industry Council of Australia.
- the **Early childhoods** specialisation has been designed to address accreditation requirements of the Queensland Department of Families. International and Interstate students should check the status of this qualification with local authorities. This qualification will not lead to teacher registration.

Program aims

The aim of this program is to provide professionals in education, training and development with masters-level coursework and research opportunities that will engage with educational issues that are relevant and meaningful to them and help to sustain their communities and fulfil their lives. For those choosing the Research Pathway, a complementary aim is to provide an opportunity to develop research capabilities as a foundation for independent investigations through a critical approach to educational research. The program therefore aims to:

- facilitate the development and consolidation of knowledge and skills in teaching and learning in community, professional and workplace learning settings that are informed by contemporary learning theory and futures-orientated approaches
- support the application of these knowledge and skills through learner-centred design, flexible delivery and individualised and authentic assessment to enhance quality of services for their learners
- provide opportunities for students to build a program of study to suit their own particular needs, professional and industry requirements and individual career paths

Program objectives

On successful completion of the Master of Learning and Development, students should be able to:

- critically analyse and contextualise knowledge relating to professional practice, and sustainable engagement in educational sectors
- exhibit competence and commitment in pursuing personal lifelong learning goals of advanced scholarship in relation to their areas of specialisation
- articulate the local, provincial, national, regional and global dimensions of the work and identities of contemporary educators, trainers and developers
- demonstrate the capacity to add value to, and help to sustain contemporary learning communities

An additional objective for those following the Research Pathway is to:

- integrate empirical, methodological and theoretical knowledge in ways that engage current educational issues

Admission requirements

To be considered eligible for admission to the Master of Learning and Development program, applicants must:

- have completed a Bachelor's degree from a recognised university.

Alternative admission

Applicants who do not meet the requirements for normal entry may apply for alternative entry if they believe that they can demonstrate that they have qualifications and/or experience that might be considered equivalent to those required for normal entry. Applicants are referred to the Australian Qualification Framework's [Recognition of Prior Learning](#) principles to assist such demonstration.

International applicants

- must also meet the University's requirements for English language proficiency for international postgraduate students if applicable. Please refer to Academic Regulation 5.4 of the University Calendar

How to apply

Domestic students

[Application for postgraduate programs](#) may be made directly to USQ. You should ensure you submit your application by the [closing dates](#).

International students

This program is offered to international students. An international student is a person who is not an Australian or New Zealand citizen and not an Australian permanent resident. Please refer to [USQ International](#) for information about entry requirements, visa arrangements and how to apply.

Program fees

Commonwealth supported place

A Commonwealth supported place is where the Australian Government makes a contribution towards the cost of your higher education and you as a student pay a [student contribution amount](#), which varies depending on the courses undertaken. You are able to calculate the fees for a particular course via the [Course Fee Finder](#).

Commonwealth Supported students may be eligible to defer their fees through a Government loan called [HECS-HELP](#).

Domestic full fee paying place

Domestic full fee paying places are funded entirely through the full fees paid by the student. [Full fees](#) vary depending on the courses that are taken. You are able to calculate the fees for a particular course via the [Course Fee Finder](#).

Domestic full fee paying students may be eligible to defer their fees through a Government loan called [FEE-HELP](#).

International full fee paying place

International students pay [full fees](#). Full fees vary depending on the courses that are taken and whether they are studied on-campus, via distance education/online. You are able to calculate the fees for a particular course via the [Course Fee Finder](#).

Program completion requirements

Students are required to follow the recommended enrolment pattern for their selected specialisation or to tailor a "student-designed" enrolment pattern following the Program Structure.

Program structure

The Master of Learning and Development is an 8-unit program. Three guidelines shape the program structure.

- A minimum of 50% of the units studied (at least 4 units) must be level 8 courses
- A minimum of 50% of the units studied (at least 4 units) must be from the [Master of Education](#)
- A maximum of 50% of the units studied (up to 4 units) may be selected from any USQ Faculty – choose via the [USQ programs](#) search facility.

Students may choose to follow a prescribed enrolment pattern for one of the specialisations, or may prefer to tailor their study as outlined in the "Student-Designed Customisation" notes below.

Student-Designed Customisation

This option is an alternative to following the recommended enrolment pattern for a particular Specialisation. Students may choose to customise their study by following the program structure guidelines above. **Note:** Students must submit a study plan for approval by the Program Co-ordinator.

Coursework and Research Pathways

Students may choose to study a suite of eight (8) coursework units, the **Coursework pathway**, or if students intend undertaking doctoral studies at a later date, follow the **Research pathway**.

	Coursework pathway	Research pathway
Faculty of Education coursework	Minimum of 4 units	Minimum of 4 units
Complementary coursework:	Maximum of 4 units	Maximum of 4 units *

The **Research pathway** requirements and its recommended enrolment pattern can be found in the **Research** section of this Handbook entry.

Required time limits

Full-time enrolment normally requires one year of study. Part-time enrolment may be extended to five years of study.

Major studies/Specialisations

Because of the program focus, the default study pattern will be student-designed; a customised pattern following the program structure guidelines. Students who follow the recommended enrolment pattern for the following specialisations will have their specialisation named on their testamur.

Please select one of the following specialisations or refer to the [Program Structure](#) section of this Handbook to tailor your own study pattern via the student-designed customisation option.

- Adult Professional and Workplace Learning
- Career Development and Lifelong Learning
- Communities and Informal Learning
- Learning Design
- Early Childhood
- Educational Leadership
- Online and Distributed Learning
- Organisational Capacity Building

Research

The **Research Pathway** comprises a minimum of one research coursework unit and an individual, supervised project comprising a minimum of 2-units. Students will:

- work with a project supervisor in the 2 (or 3) unit project
- arrange supervision for their project during the research coursework unit

Project topics will be in one of the fields of education or a related cognate field and are limited by the Faculty's capacity to supervise. See the research recommended enrolment pattern.

Note: The Research Pathway is not available to students undertaking the following specialisations:

- (1) Adult, professional and workplace learning
- (2) Early childhood

Practical experience

Practical experience is required and recommended in a limited number of specialisations: **Adult, Professional and Workplace Learning** and **Early Childhood**. Irrespective of level of academic performance achieved by students in these specialisations, no student will be eligible to graduate from the specialisation without satisfactorily demonstrating current professional competence against the performance criteria identified in the nominated courses. **Eligibility to Undertake Professional Experience in Queensland Educational Settings** Under the terms of the Commission for Children and Young People Act (Qld. 2000), students undertaking professional experience are considered to be **volunteers** engaged in **regulated employment**. As such, all students working with children must apply to the Commission to be issued with a notice that they

are **suitable to work in child-related employment**. As part of this application, the student must consent to the Commission conducting a criminal history check as the key element of the process of determining suitability. All applications for a suitability notice must be made at the local campus of the university at the commencement of their program. Students who do not make application, or who do apply but are subsequently deemed **unsuitable**, will not be able to undertake the professional experience components of the program.

Further information, including a list of serious offences which could lead to a child care student being deemed unsuitable, are available from the Commission's website at <http://www.ccydpcg.qld.gov.au/employment/>

Students undertaking Professional Experience outside of Queensland will need to check the requirements for Professional Experience in their State or Country.

IT requirements

Students must have reliable and ready access to email and the internet. See <http://www.usq.edu.au/ict/students/standards/hardware.htm>

Articulation

The Master of Learning and Development program articulates from the Postgraduate Certificate in Applied Linguistics, Postgraduate Certificate of Education, and Postgraduate Certificate in Learning and Development. On completion, the Master of Learning and Development articulates to the Master of Education Research.

Exit points

Students who successfully complete a minimum of four (4) units of the Master of Learning and Development program will be able to transfer 4 units of credit to an appropriate Postgraduate Certificate program (see the programs listed under Articulation above).

Exemptions

The maximum exemptions granted will be no more than half of the program units (four units). Within this limit, exemptions will be granted for relevant studies successfully completed at postgraduate level in the last five years and may be considered for studies successfully completed in the last 10 years. Students who have completed the Postgraduate Certificate programs listed in the Articulation section above, will receive full credit. Within the framework of these guidelines, the following points warrant particular consideration:

- Transfer of credit from other incomplete USQ award programs may be permitted where there is similar or appropriate content.
- Advanced Standing for other formal awards from recognised educational institutions will be assessed using the Australian Qualification Framework's Recognition of Prior Learning principles (please see <http://www.aqf.edu.au/>).
- USQ participates in the Education Queensland Professional Development Pathways Program. Appropriate credit will be given through the scheme which is outlined at http://education.qld.gov.au/staff/development/employee/teachers/pd_pathways/pd_pathways_contact.html. Applications for similarly assessed professional development programs offered in other jurisdictions are invited.
- Other completed and assessed professional development and workplace learning activities will attract credit into the program when assessed by Program Administration as equivalent to a full USQ course.

Students intending to apply for exemptions should seek advice from Program Administration before applying for exemptions, and follow the [guidelines for credit for previous study or work](#).

Enrolment

Students will enrol in the Master of Learning and Development on either a full-time or a part-time basis. International on-campus students must be enrolled full-time.

It is recommended that study commences with the specialisation's Faculty of Education coursework section.

Note: Minimum enrolment numbers apply to all courses. Should enrolments not meet the minimum number required, students may be transferred to a different mode or offering and advised of the change prior to semester start.

Recommended enrolment pattern - Research pathway

Course	Year of program and semester in which course is normally studied						Enrolment requirements
	On-campus (ONC)		External (EXT)		Online (WEB)		
	Year	Sem	Year	Sem	Year	Sem	
Faculty of education Coursework: Select a minimum of 4 Master of Education coursework courses as listed in the specialisations' Recommended Enrolment advice.							
Complementary Coursework: Select a maximum of 1 coursework course from any USQ program							
Research:							
Required Coursework							
EDR8000 Foundations of Contemporary Educational Research Methods	2	1			2	1, 2, 3	
Optional Coursework - If selected, a maximum of one course from the following:							
EDR8001 Effective and Ethical Educational Research					2	1, 2, 3	
EDR8005		1				1, 2	
Project: Select 2 or 3 units from the following							
EDR8060						1, 2, 3	
EDR8061						1, 2, 3	

Recommended enrolment pattern - Adult, professional and workplace learning

The **Adult, Professional and Workplace Learning** specialisation is designed to meet the needs of professionals and other practitioners with an undergraduate degree or equivalent in a discipline other than education who wish to build a solid foundation of knowledge and skills in teaching and learning to enhance their practice and support their personal, professional and career development. It will also meet the needs of more experienced educators and trainers with an undergraduate degree or equivalent seeking further development of their knowledge and skills in teaching and learning with a focus on adult, professional and workplace learning. Indicative positions include Training and Development Manager, Education Officer, Workplace Trainer and Learning and Development Consultant. The specialisation provides students with the opportunity to develop and demonstrate skills in designing, planning, facilitating, managing, assessing and evaluating teaching and learning processes and to develop their capacity for critical, reflective practice and ongoing professional development and renewal.

Please note that the Research Pathway is not recommended for this specialisation.

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Course	Year of program and semester in which course is normally studied						Enrolment requirements
	On-campus (ONC)		External (EXT)		Online (WEB)		
	Year	Sem	Year	Sem	Year	Sem	
Faculty of education Coursework:							
Required courses							
EDU5713						1, 3	
EDU5760 **						1, 2, 3	
EDU8111						3	
EDU8406						2	

Course	Year of program and semester in which course is normally studied						Enrolment requirements
	On-campus (ONC)		External (EXT)		Online (WEB)		
	Year	Sem	Year	Sem	Year	Sem	
EDU8701 Teaching and Learning in Contemporary Contexts: Theory and Practice					1	1, 3	OE
FET5601 Learning Design for Flexible Contexts					1	1	
Complementary coursework: Select 2 level 8 courses from USQ programs .							

Footnotes

- * Your program of study must include a minimum of 50% level 8 courses
- ** One of the central aims of this specialisation is to allow students to develop teaching skills and strategies, while at the same time linking theory and practice. This is the basis for continual improvement. It is therefore essential that all students complete at least two education coursework courses (EDU8701, FET5601 or EDU5713 and at least one complimentary course before undertaking any instructional placements associated with this specialisation.
- OE Before enrolling in this course students must check that they have satisfied the 'Recommended prior study' or 'Other enrolment' requirements set out in the Other requisites section of the course specification.

Recommended enrolment pattern - Career development and lifelong learning

This specialisation will meet the growing demand from individuals working in teaching, counselling, training, employment, community development, or information management roles, who support the career planning and development of students, clients, and organisations. The Career Development and Lifelong Learning specialisation has been designed to address core and selected specialist competencies from the Professional Standards for Australian Career Development Practitioners, and it has been officially endorsed by the Careers Industry Council of Australia as a qualification for being accorded the status of professional career development practitioner under the Professional Standards. In addition, the recommended first course in the program [FET8606 Lifelong Career Development](#) provides an entry pathway for students completing the DEEWR Australian Career Development Studies course, for which USQ is an approved Examiner.

Follow the recommended enrolment table below. Those intending to undertake doctoral studies at a later date are referred to the Research Pathway in preference to “Complementary Coursework” courses. Coursework Pathway students may select any courses as their “Complementary Coursework”.

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Course	Year of program and semester in which course is normally studied						Enrolment requirements	Comments
	On-campus (ONC)		External (EXT)		Online (WEB)			
	Year	Sem	Year	Sem	Year	Sem		
Faculty of education coursework: Select a minimum of 4 Faculty of Education coursework courses								
Required Courses								
FET8606 Lifelong Career Development**					1	1, 2		
EDU8331 Career Development in Educational Settings: Theory and Practice			1	1, 2			OE	
EDU8332 Introduction to Educational Counselling#			1	1			Residential school	
Select a minimum of 1 of the following Faculty of Education coursework courses:								
EDU5760						1, 2, 3		
EDU8406						2		
FET8605 Building Communities of Practice					2	3		
EDU8328 Consultation and Communication: Theory and Practice			2	1				

Course	Year of program and semester in which course is normally studied						Enrolment requirements	Comments
	On-campus (ONC)		External (EXT)		Online (WEB)			
	Year	Sem	Year	Sem	Year	Sem		
Complementary Coursework: Select a maximum of 4 courses from USQ programs								
OR								
Research pathway: Follow the recommended enrolment of the Research section in this Handbook entry.								

Footnotes

- * Your program of study must include a minimum of 50% level 8 courses.
- ** This course provides an entry pathway for students completing the DEEWR Australian Career Development Studies course, for which USQ is an approved Examiner. Students enrolling in the Career Development specialisation for the purposes of being examined for the postgraduate unit in the Australian Career Development studies program are required to meet the specified normal or alternative program entry requirements. For more information about the Australian Career Development Studies program go to <http://www.career.edu.au/acds/go/pid/42>
- # Some courses require residential schools or equivalent on-line activities Enquiries should be addressed to the Examiner
- OE Before enrolling in this course students must check that they have satisfied the 'Recommended prior study' or 'Other enrolment' requirements set out in the Other requisites section of the course specification.

Recommended enrolment pattern - Communities and informal learning

The **Communities and Informal Learning** specialisation is designed to meet the needs of those involved in work with communities such as Community Development Officers, Community Education Officers or Learning Coordinators, and those facilitating the informal and organic learning that takes place within community settings.

Follow the recommended enrolment table below. Those intending to undertake doctoral studies at a later date are referred to the Research Pathway in preference to “Complementary Coursework” courses. Coursework Pathway students may select any courses as their “Complementary Coursework”.

Your program of study must include a minimum of 50% level 8 courses.

Course	Year of program and semester in which course is normally studied						Enrolment requirements
	On-campus (ONC)		External (EXT)		Online (WEB)		
	Year	Sem	Year	Sem	Year	Sem	
Faculty of education coursework: Select a minimum of 4 Faculty of Education coursework courses							
FET8605 Building Communities of Practice					2	3	
EDU8328 Consultation and Communication: Theory and Practice			2	1			
LIN8015 Introduction to Sociolinguistics			2	1, 2			
EDU5760						1, 2, 3	
EDU8406						2	
Complementary Coursework: Select a maximum of 4 courses from USQ programs							
OR							
Research pathway: Follow the recommended enrolment of the Research section in this Handbook entry.							

Recommended enrolment pattern - Early childhood

Subject to approval

The **Early Childhood** specialisation is designed to meet the needs of early childhood professionals and other multidisciplinary practitioners involved in work with young children and their families. It is expected that these students will normally hold an undergraduate degree (or equivalent post-compulsory qualifications) in a discipline other than early childhood education and are keen to enhance their skills, knowledge and ability in relation to the early childhood sector. This qualification will also meet the needs of experienced educators

who are seeking to further develop their knowledge and skills to gain a specialisation in early childhood education and care.

Students will complete 60 days of professional experience in a child care setting. 30 days may be completed in the work setting if the student is currently employed. The remaining 30 days must be completed in a different setting with a different age group.

Please note that the Research Pathway is not recommended for this specialisation.

Your program of study must include a minimum of 50% level 8 courses.

Course	Year of program and semester in which course is normally studied						Enrolment requirements	Comments
	On-campus (ONC)		External (EXT)		Online (WEB)			
	Year	Sem	Year	Sem	Year	Sem		
Faculty of education coursework:								
Required courses								
EDE2101 Early Childhood Education Contexts		1				1	Co-requisite: EDC1400 OE	10 days professional experience
FET5601 Learning Design for Flexible Contexts						1 1		
EDU8701 Teaching and Learning in Contemporary Contexts: Theory and Practice						1 1, 3	OE	
EDU8406						2		
EDV4500 Professional Studies Project						1, 2, 3		50 days professional experience
OR								
EDU5760						1, 2, 3		50 days professional experience
EDU8007 Developing Matters in Early Childhood Education						2 1		
EDU8311 Concepts and Theories in Educational Management						1	OE	
EDU8011								
Complementary Coursework: Select 1 course from USQ programs								

Footnotes

OE Before enrolling in this course students must check that they have satisfied the 'Recommended prior study' or 'Other enrolment' requirements set out in the Other requisites section of the course specification.

Recommended enrolment pattern - Early Childhood (students transitioning from Graduate Diploma of Education (Early Childhood - GDEC))

Course	Year of program and semester in which course is normally studied						Enrolment requirements	Comments
	On-campus (ONC)		External (EXT)		Online (WEB)			
	Year	Sem	Year	Sem	Year	Sem		
EDE2101 Early Childhood Education Contexts#						1	Co-requisite: EDC1400 OE	Previously ECE2108.
EDU8701 Teaching and Learning in Contemporary Contexts: Theory and Practice						3	OE	

Course	Year of program and semester in which course is normally studied						Enrolment requirements	Comments
	On-campus (ONC)		External (EXT)		Online (WEB)			
	Year	Sem	Year	Sem	Year	Sem		
EDE3103 Play and Pedagogy II#						1	OE	
EDE4010 Leadership and Management in Early Childhood#		2				2		
EDR8000 Foundations of Contemporary Educational Research Methods						1, 2, 3		
EDU8007 Developing Matters in Early Childhood Education#						1		
EDU5713						1, 3		
FET5660 Professional Study#				1, 3			OE	Professional experience attached to this course.

Footnotes

This is a required course

OE Before enrolling in this course students must check that they have satisfied the 'Recommended prior study' or 'Other enrolment' requirements set out in the Other requisites section of the course specification.

Recommended enrolment pattern - Educational leadership

An interpretive analysis of **Educational Leadership** explores the significance, connectedness, and inference of conceptual frameworks, relationships and systems to further our understanding of human-centred transformations. This specialisation is designed for those with leadership responsibilities in a range of organisations, units or communities with a clear educational agenda. Social and sustainable partnerships, contested relations and collaborative work are located within dynamically changing environments. Student contexts will inform these analyses to develop culturally relevant approaches for educational leadership roles.

Follow the recommended enrolment table below. Those intending to undertake doctoral studies at a later date are referred to the Research Pathway in preference to “Complementary Coursework” courses. Coursework Pathway students may select any courses as their “Complementary Coursework”.

Your program of study must include a minimum of 50% level 8 courses

Course	Year of program and semester in which course is normally studied						Enrolment requirements
	On-campus (ONC)		External (EXT)		Online (WEB)		
	Year	Sem	Year	Sem	Year	Sem	
Faculty of Education Coursework: Select a minimum of 4 Faculty of Education coursework courses							
EDU8312 Educators as Leaders: Emerging Perspectives			1	1			
EDU8314 Human Resource Strategies for Innovation			2	1, 3			
EDU8318 Organisational Transformation Through Learning			2	2			
EDU8328 Consultation and Communication: Theory and Practice			1	1			
FET8605 Building Communities of Practice					1	3	
Complementary Coursework: Select a maximum of 4 courses from USQ programs							
OR							
Research pathway: Follow the recommended enrolment of the Research section in this Handbook entry.							

Recommended enrolment pattern - Learning design

Effective learning design is at the heart of sound educational practices. To interrogate the potential of various learning environments, contexts and opportunities, educators must adopt a critical approach to the learning design process, and consider the extent to which learning is enhanced through explicit design strategies. This

specialisation meets the needs of a wide range of professionals working in educational settings who need to develop their knowledge and skills in learning design. Those wishing to move into the fields of educational design/learning design/instructional design or development will find this specialisation particularly useful.

Follow the recommended enrolment table below. Those intending to undertake doctoral studies at a later date are referred to the Research Pathway in preference to “Complementary Coursework” courses. Coursework Pathway students may select any courses as their “Complementary Coursework”.

Your program of study must include a minimum of 50% level 8 courses.

Course	Year of program and semester in which course is normally studied						Enrolment requirements
	On-campus (ONC)		External (EXT)		Online (WEB)		
	Year	Sem	Year	Sem	Year	Sem	
Faculty of Education Coursework: Select a minimum of 4 Faculty of Education coursework courses							
EDU8406							2
EDU8705							1
FET5601 Learning Design for Flexible Contexts						1	1
EDU8415 Multi-Modal Texts and New Literacies						2	1, 3
EDU5713							1, 3
Complementary Coursework: Select a maximum of 4 courses from USQ programs At least 2 courses must be level 8.							
OR							
Research pathway: Follow the recommended enrolment of the Research section in this Handbook entry.							

Recommended enrolment pattern - Online and distributed learning

The specialisation is designed to meet the needs of a wide range of professionals in a variety of online education settings. It caters for those in both formal education settings and informal learning contexts – specifically teachers and educational designers moving to a more sophisticated application of online education, as well as professionals working in corporate environments. The main focus of this specialisation is to develop critical thinking, intellectual engagement and the ability to design, develop, facilitate and evaluate programs in online and blended learning environments.

Follow the recommended enrolment table below. Those intending to undertake doctoral studies at a later date are referred to the Research Pathway in preference to “Complementary Coursework” courses. Coursework Pathway students may select any courses as their “Complementary Coursework”.

Your program of study must include a minimum of 50% level 8 courses.

Course	Year of program and semester in which course is normally studied						Enrolment requirements
	On-campus (ONC)		External (EXT)		Online (WEB)		
	Year	Sem	Year	Sem	Year	Sem	
Faculty of Education Coursework: Select a minimum of 4 Faculty of Education coursework courses							
EDU8415 Multi-Modal Texts and New Literacies						1	1, 3
FET5601 Learning Design for Flexible Contexts						1	1
EDU8114							1
FET8605 Building Communities of Practice						1	3
EDU8111							3

Course	Year of program and semester in which course is normally studied						Enrolment requirements
	On-campus (ONC)		External (EXT)		Online (WEB)		
	Year	Sem	Year	Sem	Year	Sem	
Complementary Coursework: Select a maximum of 4 courses from USQ programs							
OR							
Research pathway: Follow the recommended enrolment of the Research section in this Handbook entry.							

Recommended enrolment pattern - Organisational capacity building

Taking an inquiring approach to capacity building, this specialisation examines approaches to building agency, independence and interdependence for healthy, sustainable and appreciative organisations and communities. The focus is on critical thinking and analysis within a strengths-based framework of person-centred practice. Indicative positions for those choosing this specialisation are Unit Leaders and Executive Officers within organisations with strong educational, developmental or learning responsibilities.

Follow the recommended enrolment table below. Those intending to undertake doctoral studies at a later date are referred to the Research Pathway in preference to “Complementary Coursework” courses. Coursework Pathway students may select any courses as their “Complementary Coursework”.

Your program of study must include a minimum of 50% level 8 courses.

Course	Year of program and semester in which course is normally studied						Enrolment requirements
	On-campus (ONC)		External (EXT)		Online (WEB)		
	Year	Sem	Year	Sem	Year	Sem	
Faculty of Education Coursework: Select a minimum of 4 Faculty of Education coursework courses							
EDU8314 Human Resource Strategies for Innovation			1	1, 3			
FET8602 Evaluating Innovative Educational Programs					1	2	
FET8605 Building Communities of Practice					1	3	
LIN8015 Introduction to Sociolinguistics			2	1, 2			
EDU5221			1	1			
EDU8318 Organisational Transformation Through Learning			2	2			
Complementary Coursework: Select a maximum of 4 courses from USQ programs							
OR							
Research pathway: Follow the recommended enrolment of the Research section in this Handbook entry.							