

## Postgraduate Certificate in Learning & Development (PGLD) - PGCertLearning&Dev

	Distance education	Online
<b>Semester intake:</b>	Semester 1 (March) Semester 2 (July) Semester 3 (November)	Semester 1 (March) Semester 2 (July) Semester 3 (November)
<b>Fees:</b>	Commonwealth supported place International full fee paying place	Commonwealth supported place Domestic full fee paying place International full fee paying place
<b>Standard duration:</b>	1 semester minimum, 2 years maximum.	
<b>Program articulation:</b>	To: <a href="#">Master of Learning and Development</a>	

### 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
<a href="#">Ask a question</a> Freecall (within Australia): 1800 640 678 Phone (from outside Australia): +61 7 4631 5315 Email: <a href="mailto:studyledu@usq.edu.au">studyledu@usq.edu.au</a>	<a href="#">Ask a question</a> Phone: +61 7 4631 5543 Email: <a href="mailto:international@usq.edu.au">international@usq.edu.au</a>	<a href="#">Ask a question</a> Freecall (within Australia): 1800 007 252 Phone (from outside Australia): +61 7 4631 2285 Email <a href="mailto:usqassist@usq.edu.au">usqassist@usq.edu.au</a>

### Program focus

The Postgraduate Certificate in Learning and Development recognises emerging trends in ‘non-traditional’ education-related workplace environments, and the associated roles within these environments. A key feature of this program is its flexibility in preparing graduates who value diversity and inclusiveness, and who are innovators and navigators of sustainable change. Learning is an individual as well as a social process, therefore the program may be adapted to suit the learner’s purpose, needs and context. Students are encouraged to focus on content based on their personal and professional needs, industry requirements and future career aspirations. To this end, students may customise their study by selecting courses from other faculties as part of their learner-designed program. Students are also encouraged to become collaborative members of a learning community.

### 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: Education officer, Community development officer and Job placement officers

and enhance the skills of those working with young children and their families, Unit leaders with responsibilities for organisational or developmental learning, and academics in the higher education sector.

## Program aims

The aim of this program is to provide professionals in education, training and development with postgraduate-level coursework and scholarly opportunities that will engage educational issues that are relevant and meaningful to them and help to sustain their communities and fulfil their lives. 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 Postgraduate Certificate in 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

## Admission requirements

To be considered eligible for admission to the 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 (please see <http://www.aqf.edu.au/> 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 structure

The Postgraduate Certificate in Learning and Development is a 4-unit program.

- At least 50% of the units studied must be level 8 courses
- At least 50% of the units studied (at least 2 units) must be from the [Master of Education](#).
- A maximum of 50% of the units studied (up to 2 units) may be selected from any USQ Faculty – choose via the [USQ programs](#) search facility.

Faculty of Education coursework	Minimum of 2 units
Complementary coursework	Maximum of 2 units

## Student-Designed Customisation and Recommended Enrolment Patterns

Because the central focus of the program is on career transitions for those assuming broadly defined educator responsibilities, the default specialisation will be a student designed pattern. This customised pattern must follow the program structure outlined above. Students tailoring their study pattern through this option will not have a specialisation named on their testamur. **Note:** Students must submit a study plan for approval by the Program Administration.

Prescribed study patterns are listed in the Recommended Enrolment section of this Handbook. Students following the enrolment pattern of a specialisation will have the Specialisation named on their testamur.

## 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 guidelines.

## Required time limits

Full-time enrolment normally requires one semester of study. Part-time enrolment may be extended to two 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
- Higher Education
- Learning Design
- Early Childhood
- Online and Distributed Learning
- Organisational Capacity Building

## 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.ccypcg.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 Postgraduate Certificate in Learning and Development articulates to the Master of Learning and Development, and on attaining at least a credit GPA (5.0), to the Master of Education Research.

## Exemptions

The maximum exemptions granted will be no more than half of the program units (two 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. In consideration 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](http://education.qld.gov.au/staff/development/employee/teachers/pd_pathways/pd_pathways_contact.html) Applications for similarly assessed professional development 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 Postgraduate Certificate in 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 this change prior to semester start.

## Adult, professional and workplace learning – recommended enrolment pattern

The **Adult, Professional and Workplace Learning** specialisation is designed to meet the needs of professionals and other practitioners with an undergraduate degree (or equivalent post-compulsory qualifications) in a discipline other than education who are needing 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 post-compulsory qualifications) seeking further development of their knowledge and skills in teaching and learning with a focus on adult, professional and workplace learning. . Indicative positions include Education Officer, Development Officer and Workplace Mentor.

**Note:** This program alone does not meet the requirements for industry trainers and vocational teachers in higher education sectors. To qualify for this accreditation, please refer to the [Master of Learning and Development](#) (Adult, professional and workplace learning).

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		
<b>Faculty of Education Coursework:</b>								
<b>Required Courses</b>								
<a href="#">EDU8701 Teaching and Learning in Contemporary Contexts: Theory and Practice</a>							1, 3	OE
<a href="#">TEA4302 Professional Studies Project*</a>							1, 2, 3	Pre-requisite: TEA2301 and TEA3401 and students must be enrolled in one of the following Programs: BFET or ADFT or BEFT or GDFT <b>OE</b>
								Compulsory 50 hours supervised teaching placement

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			
<b>OR</b>									
<a href="#">FET5660 Professional Study*</a>							1, 3	OE	Compulsory 50 hours supervised teaching placement
<b>Select a minimum of 1</b> of the following Faculty of Education coursework courses:									
<a href="#">FET5601 Learning Design for Flexible Contexts</a>							1		
<a href="#">FET8602 Evaluating Innovative Educational Programs</a>							S2		
<a href="#">FET8603 Assessment: Principles and Practices</a>							1, 3		
<b>Complementary Coursework:</b> Select 1 course from <a href="#">USQ programs</a> , so that at least 2 units in your completed program are level 8 courses.									

#### Footnotes

- \* **Note:** 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 EDU8701 and one of (FET5601 or FET8603) 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.

## Career development and lifelong learning – recommended enrolment pattern

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.

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			
<b>Faculty of Education Coursework:</b> Select a minimum of 4 Faculty of Education coursework courses									
<b>Required Courses</b>									
<a href="#">FET8606 Lifelong Career Development*</a>							1, 2		
<a href="#">EDU8331 Career Development in Educational Settings: Theory and Practice</a>						1, 2		OE	
<a href="#">EDU8332 Introduction to Educational Counselling#</a>						1			Residential School
<b>Select a minimum of 1</b> of the following Faculty of Education coursework courses:									
<a href="#">FET8607 Contemporary Debates in Lifelong Learning</a>							2		
<a href="#">FET5602 Theories for Learning Futures</a>							2		
<a href="#">FET5660 Professional Study</a>						1, 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		
<a href="#">FET8605 Building Communities of Practice</a>						3		
<a href="#">EDU8328 Consultation and Communication: Theory and Practice</a>				1				

#### Footnotes

- \* 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>.
- # This course has a compulsory residential school. Please consult the Residential School Schedule for the dates. 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.

#### Notes:

Students intending to articulate into the [Master of Education](#) (Guidance and Counselling) major will need to consult that Handbook entry for elective selection to achieve full articulation.

## Communities and informal learning - recommended enrolment pattern

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 with community settings.

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		
<b>Faculty of Education Coursework:</b> Select a minimum of 2 Faculty of Education coursework courses								
<a href="#">FET8605 Building Communities of Practice</a>						3		
<a href="#">EDU8328 Consultation and Communication: Theory and Practice</a>				1				
<a href="#">LIN8015 Introduction to Sociolinguistics</a>		1		1, 2				
<a href="#">FET5660 Professional Study</a>				1, 3			OE	Independent supervised study
<a href="#">FET5602 Theories for Learning Futures</a>						2		
<b>Complementary Coursework:</b> Select a maximum of 2 courses from <a href="#">USQ programs</a> so that at least 2 units in your completed program are level 8 courses.								

#### 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.

## Early childhood - recommended enrolment pattern

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.

**Note:** This program alone does not meet the accreditation requirements of the Queensland Department of Families. To qualify for this accreditation, please refer to the Master of Learning and Development (Early Childhood).

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		
<b>Faculty of Education Coursework:</b>								
<b>Required Courses</b>								
<a href="#">EDU8701 Teaching and Learning in Contemporary Contexts: Theory and Practice</a>							3 OE	
<a href="#">TEA4302 Professional Studies Project*</a>				1, 2, 3			Pre-requisite: TEA2301 and TEA3401 and students must be enrolled in one of the following Programs: BFET or ADFT or BEFT or GDFT OE	Compulsory supervised teaching placement
OR								
<a href="#">FET5660 Professional Study*</a>							1, 3 OE	Compulsory 50 hours supervised teaching placement
<a href="#">EDU8007 Developing Matters in Early Childhood Education</a>				1				
<b>Complementary Coursework:</b> Select 1 course from <a href="#">USQ programs</a> , so that at least 2 units in your completed program are level 8 courses.								

#### Footnotes

\* **Note:** 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 and FET8603) 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.

### Higher education - recommended enrolment pattern

In recognising the diverse work contexts in institutions of higher education, this specialisation is designed for educators in higher education settings or aiming to be educators in such settings. The specialisation provides an innovative credential in higher education learning and teaching and enables the student to gain expertise in creating learning environments specific to their area of expertise. The program consists of four units - two Faculty of Education Core Studies courses and Electives selected from either Faculty of Education coursework and/or USQ programs.

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		
<b>Faculty of Education Coursework:</b>								
<b>Required Courses</b>								
<a href="#">EDU5702 Exploring Learning and Teaching in Higher Education Contexts**</a>							2, 3 OE	2 full days compulsory workshop
<a href="#">EDU8702 Scholarship in Higher Education: Reflection and Evaluation*</a>							2, 3	1 full day compulsory workshop

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		
<b>Select a minimum of 1</b> Faculty of Education coursework course from the following PGLD recommended enrolment patterns: Adult Professional and Workplace Learning Learning Design Online and Distributed Learning								
<b>Complementary coursework:</b> Select a maximum of 1 course from <a href="#">USQ programs</a> so that at least 2 units in your completed program are Level 8 courses								

#### Footnotes

\*\* 2 full days of compulsory workshops, 1 full day of optional workshops (may be conducted online)

\* 1 full day compulsory workshop (may be conducted online)

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.

### Learning design - recommended enrolment pattern

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.

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	
<b>Faculty of Education Coursework:</b> Select a minimum of 2 Faculty of Education coursework courses							
<a href="#">EDU5223 Teachers Practical Theories</a>					1		
<a href="#">FET5601 Learning Design for Flexible Contexts</a>						1	
<a href="#">FET5602 Theories for Learning Futures</a>						2	
<a href="#">EDU8415 Multi-Modal Texts and New Literacies</a>						1, 3	
<a href="#">FET8603 Assessment: Principles and Practices</a>						1, 3	
<b>Complementary coursework:</b> Select a maximum of 2 courses from <a href="#">USQ programs</a> so that at least 2 units in your completed program are level 8 courses							

### Online and distributed learning - recommended enrolment pattern

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.

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	
<b>Faculty of Education Coursework:</b> Select a minimum of 2 Faculty of Education coursework courses							
<a href="#">EDU8415 Multi-Modal Texts and New Literacies</a>						1, 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	
<a href="#">FET5601 Learning Design for Flexible Contexts</a>						1	
<a href="#">FET8604 Online Pedagogy in Practice</a>						1	
<a href="#">FET8605 Building Communities of Practice</a>						3	
<a href="#">FET8611 Emerging Environments for Learning</a>						2	
<b>Complementary coursework:</b> Select a maximum of 2 courses from <a href="#">USQ programs</a> so that at least 2 units in your completed program are level 8 courses							

### Organisational capacity building - recommended enrolment pattern

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 organisational, developmental or learning responsibilities.

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	
<b>Faculty of Education Coursework:</b> Select a minimum of 2 Faculty of Education coursework courses							
EDU5221							
<a href="#">EDU8314 Human Resource Strategies for Innovation</a>		1		1, 3			
<a href="#">EDU8334 Conflict Management</a>				2			OE
<a href="#">FET8602 Evaluating Innovative Educational Programs</a>						2	
<a href="#">FET8605 Building Communities of Practice</a>						3	
<a href="#">EDU8318 Organisational Transformation Through Learning</a>				2			
<a href="#">EDU8319 Marketing Your Educational Organisation</a>				3			
<a href="#">LIN8015 Introduction to Sociolinguistics</a>		1		1, 2			
<b>Complementary coursework:</b> Select a maximum of 2 courses from <a href="#">USQ programs</a> so that at least 2 units in your completed program are level 8 courses							

#### 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.