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 their extensive experience, skills and knowledge.

Entry into this degree requires an engineering degree or equivalent, and at least five years relevant work experience (or part-time equivalent).

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 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 a project is completed to demonstrate expertise through a meaningful contribution to a chosen field.

Professional Practice credentials
Deakin Professional Practice credentials provide objective and independent recognition of the learning and experience that has been gained through practice. The credentialling process provides professionals with a credible, consistent and independent recognition of your current skills and knowledge.

Credentials validate an individual’s professional capabilities and encourage professionals to reflect, evaluate and evidence their own skills, knowledge and experience.
Master of Professional Practice Engineering

This innovative program awards a Masters qualification largely based on recognition of professional practice and is designed for experienced engineering professionals seeking further career advancement.

Completion of this degree recognises the discipline-based knowledge and skills developed by professionals in the workplace and offers employers and professionals an alternative to a traditional higher masters degree. Thereby offering new ways to match capability and opportunity.

Graduates of the Master of Professional Practice (Engineering) will automatically attain Chartered membership status with Engineers Australia and be eligible to be registered on the National Engineers Register. Upon completion of this program, graduates will have demonstrated advanced skills and complex knowledge in their engineering area of practice.
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.

1 Reflect on your experience
2 Choose your examples
3 Tell your story
4 Upload your evidence
5 Submit
6 Record your video testimony
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

This innovative Masters program awards a qualification largely based on recognition of professional practice and is ideally suited to experienced engineering professionals with domain experience seeking career advancement and Chartered status.

The model offers employers and professionals an alternative to traditional higher education that is credible, validated and offers new ways to match capability and opportunity. This setup aims to help professionals to reach their full potential by accelerating the completion of the program on the basis of prior learning and work experience.

Completion of this degree recognises the discipline-based knowledge and skills developed by professionals in the workplace. This is coupled with employability skills that are validated and endorsed through a holistic assessment of the student.

To achieve the Master of Professional Practice (Engineering) students must successfully complete 3 units (totalling 4 credit points of formal study) and 10 Professional Practice credentials. Each Professional Practice credential will assess the performance at a level in one of the Deakin Graduate Learning Outcomes contextualised to engineering and aligned with the Engineers Australia Chartered competencies. Students are also required to complete STP050 Academic Integrity (0-credit-point compulsory unit).

Course structure

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.
Credentials you will need to earn

You will need to successfully complete the following credentials

<table>
<thead>
<tr>
<th>Credentials</th>
<th>Definitions</th>
<th>Page</th>
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</thead>
<tbody>
<tr>
<td>Communication</td>
<td>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.</td>
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</tr>
<tr>
<td>Teamwork</td>
<td>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.</td>
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</tr>
<tr>
<td>Problem solving</td>
<td>The ability to create, implement and evaluate the success of solutions to authentic (real world and ill-defined) problems.</td>
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</tr>
<tr>
<td>Critical thinking</td>
<td>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.</td>
<td>18</td>
</tr>
<tr>
<td>Digital literacy</td>
<td>The ability to use information and communication technologies to find, use and disseminate information.</td>
<td>20</td>
</tr>
<tr>
<td>Self-management</td>
<td>The ability to work and learn independently, and take responsibility for personal actions.</td>
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</tr>
<tr>
<td>Global citizenship</td>
<td>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.</td>
<td>24</td>
</tr>
<tr>
<td>Professional ethics</td>
<td>The ability to make ethical decisions and model professional standards of behaviour and action.</td>
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</tr>
<tr>
<td>Engineering Professional Expertise 1</td>
<td>The ability to demonstrate the required depth of knowledge in chosen specialist capabilities. This includes comprehending and applying advanced theory-based understanding of engineering fundamentals and developing creative and innovative solutions to engineering problems.</td>
<td>28</td>
</tr>
<tr>
<td>Engineering Professional Expertise 2</td>
<td>The ability to demonstrate the required breadth of expertise in engineering. This includes acquiring and applying local engineering knowledge in order to manage and perform engineering activities in the specific local context, including the geographical, geological, cultural, political, industrial and regulatory environment.</td>
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</tr>
</tbody>
</table>
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.

   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.

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**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 an engineering context in your area of practice.

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.
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 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 (Masters-aligned)

At the Masters-aligned 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 in 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 the 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 examples and evidence you provide must be in an engineering context and you must indicate your area of practice. The same area of practice must be used across all credentials. The types of examples or evidence you could provide include:

- engaging responsibly with appropriate communities to convey information on the consequences of engineering activities and potential solutions to engineering problems
- taking into account the reliance of others on engineering expertise when engaging with the community
- respecting confidentiality obligations
- building and maintaining collaborative relationships with other people, gaining their respect, trust, confidence and willing, conscientious collaboration
- collaborating effectively within multi-disciplinary teams including other professions in the workplace
- leading and sustaining discussion with others and, where appropriate, integrating their views to improve deliverables
- conveying new concepts and ideas to technical and non-technical stakeholders
- delivering clear written and oral presentations on engineering problems and engineering activities
- 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 presentation on high-level topics communicating to diverse audiences, strategic partners and/or stakeholders

Element of competence

In satisfying this credential you will also be satisfying all of, or parts of, the following Engineers Australia Chartered competencies – elements of competence in practice.

(5) **Engage with the relevant community and stakeholders**

- you identify stakeholder interests, values, requirements and expectations using the terminology of the stakeholder through consultation and accurate listening

(8) **Communication**

- you can communicate in a variety of different ways to collaborate with other people, including accurate listening, reading and comprehension, based on dialogue when appropriate
- you can speak and write, taking into account the knowledge, expectations, requirements, interests, terminology and language of the intended audience
Teamwork

Teamwork 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.

In order 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.

Teamwork (Masters-aligned)

At the Masters-aligned level of teamwork 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.
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 examples and evidence you provide must be in an engineering context and you must indicate your area of practice. The same area of practice must be used across all credentials. The types of examples or evidence you could provide include:

- considering safety, environmental, public health and other public interest issues relevant to the engineering activities
- engaging responsibly with appropriate communities to convey information on the consequences of engineering activities and potential solutions to engineering problems
- taking into account the reliance of others on engineering expertise when engaging with the community
- contributing to successful proposals, bids, technical qualification and tender documents for engineering activities
- providing initiative and leadership in coordinating technical, commercial, social and environmental aspects of engineering activities implementation
- gaining sufficient confidence from stakeholders for them to provide you with financial and other resources to conduct your work independently on the understanding that you will deliver agreed results on time within a given cost target
- applying and using appropriate formal coordination and management systems and organisational processes such as project management, quality management, production management, logistics, enterprise resource and planning systems, maintenance management, configuration management, information management
- reporting progress relative to the agreed schedule, expenditure relative to the budget, provide agreed deliverables, and report on any outstanding issues
- managing projects effectively, including scoping, procurement and integration of physical resources and people; control of cost, quality, safety, environment and risk; and monitoring of progress and finalisation of projects
- keeping financial and other records to substantiate the effective application of finance and other resources provided in support of your work, in a form that is appropriate to meet the needs of agencies that will audit the conduct of the work

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**Teamwork**

In satisfying this credential you will also be satisfying all of, or parts of, the following Engineers Australia Chartered competencies – elements of competence in practice.

(5) **Engage with the relevant community and stakeholders**
- you identify stakeholders, individuals or groups of people who could be affected by the short, medium and long-term outcomes of engineering activities, or could exert influence over the engineered outcomes, including the local and wider community
- you identify stakeholder interests, values, requirements and expectations using the terminology of the stakeholder through consultation and accurate listening

(10) **Taking action**
- you initiate, plan, lead or manage engineering activities
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 (Masters-aligned)
At the Masters 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:
• accurately determine the main issues that require addressing in analysing the problem and reliably identify opportunities to improve outcomes
• work with customer or employer to reach an agreed understanding of the expected capability or functionality of the required product, project, process or system
• when you identify or are presented with engineering problems, adopt appropriate research methods to locate previously known solutions to similar problems, including seeking advice or help from informed people
• conduct research, investigation and analysis in relation to product, project, process or system
• engage in dialogue with appropriate people to reach an agreed understanding of technical issues for which there are no well-understood and reliable solutions
• evaluate ongoing projects, products and processes to identify and diagnose performance deficiencies, impeding or actual failures, and propose remedies and solutions
• monitor and evaluate product, project, process or system against whole of life criteria (cost, quality, safety, reliability, maintenance, aesthetics, fitness for purpose and social and environmental impact and decommissioning)
• determine criteria for evaluating a design solution and address designer obligations for work health and safety
• undertake and report design verification (e.g. of pressure equipment) to required standard
• set or adopt criteria for evaluation and review and evaluate the effectiveness of engineering programs
• evaluate product, project, process or systems outcomes against the original specification or design brief
• diagnose performance deficiencies, conceive and design remedial measures and predict performance of modified systems
• evaluate product, project, process or systems outcomes for constructability and maintainability as input to future design improvement
• assess and use technical information and statistics correctly to ensure that opportunities are based on sound evidence

Element of competence

In satisfying this credential you will also be satisfying all of, or parts of, the following Engineers Australia Chartered competencies – elements of competence in practice.

(14) **Problem analysis**
• you define, investigate and analyse engineering problems and opportunities

(16) **Evaluation**
• you evaluate the outcomes and impacts of engineering activities
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 able to master 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 (Masters-aligned)

At the Masters 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:

• identify and comply with the codes, standards of compliance or legal instruments relevant to a particular product, project, process or system
• practise within legal and regulatory requirements
• protect intellectual property
• respect confidentiality obligations
• recognise an unethical situation; take appropriate action
• seek appropriate advice and consult Engineers Australia Code of Ethics
• collaborate effectively within multi-disciplinary teams including other professions in the workplace
• convey new concepts and ideas to technical and non-technical stakeholders
• set or adopt criteria for evaluation and review and evaluate the effectiveness of engineering programs
• evaluate product, project, process or systems outcomes against the original specification or design brief
• 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
• 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

Element of competence

In satisfying this credential you will also be satisfying all of, or parts of, the following Engineers Australia Chartered competencies – elements of competence in practice.

(1) Deal with ethical issues
• you demonstrate an ability to identify ethical issues when they arise and to act appropriately

(7) Meet legal and regulatory requirements
• you should be able to demonstrate an understanding of the laws, regulations, codes and other instruments which you are legally bound to apply, and apply these in your work

(8) Communication
• you can communicate in a variety of different ways to collaborate with other people, including accurate listening, reading and comprehension, based on dialogue when appropriate

(16) Evaluation
• you evaluate the outcomes and impacts of engineering activities
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 (Masters-aligned)
At the Masters 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:
- develop designs or solutions to engineering problems that balance the impact of present engineering activities with the economic, social and environmental prospects of future generations
- accurately determine the main issues that require addressing in analysing the problem and reliably identify opportunities to improve outcomes
- deal decisively with engineering activities which have significant consequences and diverse or conflicting stakeholder interests
- seek appropriate advice and decide whether to proceed or suspend work when faced with unexpected obstacles, performance deficiencies, impending or actual failures
- determine criteria for evaluating a design solution and address designer obligations for work health and safety
- evaluate ongoing projects, products and processes to identify and diagnose performance deficiencies, impending or actual failures, and propose remedies and solutions
- monitor and evaluate product, project, process or system against whole of life criteria (cost, quality, safety, reliability, maintenance, aesthetics, fitness for purpose and social and environmental impact and decommissioning)
- determine criteria for evaluating a design solution and address designer obligations for work health and safety
- undertake and report design verification (e.g. of pressure equipment) to required standard
- set or adopt criteria for evaluation and review and evaluate the effectiveness of engineering programs
- evaluate product, project, process or systems outcomes against the original specification or design brief
- diagnose performance deficiencies, conceive and design remedial measures and predict performance of modified systems
- evaluate product, project, process or systems outcomes for constructability and maintainability as input to future design improvement
- assess and use technical information and statistics correctly to ensure that opportunities are based on sound evidence

Element of competence

In satisfying this credential you will also be satisfying all of, or parts of, the following Engineers Australia Chartered competencies – elements of competence in practice.

(4) **Develop safe and sustainable solutions**
- you anticipate and manage the short and long-term effects of engineering activities

(11) **Judgement**
- you exercise sound judgement in engineering activities

(16) **Evaluation**
- you evaluate the outcomes and impacts of engineering activities
Self-management

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 (Masters-aligned)

At the Masters 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:
- regularly assess your own competence (in the absence of assessment by more experienced engineers) and continually acquire new knowledge and skills
- maintain a concise description of your areas of competence
- carry out engineering work only within the boundaries of your known areas of competence
- maintain records of Continuing Professional Development activities
- consistently document work in a way that would enable another person of comparable ability to continue and complete your work should you be unable to do so due to circumstances beyond your control
- seek peer reviews and comments of your own contributions, and make improvements to work based on their suggestions
- provide reviews and constructive comments to help others improve their own work
- authorise engineering outputs only on the basis of an informed understanding of the costs, risks, consequences and limitations
- deal decisively with engineering activities which have significant consequences and diverse or conflicting stakeholder interests
- supervise, monitor and evaluate the progress of technical work performed by other people, diagnose performance deficiencies and negotiate appropriate remedial measures, such as providing training and assistance
- seek appropriate advice and decide whether to proceed or suspend work when faced with unexpected obstacles, performance deficiencies, impending or actual failures

Element of competence

In satisfying this credential you will also be satisfying all of, or parts of, the following Engineers Australia Chartered competencies – elements of competence in practice.

(2) **Practise competently**
- you assess, acquire and apply the competencies and resources appropriate to engineering activities

(3) **Responsibility for engineering activities**
- you display a personal sense of responsibility for your work
- you clearly acknowledge your own contributions and the contributions from others and distinguish contributions you may have made as a result of discussions or collaboration with other people

(11) **Judgement**
- you exercise sound judgement in engineering activities
Global citizenship

Global citizenship is essential in understanding your professional responsibilities in an increasingly diverse global economy and society.

Being a global citizen 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.

Global citizenship 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.

Global citizenship (Masters-aligned)

At the Masters level of global citizenship 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 tolerance 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.
Global citizenship

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

Criteria
1. You promote respect for the protocols, etiquettes and origins underpinning other cultures.
2. You promote systems, policies and practices that optimise participation by diverse individuals and groups.
3. You guide and mediate the alignment of the organisation’s culture and values with the external operating environment, society and stakeholders.

Dimensions
• **Autonomy**: You work within and outside the organisation or profession to create an environment of tolerance and mutual respect for diversity and cultural differences.
• **Influence**: You challenge bias 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:
• develop designs or solutions to engineering problems that balance the impact of present engineering activities with the economic, social and environmental prospects of future generations
• manage engineering activities to enhance the economic, social and environmental prospects of future generations
• engage responsibly with appropriate communities to convey information on the consequences of engineering activities and potential solutions to engineering problems
• take into account the reliance of others on engineering expertise when engaging with the community
• 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).

Element of competence

In satisfying this credential you will also be satisfying all of, or parts of, the following Engineers Australia Chartered competencies – elements of competence in practice.

(4) **Develop safe and sustainable solutions**
• you identify the economic, social and environmental impacts of engineering activities

(5) **Engage with the relevant community and stakeholders**
• you identify stakeholders, individuals or groups of people who could be affected by the short, medium and long-term outcomes of engineering activities, or could exert influence over the engineered outcomes, including the local and wider community
• you work ethically to influence perceptions and expectations of stakeholders and negotiate acceptable outcomes in the best overall interest of relevant communities
Professional ethics

Professional ethics encompasses the personal, organisational and corporate standard of behaviour expected of professionals.

Professional ethics is important to understand how you make judgements, what drives your ethical decision making and how you respond when you see how a decision could have an unethical impact. For many businesses, how their people act and behave reinforces their reputation and brand value as well as underpinning the desired culture and value.

By acting ethically, you ensure that in dealing with stakeholders and consumers, your organisation and its people are respected for high standards of honesty, integrity and treatment of others.

Applying ethics in a professional context is an important aspect of being an effective global citizen.

Professional ethics (Masters-aligned)

At the Masters level of professional ethics you are responsible for maintaining ethical practice within your own operational area, which may be within a larger organisation. Within your role you are responsible for adhering to and promoting professional and workforce compliance with the highest professional standards e.g. Code of Conduct. You will model and encourage a culture of professionalism and integrity across teams. You will be focused on making strategic decisions with awareness of the ethical complications, regulations and, in particular, impact on strategic business partners and the consumer.
Professional ethics

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

Criteria
1. You assure personal and organisational practices comply with the highest professional and ethical standards e.g. Code of Conduct.
2. You ensure the organisation is respected for its high standards of honesty and integrity in all dealings.
3. You identify and act in accordance with the organisation’s corporate and social responsibility.
4. You build relationships and collaborative actions that conform to personal and organisational ethical standards.

Dimensions
• Autonomy: You have authority and responsibility for maintaining ethical practice within the organisation.
• Influence: You influence the ethical standards and practices of others within an organisational, community or professional context.
• Complexity: You recognise ethical, corporate and social responsibilities, legal rights and responsibilities, and their interrelationship in an organisation.

The types of examples or evidence you could provide include:
• a link to the Code of Conduct and Regulations that govern your professional responsibilities and an explanation of how you adhere to them in your professional practice.
Other types of evidence you could provide include:
• appraise and respond appropriately to ethical dilemmas in your practice area
• recognise an unethical situation; take appropriate action
• engage in ethical reflective practice
• seek appropriate advice and consult Engineers Australia Code of Ethics
• provide for the safety of workers and others in design, manufacture, construction, commissioning, use, decommissioning, demolition, removal and disposal of plant, products, substances or structures
• take into account well-accepted standards of practice for design safety, while making the most economic use of financial, human effort, energy and material resources
• consider safety, environmental, public health and other public interest issues relevant to the engineering activities
• identify and comply with the codes, standards of compliance or legal instruments relevant to a particular product, project, process or system. This should include all applicable standards, laws and regulations that apply, including where there are different areas of practice and different jurisdictions.
• draft commercial contracts that cover the procurement of services, equipment, materials, access rights or access to information
• seek advice, rulings or opinions from time to time to ensure that your understanding of legal and regulatory requirements is up-to-date
• practise within legal and regulatory requirements
• negotiate appropriate approvals from regulatory authorities for engineering activities
• protect intellectual property
• build, develop and maintain relationships with product, project, process or system clients, sponsors, partners, service providers and contractors
• dialogue with a client, sponsor, organisation, government or other social actors to jointly develop an accurate understanding of needs, opportunities and priorities
• apply engineering performance requirements that create the greatest benefits or value for stakeholders, keeping in mind the tolerance for uncertainty of different stakeholders that are providing financial or other material resources in the anticipation of future benefits.

Element of competence

In satisfying this credential you will also be satisfying all of, or parts of, the following Engineers Australia Chartered competencies – elements of competence in practice.

(1) Deal with ethical issues
• you anticipate the consequences of your intended action or inaction and understand how the consequences are managed collectively by your organisation, project or team
• you demonstrate an ability to identify ethical issues when they arise and to act appropriately

(4) Develop safe and sustainable solutions
• you apply and implement current workplace health and safety requirements

(5) Engage with the relevant community and stakeholders
• you work ethically to influence perceptions and expectations of stakeholders and negotiate acceptable outcomes in the best overall interest of relevant communities

(7) Meet legal and regulatory requirements
• you should be able to demonstrate an understanding of the laws, regulations, codes and other instruments which you are legally bound to apply, and apply these in your work

(9) Performance
• you demonstrate an ability to apply appropriate tools or processes to achieve corporate objectives while accounting for personal obligations to the profession
Engineering Professional Expertise 1

The ability to demonstrate the required depth of knowledge in chosen specialist capabilities. This includes comprehending and applying advanced theory-based understanding of engineering fundamentals and developing creative and innovative solutions to engineering problems.

At the Masters-aligned level of Engineering Professional Expertise 1 you possess and demonstrate a depth of knowledge and specialist expertise. You apply your skills in a professional context, working within and beyond the organisation to lead the development of specialist professional capabilities in a variety of contexts.
Engineering Professional Expertise 1

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

Criteria
1. You develop specialist engineering professional or technical capabilities within and beyond the organisation.
2. You provide important contributions to improve practice and the ongoing development of expertise within a specific area of engineering knowledge or practice.
3. You comprehend and apply advanced theory-based understanding of engineering fundamentals to predict the effect of engineering activities.
4. You develop creative and innovative solutions to engineering problems.

Dimensions
- **Autonomy:** You lead and promote the engineering technical proficiency of others in a varied range of roles and contexts
- **Influence:** You lead the development of engineering specialist technical and professional capabilities in a workforce
- **Complexity:** You work across locations, within and beyond the organisation, to promote high standards of engineering technical and professional excellence

The types of examples or evidence you could provide include:
- confirming your role as a ‘go to’ subject matter expert providing technical and professional expertise within the organisation, industry or profession
- development of workforce capability in your technical/professional area of expertise
- evidence of advances you have made to existing professional or technical practices or knowledge
- contribution to advancing local or national standards of professional or technical performance
- developing and applying current research papers to inform and shape perceptions of engineering possibilities to meet client and organisational needs
- applying advanced theory-based knowledge of engineering fundamentals and the forefront of a practice area to the delivery of engineering projects, systems and programs (including educational)
- using mathematical, numerical and computational tools pertinent to the engineering discipline to predict technical, commercial, environmental and social performance
- applying the principles and theories of engineering science and mathematics to help make accurate performance predictions, including predicting failure
- applying engineering fundamentals and logic to the development and operation of complex financial, commercial or managerial systems
- applying your knowledge of materials and physical and abstract objects to work out how to rearrange them so they perform the required function
- developing the most effective ways to create value for sponsors, clients, end users and investors in products, projects, processes or systems that have agreed aesthetics, level of performance or properties
- selecting and using fundamental principles to meet requirements economically, possibly reusing or modifying existing componentry
- reviewing opportunities in a work portfolio for enhancing products, processes, systems and services, assessing viability and initiating actions
- applying the benefits of continuous technical change and innovation to enhance delivered outcomes
- applying and advancing research-based education practice to training/course design, delivery and assessment.

Element of competence

In satisfying this credential you will also be satisfying all of, or parts of, the following Engineers Australia Chartered competencies – elements of competence in practice.

(12) **Advanced engineering knowledge**
- you comprehend and apply advanced theory-based understanding of engineering fundamentals to predict the effect of engineering activities

(15) **Creativity and innovation**
- you develop creative and innovative solutions to engineering problems
At the Masters-aligned level of Engineering Professional Expertise 2 you possess and demonstrate a broad, current and coherent body of knowledge of the discipline. You apply your skills in a professional context, working within and beyond the organisation to promote the development of technical proficiency and high standards of excellence.

Engineering Professional Expertise 2

The ability to demonstrate the required breadth of expertise in engineering. This includes acquiring and applying local engineering knowledge in order to manage and perform engineering activities in the specific local context, including the geographical, geological, cultural, political, industrial and regulatory environment.
Engineering Professional Expertise 2

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

Criteria
1. You share and leverage expertise at a strategic level beyond the engineering function.
2. You guide engineering practice and promote high standards of excellence, based on broad expertise and experience, to address business and client needs.
3. You acquire and apply local engineering knowledge, including knowledge contributed by other people including suppliers, consultants, contractors and independent experts.
4. You develop and operate within a hazard and risk framework appropriate to engineering activities.

Dimensions
• **Autonomy:** You lead and promote the engineering technical proficiency of others in a varied range of roles and contexts
• **Influence:** You lead the development of engineering specialist technical and professional capabilities in a workforce
• **Complexity:** You work across locations, within and beyond the organisation, to promote high standards of engineering technical and professional excellence

The types of examples or evidence you could provide include:
- confirming your role as a ‘go to’ subject matter expert providing technical and professional expertise within the organisation, industry or profession
- development of workforce capability in your technical/professional area of expertise
- evidence of advances you have made to existing professional or technical practices or knowledge
- contribution to advancing local or national standards of professional or technical performance
- applying accepted local technical literature and engineering practices and locally applied international standards in planning, managing and executing engineering programs, projects and initiatives
- evidence of you taking into account the local environmental plans, conditions, constraints and opportunities in planning, managing and executing engineering programs, projects and initiatives
- applying and incorporating engineering knowledge embodied in standards, design guides, product datasheets, existing products and designs in order to produce reliable and economic results in a timely manner
- keeping informed and sharing expertise about new and emerging technologies, techniques, products, materials, methods, theories and science relevant to your practice areas
- applying Australian knowledge and practices, including unwritten engineering knowledge contributed by informed peers and experts knowledgeable in the area of engineering
- identifying, assessing and managing product, project, process, environmental or system risks that could be caused by material, economic, social or environmental factors
- establishing and maintaining a documented audit trail of technical and operational changes during system or product development, project implementation or process operations
- following a systematic documented method and working in consultation with stakeholders and other informed people to identify unpredictable events (threats, opportunities, and other sources of uncertainty or missing information) that could influence outcomes
- assessing the likelihood of each event, and the consequences, including commercial, reputation, safety, health, environment, regulatory, legal, governance, and social consequences and devising ways to influence the likelihood and consequences to minimise costs and undesirable consequences, and maximise benefits.

In satisfying this credential you will also be satisfying all of, or parts of, the following Engineers Australia Chartered competencies – elements of competence in practice.

(6) **Identify, assess and manage risks**
- you develop and operate within a hazard and risk framework appropriate to engineering activities

(13) **Local engineering knowledge**
- you acquire and apply local engineering knowledge
- where appropriate, you apply engineering knowledge contributed by other people including suppliers, consultants, contractors and independent experts
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.

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.