Monash University

Master of Counselling
Master of Education
Master of Education in Inclusive and Special Education
Master of Education in Early Childhood Education
Master of Education in Educational Leadership and Policy
Master of Leadership in Organisational Learning
Monash University is committed to international excellence in education and research that improves the lives of people across the globe. At Monash, we take our reputation seriously. Monash has achieved an enviable national and international reputation for research and teaching excellence in a short 50 years. Monash is ranked in the top one per cent of world universities. We have equipped generations of professionals to make a positive difference in their communities across the Asia Pacific and beyond.

Our Faculty of Education is widely recognised as one of the very best of such faculties in the world. It is known for the breadth of its expertise and for its commitment to innovation, engagement and internationalisation. It has particular expertise in off-campus learning, for education and other fields, at both undergraduate and graduate levels.

Monash University is proud to offer this programme in Singapore in conjunction with Kaplan Higher Education Institute.
Award Winning Private Education Provider In Singapore

Kaplan in Singapore is part of Kaplan Inc., one of the world’s most diverse education providers and is the largest subsidiary of Graham Holdings, formerly The Washington Post Company. In Singapore, Kaplan serves more than 30,000 learners from across 35 countries worldwide. With over 480 academic programmes for higher learning and professional certification courses for skills development, Kaplan provides opportunities for individuals to pursue lifelong learning.

Registered with the Committee for Private Education (CPE), part of SkillsFuture Singapore (SSG)

Kaplan Higher Education Academy
Kaplan Higher Education Institute

JobsCentral Learning Training & Education Development (T.E.D.) Awards¹

2018 Best Private Education Institution
• Accountancy³
• Banking & Finance³
• Business Management³
• Communications & Media²
• Computer Science & IT²
• Law³
• Sales & Marketing²
• Social Sciences³

2017 Best Private Education Institution
• Accountancy¹
• Business Management³
• Law³
• Marketing²
• Psychology²

2016 Best Private Education Institution
• Business Management³
• Communications & Media²
• Computer Science & IT²
• Marketing³

BERG Icons of Learning 2017
• Winner of Best Private Education Institution in Singapore⁴

EC-Council Global Awards
ATC Circle of Excellence Award (Asia Pacific)²
• 2019
• 2018
• 2017

Instructor Circle of Excellence Award (Asia Pacific) for our trainer, Belly Rachdianto
• 2018
• 2017

Academia Circle of Excellence Award (Asia Pacific)²
• 2017

AsiaOne People’s Choice Awards
Top 3 Best Private Schools in Singapore
• 2013 • 2014
• 2015 • 2016

JobsCentral Learning and Rankings Survey
Preferred Private Education Institution
• 2010/2011 • 2011/2012
• 2012/2013 • 2013/2014

¹Awarded to Kaplan in Singapore by JobsCentral Learning T.E.D. Awards. ²Awarded to Kaplan Higher Education Academy. ³Awarded to Kaplan Higher Education Institute. ⁴Awarded to Kaplan in Singapore by BERG Icons of Learning 2017.
Kaplan Higher Education Academy & Kaplan Higher Education Institute

Today, thousands of students are enrolled in Kaplan Higher Education Academy and Kaplan Higher Education Institute in Singapore, pursuing full-time and part-time programmes respectively, that range from Diplomas to Bachelor’s and Master’s Degrees.

Through strategic collaborations with prestigious universities from Australia, Ireland and the UK, Kaplan offers career-oriented academic programmes designed to provide students with skills necessary to qualify them for employment and to meet the demands of the industry.

**Disciplines available:**

- Accounting, Banking & Finance
- Engineering
- Information Technology
- Business & Management
- Hospitality & Tourism Management
- Law & Criminology
- Communication & Media
- Education & Social Sciences
- Nursing & Health Services
- Accounting, Banking & Finance
- Engineering
- Information Technology
- Business & Management
- Hospitality & Tourism Management
- Law & Criminology
- Communication & Media
- Education & Social Sciences
- Nursing & Health Services

Together, Kaplan Higher Education Academy and Kaplan Higher Education Institute form one of the largest private education institutions in Singapore, spanning more than 140,000 sqft across Kaplan City Campus @ Wilkie Edge and @ PoMo. The campuses are located in the heart of the city, all within walking distances from 6 MRT stations across major train lines. All our campuses are strategically located to provide students with convenience and conducive study environments, including state-of-the-art classrooms and computer laboratories, WIFI access, student lounges, a well-resourced library and food & beverage outlets on campus.

1 Refers to Degree programmes at Kaplan in Singapore.
2 Terms and conditions apply. Subject to bank’s approval.
Monash University

Monash is one of Australia’s largest and most dynamic universities. Its research is internationally recognised, its faculties acclaimed for teaching excellence throughout Australia, and its graduates hold prestigious positions worldwide in industry, commerce and education. Monash University is committed to upholding the highest academic standards and ensuring that all its operations, scholarly or corporate, compare favourably with the world’s best. It is one of Australia’s most important centres of research and scholarship.

As Australia’s largest university, research at Monash is undertaken across a diverse array of disciplines and is applicable to numerous industries. For more than 60 years, research at Monash University has changed the world. Our groundbreaking discoveries have earned us a national and international reputation for the quality of our research, and our work improves health, solves complex global challenges and empowers whole communities. Monash is ranked among the World’s Top 100 universities (QS World University Rankings & Times Higher Education World University Rankings 2019) and has a worldwide reputation for excellence in teaching and research. Its graduates are widely sought after by employers internationally for their academic abilities, and their reputations as independent learners, innovators and leaders. With more than 70,000 students in six locations across Australia, China, India, Italy and Malaysia, Monash University offers a breadth and depth of programmes that are truly unique.

Faculty of Education
Monash University Faculty of Education has a national and international reputation for excellence in teaching and research.

- 1st in Australia for Education (ARWU Subject Rankings 2019)
- 4th in Australia for graduate employability (Times Higher Education – Graduate Employability 2018)
- 12th in the World for Education (ARWU Subject Rankings 2019)
- Top 20 Best Universities in the Asia Pacific Region (Times Higher Education – Best Universities in the Asia Pacific Region 2019)

When you choose the Faculty of Education at Monash University:
- You learn with academics who have a national and international reputation for excellence in teaching and research
- You learn alongside other aspiring students who aim to excel
- You will experience an innovative curriculum that responds to local and international contexts

Driven by our core values of integrity, impact and leadership, the Faculty of Education seeks to contribute to the continual improvement of education across the globe.

We aim to advance the discipline and practice of education through:
- Providing high quality and ethical teaching
- Preparing educators for a range of settings and specialisations
- Fostering a vibrant intellectual community
- Engaging in policy and public debate on important education matters
- Implementing original, credible and globally-relevant research
- Collaborating with influential industry partners across sectors
- Serving and engaging with the community at all levels
Programme Structure & Content

Learning Cycle
A typical term is a three-month period covering one unit of study. The advantage of this structure is that professionals enrolled in the programme are able to concentrate on one unit at a time and complete them on a quarterly basis. This is how each term works:

**Week 1 to 4**
- Learning Preparation
  - Collection of programme materials
  - Reading of programme materials
  - Online learning

**Week 5**
- Seminars
  - 20 contact hours per unit

**Week 6 to 13**
- Post-seminar Learning
  - Assignment preparation and submission/further reading and research

Sample Seminar

<table>
<thead>
<tr>
<th>Day</th>
<th>Time</th>
<th>MOC</th>
<th>Time</th>
<th>MED/MOL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thursday</td>
<td>18:30 – 22:30</td>
<td>4 hours</td>
<td>18:30 – 22:30</td>
<td>4 hours</td>
</tr>
<tr>
<td>Friday</td>
<td>18:30 – 22:30</td>
<td>4 hours</td>
<td>18:30 – 22:30</td>
<td>4 hours</td>
</tr>
<tr>
<td>Saturday</td>
<td>13:30 – 17:30</td>
<td>4 hours</td>
<td>14:00 – 21:00</td>
<td>6 hours</td>
</tr>
<tr>
<td>Sunday</td>
<td>09:30 – 18:30</td>
<td>8 hours</td>
<td>09:00 – 16:00</td>
<td>6 hours</td>
</tr>
</tbody>
</table>

The timing of the seminar may vary depending on the nature of the programme. The seminars may be conducted on a 4-day block teaching mode and can be on any days of the week at 20 contact hours per unit.

Faculty Support

To view academic staff profiles, please visit https://www.monash.edu/education/research/profiles
Teaching staff subject to change.
Monash University Lecturers’ Profiles

An Associate Professor in Psychology and Counselling in the Faculty of Education, Dr Nicky Jacobs has published and lectured extensively on a variety of topics related to psychology and education. Her areas of research and clinical specialty include telemental health, bullying, trauma, academic achievement and counselling, with a focus on quantitative analyses.

Nicky has extensive clinical experience, AHPRA endorsements in Clinical and Counselling psychology, and is a member of the APS Clinical and Counselling Colleges. Working with socially and emotionally disturbed children and adolescents, she developed a strong background in Education and Developmental Psychology. Nicky was made a Fellow of the Monash Education Academy in 2015 and was one of three recipients of the Monash Education Academy’s Teaching Accelerator Awards in 2015.

Fiona Longmuir (PhD) is a Lecturer in Educational Leadership and her doctoral research was completed at the University of Melbourne in 2017. Her current research interests include leadership for social cohesion, community engagement and connections and student agency in schools.

Fiona has worked for over 15 years in Victorian government primary schools and held leadership positions for much of this time. For the past nine years, she has also worked as Senior Consulting Researcher – Director of Research in Innovative Professional Practice at Educational Transformations in Melbourne, Victoria. This role saw her lead and contribute to research projects that have investigated education systems, school effectiveness and school leadership across Australia and around the world.

Dr Penny Round has been working in the area of students with special needs for 25 years. Penny has qualifications in both special education and gifted education. She was previously the Director of Support Services in an independent secondary school and prior to that, she was the Head of the Integration Department at a large state secondary school.

Penny’s research interests include Teacher Education, Students with Special Needs and Gifted Education. Her research and supervision interests have a particular focus on the senior secondary school and includes students who are twice exceptional.
Student and Graduate Testimonials

Our students and graduates come from different countries and pursue different programmes, but they all have one thing in common – they enjoy studying with Monash University. Read about their experiences and how the programmes are applicable to their careers.

The programme not only kept me abreast of the latest research and developments in my field, it also elevated my self-awareness, allowing me to identify my work preferences, and guided me towards my next career of choice.

The lecturers flew into Singapore to teach every 3 months and they were nothing short of brilliant and engaging, ensuring that every lesson was enjoyable, relatable and practical. Even when they were overseas, it was easy to keep in constant contact via Moodle.

Looking back, I am glad I decided to study with Monash not only because of their rankings, study schedule, or the fact that it is an assignment-based programme, but I also appreciated the many resources they provided and the good learning pace for working adults. I am also grateful to my friend for recommending this programme to me.

Grace Cheah
School Counsellor, Premier All-Girls Secondary School in Singapore
Master of Counselling, Monash University (2019)

At 60 years old and having worked as an educator for over 30 years, I wanted to upgrade my skills. I knew it would be quite challenging to do so, but with support from my colleagues and my own self-determination, I took action to learn and better myself towards becoming a good leader.

I chose to study the Master of Leadership in Organisational Learning with the renowned Monash University, to enhance my leadership skills in the education field, and especially to assist me in my role as a Co-Principal.

As I am also working full-time, the flexible study schedule allowed me to study simultaneously. In addition, with the programme exclusively taught by fly-in Monash faculty from Australia, I feel that I have gained so much relevant knowledge for my career, especially from the Inner Leadership and the Leadership Challenge modules.

Cynthia Hardjakusumah
Co-Principal, Busy Bees International Preschool
Master of Leadership in Organisational Learning, Monash University (2019)

After teaching for several years, I needed to learn more, to improve my skills and career prospects. I decided to embark on a Master of Education programme to enhance my teaching pedagogies and portfolio, and remain relevant with the educational methods of the times. With many options available, I sought advice from friends and family, and eventually chose Monash University, which is ranked 12th in the world for education.

I am glad I did. The University’s comprehensive Master programme presents new knowledge and reinforces my foundations in the subject. This enables me to understand from a learner’s perspective and helps me improve my lesson delivery and presentation skills. In particular, I found the Learners and Partnership modules to be very useful to me as a school teacher. I can study, work, and practice my newfound knowledge simultaneously, thanks to the flexible study schedule offered.

Not only is it concise, my in-class engagement was very holistic and productive, thanks to the amiable and professional lecturers. They were very open to sharing their experiences and knowledge with us, helping to better ourselves as educators.

I strongly advocate Monash University as a great self-development platform.

Honda Gan
Teacher
Master of Counselling

About Master of Counselling

The Master of Counselling in the Faculty of Education is a skill-based programme suited to those with an interest in counselling. It is taught by academics with extensive experience working as professional counsellors/psychologists and offers a professional qualification and authentic counselling experience. It is suitable for people from a variety of professions such as human resources, health, social welfare and education. An integral component of the course is 200 hours of professional experience, where you have an opportunity to apply theory to practice under supervision in clinical settings. This includes 100 contact hours (e.g. face-to-face, couple, family and group counselling) and 100 non-contact hours (e.g. observation, case notes, meetings, administration). You will complete 25 hours of supervision (which are included in the non-contact hours).

Master of Counselling Strengths & Advantages

- One of Australia’s leading Group of Eight (Go8) universities, recognised for excellence in research, teaching and scholarship
- 12th in the World for Education (ARWU Subject Rankings 2019)
- 58th in the World (QS World University Rankings 2020)
- Recognised by the Singapore Association for Counselling
- Accredited by the Australian Counselling Association (ACA)
- Accredited by the Psychotherapy and Counselling Federation of Australia (PACFA)
- 100% assignment-based, no examinations
- Possible completion of programme in minimum 12 months (Subject to meeting the University’s entry requirement)
- Seminars conducted by Monash University academic faculty
- It is suitable for people from a variety of professions such as training and development, human resources, health care, social welfare and education

Clinical Practice

This programme requires students to undertake 200 hours of professional experience, including 100 contact hours and 100 non-contact hours. You will complete 25 hours of supervision (which are included in the non-contact hours). Through these mandatory placements, students have an opportunity to apply theory to practice under supervision in clinical settings. For advice on professional experience intervention, support and unsatisfactory progress, refer to the professional experience intervention and support policy.

While assistance will be provided, students are encouraged to secure their own practical placement with counselling agencies or social service centres. Cost of on-site or individual practicum supervision is negotiable between students and their supervisors and will be borne and paid directly by students to their supervisors.

Programme Structure & Content

This programme may be completed in 12–18 months instead of 24 months. Seminars are conducted in Singapore by visiting lecturers from Monash University. Each unit is run over 12 weeks, with face-to-face sessions generally run in Week 5. Classes are usually held in the evenings and over weekends to suit the busy schedules of programme participants.

For enquiries on this programme, SMS MONBMOC Name Email Address to 8338 1333.
By sending the code via SMS, you have given your consent to have a representative from Kaplan contact you regarding your request.
Unit Outline

Introduction to Mental Health Issues
This unit focuses on the incidence of mental health issues and their effects on the individual, family and community. It examines a variety of issues relating to trauma and grief, addictions to alcohol, drugs and other mental health issues. Students examine how the normal highs and lows of life can be managed and how declining mental health can affect feelings, thoughts and actions. Students are introduced to a number of therapeutic approaches.

Counselling Children and Adolescents
This unit is an introduction to counselling child and adolescent clients and explores the childhood and teen years in which specific developmental milestones are reached. This challenging time for parents and teachers, during which children are learning about their place within the family, school and local community, is examined. Students are assisted to understand adolescence as the period during which children begin the transition to adulthood but are still developing maturity and their own identity. Students analyse how adolescents expand their horizons and move into the adult world, and the range of challenges that can present as they move towards greater independence.

Counselling Skills For Individuals, Couples and Groups
This unit introduces students to the theoretical and applied aspects of counselling to individuals, couples and groups, and the evidence base which informs these. It introduces students to basic and advanced micro-skills, concepts and theories that are currently used in counselling practice with individuals, couples and groups. Students develop and practise their micro-skills and techniques over the semester as well as learn the underpinnings that inform the dynamics of counselling processes and stages for individuals, couples and groups. The unit also examines a range of strategies used by therapists to note, track and evaluate the progress of the client in therapy. It enables students to reflect on their cultural awareness and sensitivities, and the ways in which their personal development may influence their counselling practice.

Cognitive Behaviour Therapies
This unit presents students with in-depth knowledge about a range of contemporary cognitive behavioural therapies including cognitive, rational emotive behaviour, behavioural, narrative, acceptance and commitment, reality, dialectic behaviour and solution-focused therapy. Students develop understandings of these models along with their view of the individual and his/her symptoms. The strengths and limitations of each counselling approach are critically examined. The role of the counsellor within each therapeutic approach is contrasted and analysed.

Ethics For Counsellors
This unit develops advanced understanding of the ethical, legal and regulatory dimensions of professional counselling practice. Students examine the ethical foundations of the profession and gain an awareness of the critical issues and dilemmas faced by counsellors. They will learn how to resolve ethical dilemmas which are not addressed by professional codes of conduct. Themes addressed include implementing ethical principles and codes of practice, moral and legal responsibilities, personal, social and professional values, diversity, sensitive issues and practice, duty of care, confidentiality and privacy, referrals, dual relationships and managing boundaries and professional relationships.

Master of Counselling
Unit Outline

Informing Practice Through Research
This unit extends students’ counselling practice through a focus on three elements of professionalism: evidence-based practice, advanced intervention, assessment and reporting skills and reflective practice. Students examine applied and academic research and evaluation in relation to mental health issues and counselling, evaluating the quality of approaches used to gather research evidence. They will consolidate their skills in case formulation, documenting evidence-based interventions, appropriate assessment tools and instruments. Through their deepening professional practice, students take up opportunities for self-reflection on their own professional development as counsellors.

Supervised Professional Counselling Practice
This unit is a field placement (practicum) that develops a range of professional skills and acquaints students with issues of professional ethics and practice in counselling. Students are required to complete 200 placement hours in total, 100 of which are ‘contact’ hours (e.g. face-to-face, telephone, group and online counselling) and the other 100 are ‘non-contact’ (e.g. observation, case notes, meetings).
Master of Education

About Master of Education

The programme positions students to be thought leaders. Students step beyond where they are now and think deeply as they connect with research excellence and transform how they practice. A Master of Education at Monash University is different. It addresses learning in schools, workplaces and the community. It connects research and practice to make students stronger thinkers, engaged practitioners and advanced specialists. The programme addresses the professional learning needs of educators, educational administrators, managers, policy makers, and others interested or involved in learning and education or educational work in the wider community, who may be based either locally or internationally.

Students will build their learning through broadening their knowledge of key learning constructs, deepening their professional understanding in specialist areas and advancing their capacity as professional inquirers. It offers a choice of specialisations where students build their research knowledge and extend their expertise in a particular area of focus:

- Early Childhood Education
- Educational Leadership and Policy
- Inclusive and Special Education

Master of Education Strengths & Advantages

- 1st in Australia for Education (ARWU Subject Rankings 2019)
- 12th in the World for Education (ARWU Subject Rankings 2019)
- One of Australia’s leading Group of Eight (Go8) universities, recognised for excellence in research, teaching and scholarship
- 100% assignment-based assessment
- Global community with more than 330,000 Monash University Alumni
- Content specially designed for executives, managers, directors and senior professionals in corporate settings
- Suitable for professionals in both public and private sectors
- Programme conducted entirely in Singapore
- Students complete one unit every three months – an excellent format for working professionals
- Seminars conducted by Monash University academics
- Access Monash University Learning Systems – 21st century interactive learning online

Programme Management

The Master’s Degree programme is managed by a professional management team at Kaplan Higher Education Institute. The team ensures that in addition to classes, students will receive regular programme newsletter and academic support via Kaplan 360 mobile application, email or other online resources and study notes. Programme managers will also provide assistance with scheduling, study group formation, Kaplan City Campus library membership, assignment and examination management, student liaison and organisation.

The Monash University programme management team manages a range of services and student support functions including admission and student enrolment matters, student fees and learning materials.

For enquiries on this programme, SMS MONBMED <space> Name <space> Email Address to 8338 1333.
By sending the code via SMS, you have given your consent to have a representative from Kaplan contact you regarding your request.
Master of Education

Programme Structure & Content

Early Childhood Education
This specialisation develops the practices of early childhood educators, leaders, policy makers and others interested in advancing their understanding of young children's learning.

- Building Partnerships with Families and Communities
- Understanding Inclusion in Learning Communities
- Developing Learners and Learning
- Professional Project

Educational Leadership and Policy
This specialisation focuses on leadership practices and policy development within educational contexts. Taking units within this specialisation will deepen the knowledge of those interested in leading educational initiatives and institutions, and expand their knowledge of leading, managing and administering capable educational organisations.

- Leading Organisational Decision-Making
- Inner Leadership: Understanding Self and Others
- Developing Learners and Learning
- Professional Project

Inclusive and Special Education
This specialisation develops participants' understanding of key concepts in inclusive and special education. It advances and consolidates practice to integrate inclusion in learning contexts and builds leadership capacity to effect change within communities in which professionals work.

- Positive Behaviour Support
- Understanding Inclusion in Learning Communities
- Developing Learners and Learning
- Professional Project

Master of Education
This specialisation offers the opportunity to select your two specialist units from across the other specialisations. You can tailor your unit choices to suit your own interests or needs while maintaining a strong focus on leadership.

Core
- Developing Learners and Learning
- Professional Project

Electives (choose 2)
- Understanding Inclusion in Learning Communities
- Positive Behaviour Support
- Leading Organisational Decision-Making
- Inner Leadership: Understanding Self and Others
- Building Partnerships with Families and Communities

Assessment Approach

Each unit will be formally assessed through approaches such as essays, reports and/or studies. These approaches are determined by the academic staff member responsible for the unit.
Unit Outline

Developing Learners and Learning
This unit considers the theme of learner development and the process of learning for participants who are both learners and/or prospective or practising educators involved in developing learners. The unit takes a broad view of learning and learners and introduces students to various perspectives including psychological, sociological and philosophical. Students identify and analyse their own and others’ learning processes in the light of current research developments pertaining to these varying perspectives. The implications these hold for practitioners who develop learners and professional learning across learning contexts in families, schools, workplaces and communities are identified and linked to ideas and concepts central to educative processes and practices. Examples are drawn from within and outside formal education settings, through which to consider, illustrate and evaluate perspectives on learning and learner development.

Professional Project
This unit comprises a self-directed project focusing on issues, challenges, concerns, dilemmas or problems derived from a professional workplace context. Students discuss their professional projects with the unit coordinator to select and pursue a research project appropriate to their workplace context and unit requirements. Even though the professional project is self-directed, students are offered guidance, support and feedback over the course of the project. Small-group interaction is required to support students to undertake key aspects of their professional inquiry which may be conducted on or off-campus, or a combination of both.

Building Partnerships with Families and Communities
This unit provides students with knowledge and skills in building partnerships with families and communities in their capacity as current or future professionals in particular professional contexts. Social, health and education services situate partnerships as central to the delivery of professional services and support for children, youth and families. Students gain an understanding of the importance of professional partnership with families and communities by learning fundamental elements of communication, problem-solving, collaborative planning and service provision. They develop their leadership capacities in fostering collaborations with integrated services by applying reflexive practice.

Understanding Inclusion in Learning Communities
This unit considers key issues in relation to the concept of inclusion and its relationship with learning across different contexts. A central emphasis of the unit is on the ways in which education can be transformed to include all learners regardless of their age, sexuality, gender, class, ethnicity and disability. The unit addresses three major areas related to inclusion. First, it demonstrates how various social, global and economic forces underpin and influence inclusive education practices at global, national and local levels. Second, it explores how barriers to participation are created overtly and covertly at the community, school and class levels for selected members of society (particularly those with a disability). Third, it offers information about various ways in which barriers to participation could be addressed to promote inclusion of excluded members (particularly those with a disability) across different contexts.
Unit Outline

Leading Organisational Decision-Making
This unit is an introduction to the complexities of problem-solving and decision-making in organisational contexts. Topics include theoretical and philosophical analyses of the concepts of power and authority in organisational and institutional contexts in relation to decision and/or policy-making, research approaches to understanding the nature of problem-solving and decision-making processes. The unit examines how psychological, social and contextual factors influence and shape decision-making processes and outcomes in organisations, and analyses how issues associated with power and authority affect decision-making and related organisational structures and processes. It also explores how organisational structures and processes might be better designed to improve organisational governance and enhance decision-making intelligence and organisational capability.

Inner Leadership: Understanding Self and Others
This unit promotes self and other-awareness and positions emotional preparedness as foundational to leadership. A variety of paradigms for developing self and other-awareness are introduced to empower developing leaders to begin their personal inner growth trajectory. Instruments and practices, learning styles and personality profile instruments are used, along with a rigorous reflective practice regimen, to help students develop a personal development plan. Students engage with other aspiring and practising leaders in a process of personal and professional growth through collaborative reflection to become aware of their cognitive and emotional meaning-making. This knowledge is used to understand how to lead and engage others in ways that produce robust, sustainable organisations.

Positive Behaviour Support
This unit focuses on the key principles of using system-wide positive behaviour support (PBS) practices. PBS is a framework of practices that help improve the social and learning behaviours of students and decrease disruptions that interfere with instruction in educational settings and communities. The unit examines the wide-ranging research supporting PBS for learners of all age groups including preschool, primary and secondary school students, and for students with severe emotional behaviours and those with developmental disabilities. Students critically review strategies for designing school-wide/system-wide PBS programmes based on evidence and are supported to develop their own PBS strategies that can be used to prevent and/or respond to challenging behaviours in their educational contexts. Consideration is given to the work of leading and sustaining PBS strategies and practices across schools and systems.

Understanding Inclusion in Learning Communities
This unit considers key issues in relation to the concept of inclusion and its relationship with learning across different contexts. A central emphasis of the unit is on the ways in which education can be transformed to include all learners regardless of their age, sexuality, gender, class, ethnicity and disability. The unit addresses three major areas related to inclusion. First, it demonstrates how various social, global and economic forces underpin and influence inclusive education practices at global, national and local levels. Second, it explores how barriers to participation are created overtly and covertly at the community, school and class levels for selected members of society (particularly for those with a disability). Third, it offers information about various ways in which barriers to participation could be addressed to promote inclusion of excluded members (particularly those with a disability) across different contexts.
Master of Leadership in Organisational Learning

About Master of Leadership in Organisational Learning

The Master of Leadership in Organisational Learning at Monash University teaches students to lead with confidence and Leadership at Monash University addresses the human and learning dimensions of organisations. It is this human focus that sets the programme apart.

After one year of study, students will feel confident to lead organisational learning and innovation, and to unleash creativity at a time when the need for this has never been greater. This programme is designed for those who aspire to take the next step in their career. It suits professionals from all sectors including business, schools and community organisations. Students’ leadership potential will be developed by adopting formal and informal approaches that inspire learning and transformation.

This specialisation cultivates leaders to create and foster conditions and capabilities that enable organisational learning and creativity. Participants learn to facilitate strategies for developing organisational knowledge and intelligence and build sustainable capability for innovation.

All Master of Leadership students need to complete the Leadership Studies module and undertake a Leadership Challenge Project.

Programme Structure & Content

- Leadership Studies
- Leading Organisational Decision-Making
- Inner Leadership: Understanding Self and Others
- Leadership Challenge Project

Each programme provides a total of 120 hours of seminars and workshops, or 20 hours per unit. Seminars are conducted in Singapore by visiting lecturers from the University. The curriculum covers 4 terms of 12 weeks each. Classes are generally held in the evenings and over a weekend to suit the busy schedules of programme participants.

Master of Leadership in Organisational Learning Strengths & Advantages

- 12th in the World for Education (ARWU Subject Rankings 2019)
- 58th in the World (QS World University Rankings 2020)
- One of Australia’s leading Group of Eight (Go8) universities, recognised for excellence in research, teaching and scholarship
- 100% assignment-based, no examinations
- Global community with more than 330,000 Monash University Alumni
- Syllabus specially designed for executives, managers, directors and senior professionals in corporate settings
- Suitable for professionals in both public and private sectors
- Completion in 12 months
- Programme conducted entirely in Singapore
- Students complete one unit every three months—an excellent format for working professionals
- Seminars conducted by Monash University academics
- Access Monash University Learning Systems—21st century interactive learning online

For enquiries on this programme, SMS MONBMOL <space> Name <space> Email Address to 8338 1333.

By sending the code via SMS, you have given your consent to have a representative from Kaplan contact you regarding your request.
Leadership Challenge Project
This unit allows participants to undertake a project and demonstrate their learning around leadership development in a specific context. It involves the design of a self-directed project focusing on an issue or challenge encountered in the programme of leadership, which becomes the basis of the design of a small-scale inquiry. Students learn how to set out the key features of a project and how to select appropriate criteria for evaluating the quality of their research design. The project articulates a research question that responds to the challenge where students need to gather and evaluate existing research data. The project describes and assesses the data, and extrapolates meaning from it to identify a set of findings and actions in relation to the challenge. In doing this, students are conscious of who they are as researchers and leaders in the meaning-making process, how they influence it and the rigour of their conclusions.

Leadership Studies
This unit invites participants to consider the leadership dimensions of their work in leading change among people and within organisations, across a range of contexts including schools, workplaces and communities. Concepts of leadership and management are examined for their distinctiveness and limitations. A number of models of leadership are introduced which highlight personal attributes and approaches to leadership practice, and consider how leadership may be understood from an organisational perspective, including distributed views of organisational leadership and cognition, and emerging conceptions of leadership practice in the context of complexity and sustainability. Participants also gain an appreciation of leadership development, identities, ethics and values and emotions.

Leading Organisational Decision-Making
This unit is an introduction to the complexities of problem-solving and decision-making in organisational contexts. Topics include theoretical and philosophical analyses of the concepts of power and authority in organisational and institutional contexts in relation to decision and/or policy-making, research approaches to understanding the nature of problem-solving and decision-making processes. The unit examines how psychological, social, and contextual factors influence and shape decision-making processes and outcomes in organisations, and analyses how issues associated with power and authority affect decision-making and related organisational structures and processes. It also explores how organisational structures and processes might be better designed to improve organisational governance and enhance decision-making intelligence and organisational capability.

Inner leadership: Understanding Self and Others
This unit promotes self and other forms of awareness and positions emotional preparedness as foundational to leadership. A variety of paradigms for developing self and other forms of awareness are introduced to empower developing leaders to begin their personal inner growth trajectory. Instruments and practices, learning styles and personality profile instruments are used, along with a rigorous reflective practice regimen, to help students develop a personal development plan. Students engage with other aspiring and practising leaders in a process of personal and professional growth through collaborative reflection to become aware of their cognitive and emotional meaning-making. This knowledge is used to understand how to lead and engage others in ways that produce robust, sustainable organisations.
Students who successfully complete the programme will be awarded the prestigious Master’s Degree of Monash University. The Degree is the same as that awarded to on-campus students of the university.

Students are encouraged to attend a Monash graduation ceremony in Australia with their families whenever possible.
Application & Fees Schedule

Fees Schedule

Please refer to the insert for information on:
• Tuition Fee
• Non-tuition Fee
• Refund Policy
• EduTrust Certification

For more information, please contact our programme consultant or email to info.sg@kaplan.com

Academic Requirements for Entry

Master of Counselling
6-Unit Programme (Duration: 18 months instead of 24 months)
• A Bachelor’s Degree (or equivalent) in any field with at least a credit (60%) average and a minimum of two years relevant professional experience; or
• A Bachelor’s Degree (or equivalent) in a related field with at least a credit (60%) average; or
• A Bachelor’s (honours) Degree and/or Graduate Certificate and/or Graduate Diploma (or equivalent) in any field with at least a credit (60%) average.

4-Unit Programme (Duration: 12 months instead of 24 months)
• A Bachelor’s Degree (or equivalent) in a related field with at least a credit (60%) average and a minimum of two years relevant professional experience; or
• A Bachelor’s (honours) Degree and/or Graduate Certificate and/or Graduate Diploma (or equivalent) in any field with at least a credit (60%) average; or
• A Bachelor’s (honours) Degree and/or Graduate Certificate and/or Graduate Diploma (or equivalent) in a related field with at least a credit (60%) average.

• IELTS (Academic): 7.0 overall (no band lower than 7.0)
• TOEFL Paper-based test: 587 with a TWE of 5
• TOEFL Internet-based test: score 98 overall with minimum scores: Writing: 27; Listening: 24; Reading: 24 and Speaking: 23

Master of Leadership in Organisational Learning
4-Unit Programme (Duration: 12 months)
• A Bachelor’s Degree (or equivalent) in a related field with at least a credit (60%) average and a minimum of two years relevant professional experience; or
• A Bachelor’s Degree and/or Graduate Certificate and/or Graduate Diploma (or equivalent) in any field with at least a credit (60%) average and a minimum of two years relevant professional experience; or
• A Bachelor’s (honours) Degree and/or Graduate Certificate and/or Graduate Diploma (or equivalent) in a related field with at least a credit (60%) average.

• IELTS (Academic): 6.5 overall (no band lower than 6.0)
• TOEFL Paper-based test: 550 with a TWE of 4.5
• TOEFL Internet-based test: score of 79 overall with minimum scores: Writing: 21; Listening: 12; Reading: 13 and Speaking: 18

Graduate Certificate of Education Studies
2-Unit Programme (Duration: 6 months)
• Applicants must have successfully completed a recognised Bachelor’s Degree or equivalent qualification with a pass average. Alternatively, applicants with 5 years of relevant full-time informal learning and a recommendation letter or reference from an employer will be considered on a case-by-case basis.

• IELTS (Academic): 6.5 overall (no band lower than 6.0)
• TOEFL Paper-based test: 550 with a TWE of 4.5
• TOEFL Internet-based test: score of 79 overall with minimum scores: Writing: 21; Listening: 12; Reading: 13 and Speaking: 18

Study Loans

Study loans are available with most banks and financial institutions. Interested candidates may contact:

Maybank: 1800 629 2265 www.maybank.com.sg
OCBC Bank: 1800 363 3333 www.ocbc.com.sg

Only applicable for local students.

Closing Date

Application deadlines for each intake is listed in the application form. Usually, the University takes about 3 weeks to process each application. Therefore, it is advisable for potential students to apply for admission at least 6 weeks before the start of each intake.
Application & Fees Schedule

Application for Credit

Monash staff will review applications for credit and will take into consideration the relevance of work experience (length, level and responsibilities).

Although a formal selection interview is not part of the process, the selection panel may ask to meet with a potential candidate for clarification of issues relating to their application.

Application

Applicants are required to complete the application by providing:

• Duly completed and signed application form
• List of qualifications, certificates and proof of official transcript from each institution attended (certified copy of the official transcript is acceptable)
• Resume detailing employment experience and major work achievements
• Personal statement/Statement of intention (if applicable)
• Photocopy of passport or identification card
• Programme application fee

Please note that the application is not complete without all the items stated above.

In all cases, the final decision for admission to the programme rests with the University.

Who to Contact

For other information on Monash University's programmes, please contact:

Telephone: 6733 1877
Facsimile: 6225 3605
Email Address: info.sg@kaplan.com
Kaplan Website: www.kaplan.com.sg/monash
Monash Website: www.monash.edu.au

The full application package should be sent to:
Director, Monash University
Kaplan Higher Education Institute
Kaplan City Campus @ Wilkie Edge
8 Wilkie Road, #02-01, Singapore 228095

Monash University and Kaplan Higher Education Institute reserve the right to alter, amend or delete any programme fee, programme, admission requirement, mode of delivery or other arrangements without prior notice.

The information contained in this brochure is correct at time of printing (September 2019). Monash University CRICOS Provider Number 00008C. Registered with Committee for Private Education (CPE), part of SkillsFuture Singapore (SSG).