

Bachelor of Education (UC)/Bachelor of Asia-Pacific Studies (ANU) (110JA.2)

Please note these are the 2013 details for this course

Domestic students

Selection rank	
Delivery mode	
Location	
Duration	4.0 years
Faculty	Faculty of Education
Discipline	Academic Program Area - Education
UAC code	

English language requirements	There are non-standard English language requirements for this course. To be eligible you must have an academic IELTS or equivalent of 7.5. Students who have undertaken all of their education in an English speaking country (as defined on UC website) are deemed to have met our English language proficiency requirements. Students who do not meet this criterion will be required to provide an IELTS overall band score of at least 7.5.
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[View IELTS equivalences](#)

International students

Academic entry requirements	<p>To study at UC, you'll need to meet our academic entry requirements and any admission requirements specific to your course. Please read your course admission requirements below. To find out whether you meet UC's academic entry requirements, visit our academic entry requirements page.</p> <p>View UC's academic entry requirements</p>
Delivery mode	
Location	
Duration	4.0 years
Faculty	Faculty of Education
Discipline	Academic Program Area - Education
CRICOS code	
English language requirements	<p>There are non-standard English language requirements for this course. To be eligible you must have an academic IELTS or equivalent of 7.5. Students who have undertaken all of their education in an English speaking country (as defined on UC website) are deemed to have met our English language proficiency requirements. Students who do not meet this criterion will be required to provide an IELTS overall band score of at least 7.5.</p> <p>View IELTS equivalences</p>

About this course

This course is offered to school leavers and those with no previous tertiary qualifications who would like to become secondary teachers. The course also allows students who began as primarily language learners to transfer into the combined Education program. This combined course offers a sound qualification in secondary teaching integrated with two key learning areas from the ANU Faculty of Asian Studies. Graduates will develop in-depth critical knowledge in their key learning areas and in the pedagogy of facilitating the learning of secondary students in these subject areas. In addition, graduates will develop sensitivity to the needs and characteristics of learners from Years 7 - 12; awareness of the social context and implications for schooling; understanding of educational challenges and issues; self-awareness including awareness of the influence of teachers' personal theories, values and modes of operation in the motivation of learning, knowledge, skills and attitudes; theory and research on effective teaching practices and flexibility to enable constructive work in educational settings. Additional Teacher Registration requirements: International students are also advised that there are English Language requirements for employment in Australia that can be met through the completion of four full years (or part time equivalent) of

tertiary study in English in Australia, New Zealand, the United Kingdom, the United States of America, Canada or the Republic of Ireland, or through completing a proof of English language proficiency assessment with IELTS bands with no score below 7 in any of the four skills areas and a score of no less than 8 in speaking and listening.

Professional accreditation

All University of Canberra teacher education courses are accredited by the NSW Institute of Teachers and approved by the ACT Department of Education as teaching qualifications recognised throughout Australia.

Admission requirements

Normal UC admission requirements to an undergraduate course.

Applicants must also meet ANU University requirements for admission to the Bachelor of Asia-Pacific Studies.

Additional admission requirements

All students enrolled in this course are required to complete appropriate police checks or sign employment declaration forms prior to the commencement of their Professional Experience placement.

Assumed knowledge

Refer to individual courses.

Periods course is open for new admissions

This course is not open for new admissions.

Credit arrangements

There are currently no formal credit transfer arrangements for entry to this course. Any previous study or work experience will only be considered as part of the application process in accordance with current [course rules](#) and [university policy](#).

Course requirements

Bachelor of Education (UC)/Bachelor of Asia-Pacific Studies (ANU) (110JA)
| 96 credit points

Required - 24 credit points as follows

[Expand All](#) | [Collapse All](#)

Major in Secondary Education (MJ0197) | 24 credit points

Restricted Choice - Must pass 24 credit points from the following

[Promoting Positive Learning Environments \(6732\) | 3 credit points — Level 2](#)

[Responding to Individual Needs in Education \(6733\) | 3 credit points – Level 2](#)

[Socio-Cultural Politics of Education \(6889\) | 3 credit points – Level 4](#)

[Learning with Technology \(7840\) | 3 credit points – Level 3](#)

[Socio-Cultural Politics of Education SEC \(8827\) | 3 credit points – Level 4](#)

[Teacher as Researcher SEC \(8829\) | 3 credit points – Level 4](#)

Restricted Choice - 72 credit points as follows

Curriculum, Pedagogy & Practice 1 - Must pass 3 credit points from the following

- Professional Experience units are an essential component of this course. Students who do not complete these units will not be able to meet the academic requirements of the Bachelor of Education.

Curriculum, Pedagogy & Practice 2 - Must pass 3 credit points from the following

Curriculum, Pedagogy & Practice 3 - Must pass 3 credit points from the following

[Curriculum, Pedagogy and Practice 3 \(LOTE\) \(8860\) | 3 credit points – Level 3](#)

[Curriculum, Pedagogy and Practice 3 \(SOSE\) \(8863\) | 3 credit points – Level 3](#)

Curriculum, Pedagogy & Practice 4 - Must pass 3 credit points from the following

Restricted Choice Units - Must pass 12 credit points from the following

[Sustainable Communities \(6875\) | 3 credit points – Level 2](#)

[Scaffolding Literacy Education \(7150\) | 3 credit points – Level 2](#)

[Working with Communities \(9426\) | 3 credit points – Level 2](#)

ANU Asian Studies - 48 credit points as follows

- Note: UC and ANU terminology differs: credit points are called units at ANU (1 credit point = 2 units) and units at UC are called courses at ANU.

In addition to course requirements, in order to successfully complete your course you must meet the inherent requirements. Please refer to the [inherent requirements statement](#) applicable to your course

Typical study pattern

UC - Canberra, Bruce

Standard Full Time, Semester 1 Commencing

Year 1

Semester 1

ANU Contextual Major Unit(s)

Restricted Choice Edu Unit(s)

Regional Language Major (ANU) Unit(s)

Semester 2

ANU Contextual Major Unit(s)

Regional Language Major (ANU) Unit(s)

Restricted Choice Edu Unit(s)

Year 2

Semester 1

Regional Language Major (ANU) Unit(s)

Semester 2

Regional Language Major (ANU) Unit(s)

ANU Contextual Major Unit(s)

Year 3

Semester 1

ANU Contextual Major Unit(s)

Semester 2

[Socio-Cultural Politics of Education SEC \(8827\)](#)

Year 4

Semester 1

Regional Language Major (ANU) Unit(s)

Restricted Choice Edu Unit(s)

Semester 2

ANU Contextual Major Unit(s)

[Teacher as Researcher SEC \(8829\)](#)

Restricted Choice Edu Unit(s)

Regional Language Major (ANU) Unit(s)

Course information

Course duration

Standard eight semesters full-time or equivalent. Maximum twenty semesters.

Learning outcomes

Learning outcomes	Related graduate attributes
Teaching practice is informed by research on effective teaching	2. Information Literacy and Numeracy: Graduates are expected to be able to locate, identify, collate, analyse, manipulate, evaluate, interpret and present information and numerical data.3. Information and Communication Technology: Graduates are expected to be able to select and use appropriate information and communication technology to retrieve, manipulate and present information.
Theory and skills in facilitating the learning of secondary school students	1. Communication: Graduates are expected to be able to: a) express knowledge, ideas and opinions in their professional field, both orally and in written form, with confidence and clarity; b) present arguments and ideas effectively; c) actively listen and respond to the ideas of other people; d) negotiate effectively; and e) create and present new ideas. 9. Lifelong Learning: Graduates are expected to: a) be independent self-directed learners with the capacity and motivation for lifelong learning; b) be aware of how they best learn; c) possess self-knowledge and the ability to assess their own performance critically and accurately; and d) have an understanding of how to apply their knowledge and abilities to many different contexts and fields. 10. Personal Attributes: Graduates are expected to: a) be independent thinkers and agents for change; c) have confidence to challenge existing ideas; d) show commitment to ongoing self-development; e) value and respect differing views; and f) be confident in themselves and their own skills and knowledge.
Awareness of social context and self awareness; capacity to work collaboratively and ethically in a team environment	5. Working With Others: Graduates are expected to be able to: a) work with others as part of a group; b) take responsibility for carrying out agreed tasks; c) be aware of the different roles and responsibilities of group members; d) evaluate group performance; f) take initiative and demonstrate leadership; and g) respect the rights of others irrespective of their cultural background, race or gender. 6. Effective Workplace Skills: Graduates are expected to: a) demonstrate entrepreneurial skills including creativity, initiative, adaptability, leadership, resourcefulness; b) have the ability to initiate new ideas, implement decisions and cope with uncertainty; and c) be able to function in a multi-cultural or global environment. 7. Professional Ethics: Graduates are expected to: a) act responsibly, ethically and with integrity in the context of their profession and their obligations to society; and b) appreciate the social and cultural context of their profession. 8. Social Responsibility: Graduates are expected to: a) work toward improvement in society; b) understand economic, political, social, and environmental systems with an international perspective; c) act in environmentally sustainable ways; and d) accept service to the

	community as the primary purpose for professional life.
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In depth critical knowledge in two key learning areas and teaching pedagogy for secondary students

4. Problem Solving: Graduates are expected to be able to: a) identify problems and analyse the main features of problems relevant to their professional field; b) apply appropriate problem solving processes, arguments, critical and creative thinking; c) implement and evaluate strategies for the resolution of problems; d) anticipate and define new problems; and e) identify and resolve new problems in new fields.

Majors

- [Major in Secondary Education \(MJ0197\)](#)

Awards

Award	Official abbreviation
Bachelor of Education	BEd

Honours

Refer to individual courses.

Enquiries

Student category	Contact details
Current and Commencing Students	Please contact the University Student Centre by Email student.centre@canberra.edu.au or Phone 1300 301 727
Prospective Students	Email: study@canberra.edu.au Ph: 1800 UNI CAN (1800 864 226)

Download your course guide



Scholarships

Find the scholarship that's the right fit for you

[Explore Scholarships](#)

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UC acknowledges the Ngunnawal people, traditional custodians of the lands where Bruce campus is situated. We wish to acknowledge and respect their continuing culture and the contribution they make to the life of Canberra and the region. We also acknowledge all other First Nations Peoples on whose lands we gather.