

Bachelor of Education (Graduate Entry) (204JA.1)

Please note these are the 2016 details for this course

Domestic students

Selection rank

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.

[View IELTS equivalences](#)

Duration 2.0 years

UAC code

Faculty Faculty of Education

Discipline Academic Program Area - Education

Location

Fees

Per Unit

Per Annum

Full Course

International students

Academic entry requirements 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](#).

[View UC's academic entry requirements](#)

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.

[View IELTS equivalences](#)

CRICOS code 076802D

Faculty Faculty of Education

Discipline Academic Program Area - Education

Location

Duration 2.0 years

Fees 

Per Unit

Per Annum

Full Course

About this course

Share your knowledge and engage young minds

Do you have an undergraduate degree and now want to inspire your love of learning in others? Become a Primary School teacher.

Study our Bachelor of Education (Graduate Entry) and play a positive role in the lives of young people in our world.

Complete your Bachelor of Education (Graduate Entry) and you will:

- make effective connections between theory and practice
- cover all key areas including:

- professional and general studies in education
- discipline-specific curriculum
- pedagogical studies
- acquire valuable professional classroom experience
- understand the strengths and needs of students from diverse cultural, linguistic, religious and socio-economic backgrounds
- be able to engage students with specific learning needs.

Career opportunities

Your Bachelor of Education (Graduate Entry) will set you on the path for a rewarding, life-long career. Graduates are able to apply to register to teach Kindergarten to Year 6 anywhere in Australia.

After you graduate and have taught professionally for 4 years, you will have the chance to boost your qualification with UC's Master of Educational Studies or Master of Education.

Important to know

- You must have successfully completed an undergraduate bachelor degree or equivalent for this course. Your previous qualification must include at least 8 units of [study](#) relevant to the school curriculum.
- You have to complete appropriate police checks or sign employment declaration forms before your professional experience placement.
- There are non-standard [English Language Requirements](#) for this course.

Professional accreditation

This course is registered by the ACT Teacher Quality Institute and recognised as a teaching qualification throughout Australia.

Admission requirements

Applicants must have successfully completed an undergraduate bachelor degree or hold qualifications deemed equivalent by the University's Admissions Committee.

The previous qualification must include at least 8 units of equivalent full-time study relevant to the school curriculum.

This requirement is defined by the NSW Institute of Teachers: <http://www.nswteachers.nsw.edu.au/Teaching-in-NSW/Subject-Content-Requirements-abridged/>

Additional admission requirements

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

Assumed knowledge

None.

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](#). Credit is not permitted towards completion of a graduate certificate.

Course requirements

Bachelor of Education (Graduate Entry) (204JA) | 48 credit points

Required - 48 credit points as follows

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

Major in Teacher Professional Practice (Restricted) (MJ0210) | 24 credit points

Required - Must pass 24 credit points as follows

- 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
- Curriculum, Pedagogy and Practice 1 (ECP) (8839) | 3 credit points – Level 2
- Curriculum, Pedagogy and Practice 2 (ECP) (8848) | 3 credit points – Level 3
- Curriculum, Pedagogy and Practice 3 (ECP) (8857) | 3 credit points – Level 3

Major in Primary Curriculum and Pedagogy (Restricted) (MJ0209) | 24 credit points

Required - Must pass 18 credit points as follows

- Language Education 1 (4793) | 3 credit points – Level 1
- Health and Movement Education 1 (6731) | 3 credit points – Level 3
- Mathematics Education 1 (6735) | 3 credit points – Level 2
- Social and Environmental Education 1 (7988) | 3 credit points – Level 3

Restricted Choice - 6 credit points as follows

Part A - Must pass 3 credit points from the following

Science and Technology Education Graduate Entry (8916) | 3 credit points – Level 4

Part B - Must pass 3 credit points from the following

Arts Education Graduate Entry (8915) | 3 credit points – Level 4

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

[Curriculum, Pedagogy and Practice 1 \(ECP\) \(8839\)](#)

[Education Foundations \(4782\)](#)

[Health and Movement Education 1 \(6731\)](#)

[Social and Environmental Education 1 \(7988\)](#)

Semester 2

[Indigenous Education: What Works \(6577\)](#)

[Language Education 1 \(4793\)](#)

[Mathematics Education 1 \(6735\)](#)

[Promoting Positive Learning Environments \(6732\)](#)

Year 2

Semester 1

[Curriculum, Pedagogy and Practice 2 \(ECP\) \(8848\)](#)

[Language Education 2 \(6896\)](#)

[Mathematics Education 2 \(6897\)](#)

[Responding to Individual Needs in Education \(6733\)](#)

Semester 2

[Arts Education Graduate Entry \(8915\)](#)

[Curriculum, Pedagogy and Practice 3 \(ECP\) \(8857\)](#)

[Science and Technology Education Graduate Entry \(8916\)](#)

[Socio-Cultural Politics of Education \(6889\)](#)

Course information

Course duration

Standard four semester full-time or equivalent. Maximum eight semesters.

Learning outcomes

Learning outcomes	Related graduate attributes
Know school students and how they learn including an understanding of the strengths and needs of students from diverse cultural, linguistic, religious and socio-economic backgrounds, students from Aboriginal and Torres Strait Islander backgrounds and students with specific learning needs.	<p>Communication</p> <ul style="list-style-type: none">- The ability to present knowledge, ideas and opinions effectively and communicate within and across professional and cultural boundaries. <p>Professionalism and Social Responsibility</p> <ul style="list-style-type: none">- The capacity and intention to use professional knowledge and skills ethically and responsibly, for the benefit of others and the environment. <p>Knowledge</p> <ul style="list-style-type: none">- Graduates know the theoretical frameworks that underpin a comprehensive understanding of learners.- Graduates possess specialised understanding of student needs and differences and the relevance of these to learning. <p>Skills</p> <ul style="list-style-type: none">- Graduates are able to communicate their

	<p>understandings of learners in professional contexts.</p> <p>Application of Knowledge and Skills</p> <ul style="list-style-type: none"> - Graduates are able to plan for the learning needs of a diversity of student needs. - Graduates are able to transfer their knowledge and skills in a range of educational settings.
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Know the content and how to teach it including knowledge of curriculum, assessment and reporting methods, literacy and numeracy strategies and the use of ICT in teaching and learning.

Communication

- The ability to present knowledge, ideas and opinions effectively and communicate within and across professional and cultural boundaries.

Problem Solving

- The ability to apply problem-solving processes in novel situations; to identify and analyse problems then formulate and implement solutions.

Knowledge

- Graduates possess a broad comprehension of the content of student learning and understand the strategies for maintaining currency.
- Graduates demonstrate a comprehensive understanding of the range of pedagogical approaches relevant to engaging the learner.

Skills

- Graduates display judgement and skill in the selection and creation of appropriate teaching content and methods.
- Graduates use a high standard of communication and problem solving skills in the

execution of their professional practice.

Application of Knowledge and Skills

- Graduates responsibly select and implement quality teaching practices relevant to the content area of teaching.

Be able to engage professionally with colleagues, parents/carers and the community including through professional learning.

Working independently and with Others

- The ability to plan their own work, be self-directed, and use interpersonal skills and attitudes to work collaboratively.

Knowledge

- Graduates demonstrate a comprehensive understanding of the professional and social community in which they work.

Skills

- Graduates are skilled in the strategies and approaches of developing and maintaining professional relationships with all educational community members.
- Graduates possess the practical and technical skills to develop an individual professional pathway for lifelong learning.

Application of Knowledge and Skills

- Graduates demonstrate through immersion in the professional context the application of their knowledge and skills in working with the educational community.

Critically analyse and evaluate the context of an issue affecting education.

Analysis and Inquiry

- The ability to gather information, and to analyse

and evaluate information and situations in a systematic, creative and insightful way.

Knowledge

- Graduates know the theories and principles that are the foundation for evaluating educational issues and practice.

Skills

- Graduates have developed the necessary skills to identify, analyse and evaluate issues that affect their own practice, and education more broadly.

Application of Knowledge and Skills

Graduates can independently solve problems, identify opportunities and develop strategies relevant to their professional practice.

Majors

- [Major in Teacher Professional Practice \(Restricted\) \(MJ0210\)](#)
- [Major in Primary Curriculum and Pedagogy \(Restricted\) \(MJ0209\)](#)

Awards

Award	Official abbreviation
Bachelor of Education	BEd

Honours

None.

Alternative exits

None.

Enquiries

Student category	Contact details
Prospective Domestic Students	Email study@canberra.edu.au or Phone 1800 UNI CAN (1800 864 226)
Prospective International Students	Email international@canberra.edu.au or Phone +61 2 6201 5342
Current and Commencing Students	Please contact the University Student Centre by Email student.centre@canberra.edu.au or Phone 1300 301 727

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.