

Bachelor of Educational Studies (205JA.3)

Please note these are the 2017 details for this course

Domestic students

| | |
|---|---|
| Selection rank | |
| Delivery mode | |
| Location | |
| Duration | 3.0 years |
| Faculty | Faculty of Education |
| Discipline | Academic Program Area - Education |
| UAC code | |
| English language requirements | An IELTS Academic score of 6.0 overall, with no band score below 6.0 (or equivalent). |
| View IELTS equivalences | |

International students

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| 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 | |

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| Delivery mode | |
| Location | Bruce, Canberra |
| Duration | 3.0 years |
| Faculty | Faculty of Education |
| Discipline | Academic Program Area - Education |
| CRICOS code | 076804B |
| English language requirements | <p>An IELTS Academic score of 6.0 overall, with no band score below 6.0 (or equivalent).</p> <p>View IELTS equivalences</p> |

About this course

The Bachelor of Education Studies (205JA) is a course structure uses as an exit option for a students who have successfully completed at least 72cps of study (subject to course requirements) from one of the undergraduate initial teacher education (ITE) courses below and wish to graduate without a teaching qualification: - Bachelor of Early Childhood & Primary Education - Bachelor of Primary Education - Bachelor of Primary Education (Creative Arts) - Bachelor of Primary Education (Health & Physical Education) - Bachelor of Primary Education (STEM) - Bachelor of Secondary Education (Health & Physical Education) - Bachelor of Secondary Education/Bachelor of Arts - Bachelor of Secondary Education/Bachelor of Mathematics & Computing Technology Studies - Bachelor of Secondary Education/Bachelor of Science While the Bachelor of Education Studies is not a teaching qualification, graduates (given the large breadth of competencies and capabilities associated with ITE courses) retain the ability to contribute significantly in their field as administrators, educators in a non-school environment and in other supporting capacities. This course is not open to admission. Students of the courses above who wish to graduate with a "Bachelor of Educational Studies" award must obtain written approval and a transition/exit course plan from their Program Director/Course Convener or a relevant member of the Faculty of Education.

Professional accreditation

None: This course is not a teaching qualification.

Admission requirements

This course is not open for direct admission.

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 Educational Studies (205JA) | 72 credit points

Restricted Choice - 54 credit points as follows

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

Part A - May do up to 39 credit points from the following

- Acquisition of Vocational Skills 1 (part B) (8794) | 6 credit points — Level 1
- Acquisition of Vocational Skills 2 (part B) (8796) | 6 credit points — Level 2
- Context of the Education Profession (9862) | 3 credit points — Level 1
- Core Mathematics (9864) | 3 credit points — Level 1
- Creative Arts Specialist (9866) | 3 credit points — Level 2
- Creative Science Specialist (9867) | 3 credit points — Level 2
- English Literacy for Educators (9871) | 3 credit points — Level 2
- Health and Wellbeing (9872) | 3 credit points — Level 2
- Human Development (9875) | 3 credit points — Level 1
- Philosophy of Education (9892) | 3 credit points — Level 2
- Scientific Principles (9899) | 3 credit points — Level 1
- Sociocultural Foundations For HPE In Schools (9916) | 3 credit points — Level 2
- The Science of Teaching the Arts (9969) | 3 credit points — Level 2
- Technology Skills for Teaching 1 (A) (10103) | 3 credit points — Level 2
- Technology Skills for Teaching 1 (B) (10104) | 3 credit points — Level 2
- Technology Skills for Teaching 2 (A) (10105) | 3 credit points — Level 2
- Technology Skills for Teaching 2 (B) (10106) | 3 credit points — Level 2
- Infant and Toddler Education (10169) | 3 credit points — Level 1
- Pedagogy of Relationships in Early Childhood Education (10170) | 3 credit points — Level 1
- Health and Wellbeing in Early Childhood Education (10171) | 3 credit points — Level 1
- Regulatory Frameworks in Early Childhood Education (10172) | 3 credit points — Level 1
- Curriculum Design in Early Childhood Education (10173) | 3 credit points — Level 1
- Development in Early Childhood Education (10174) | 3 credit points — Level 1

- Quality Improvement in Early Childhood Education (10175) | 3 credit points – Level 1
- Critical Reflection in Early Childhood Education (10176) | 3 credit points – Level 2
- Inclusion and Intervention in the Early Years (10177) | 3 credit points – Level 2
- Philosophies and Pedagogies in Early Childhood Education (10178) | 3 credit points – Level 2
- Curriculum - Assessment, Planning and Reporting (10425) | 3 credit points – Level 2
- Implementing the Australian Curriculum (10426) | 3 credit points – Level 2
- Ways of Knowing, Being and Doing in Education (10450) | 3 credit points – Level 1
- Foundations of Early Literacy Instruction (11763) | 3 credit points – Level 2
- Children's Literature (11764) | 3 credit points – Level 2
- Foundations of Pedagogy (11765) | 3 credit points – Level 1
- Professional Educational Contexts (11779) | 3 credit points – Level 2
- Child Development (11990) | 3 credit points – Level 1
- Relationships in Early Childhood Education (11991) | 3 credit points – Level 1
- The Arts: Visual Arts and Media in the Early Years (11992) | 3 credit points – Level 1
- The National Quality Framework (11993) | 3 credit points – Level 1
- Health and Wellbeing in the Early Years (11994) | 3 credit points – Level 1
- Infant and Toddler Learning and Care (11995) | 3 credit points – Level 1
- Planning and the Early Years Learning Framework (11996) | 3 credit points – Level 1
- Partnerships in Early Childhood Education (11997) | 3 credit points – Level 1
- Being a Teacher (12034) | 3 credit points – Level 1
- Foundations of Mathematical Understanding (12035) | 3 credit points – Level 1
- Teaching Holistically (12036) | 3 credit points – Level 2
- 1. Students enrolled in Bachelor of Secondary Education/Bachelor of Arts (327JA), Bachelor of Secondary Education (Arts) (347JA), Bachelor of Secondary Education (Arts) (348JA) (cont. note 2)
 - 2. Bachelor of Secondary Education/Bachelor of Science (328JA) or Bachelor of Secondary Education (Health and Physical Education) (330JA) (cont. note 3)
 - 3. may include up to 27cp of discipline-specific Arts/Science major units at levels 1-4 to complete Part A.

Part B - Must do at least 15 credit points from the following

- International Professional Practice (9443) | 3 credit points – Level 3
- Language, Cultures and Communication (9485) | 3 credit points – Level 3
- Adolescent Health Issues (9856) | 3 credit points – Level 3
- Addressing Challenges in Educational Environments (9857) | 3 credit points – Level 4
- Arts Education Integration (9858) | 3 credit points – Level 4
- Arts Education Internship (9859) | 3 credit points – Level 4

Contemporary Physical Activities (9861) | 3 credit points — Level 3

Creative Arts Principles (9865) | 3 credit points — Level 3

Educational Investigations (9870) | 6 credit points — Level 4

Holistic Health through Personal Development, Health and Physical Education (PDHPE) (9873) | 3 credit points — Level 4

Issues in Literacy Development and Teaching (9880) | 3 credit points — Level 4

Mathematics in the Differentiated Classroom (9883) | 3 credit points — Level 4

The Practice (PCK) of Teaching the Arts (9885) | 3 credit points — Level 3

The Practice (PCK) of Teaching English (9886) | 3 credit points — Level 3

The Practice (PCK) of Teaching HPE (9887) | 3 credit points — Level 3

The Practice (PCK) of Teaching Mathematics (9888) | 3 credit points — Level 3

The Practice (PCK) of Teaching Science (9889) | 3 credit points — Level 3

The Practice (PCK) of Teaching Technologies (9890) | 3 credit points — Level 4

The Practice (PCK) of Teaching Humanities and Social Sciences (9891) | 3 credit points — Level 3

Physical Education, Sport and Society (9893) | 3 credit points — Level 4

Planning Assessing and Reporting (9894) | 3 credit points — Level 3

Science Education Internship (9898) | 3 credit points — Level 4

Secondary Creative Arts PCK 1 (9900) | 3 credit points — Level 3

Secondary Creative Arts PCK 2 (9901) | 3 credit points — Level 3

Secondary English PCK 1 (9902) | 3 credit points — Level 3

Secondary English PCK 2 (9903) | 3 credit points — Level 3

Secondary Health and Physical Education PCK 1 (9904) | 3 credit points — Level 3

Secondary Health and Physical Education PCK 2 (9905) | 3 credit points — Level 3

Secondary Humanities and Social Sciences PCK 1 (9906) | 3 credit points — Level 3

Secondary Humanities and Social Sciences PCK 2 (9907) | 3 credit points — Level 3

Secondary Languages PCK 1 (9908) | 3 credit points — Level 3

Secondary Languages PCK 2 (9909) | 3 credit points — Level 3

Secondary Mathematics PCK 2 (9911) | 3 credit points — Level 3

Secondary Science PCK 1 (9912) | 3 credit points — Level 3

Secondary Science PCK 2 (9913) | 3 credit points — Level 3

Secondary Technologies PCK 1 (9914) | 3 credit points — Level 3

Teachers as Professionals (9918) | 6 credit points — Level 4

Secondary Technologies PCK 2 (9967) | 3 credit points — Level 3

Secondary Mathematics PCK 1 (9968) | 3 credit points — Level 3

Secondary Design and Technology PCK 1 (10094) | 3 credit points — Level 3

Study of Vocational Education in Schools (10102) | 6 credit points — Level 3

Secondary Design and Technology PCK 2 (10114) | 3 credit points — Level 3

STEM in the Early Years (10179) | 3 credit points — Level 4

Leadership in Early Childhood Education (10180) | 3 credit points — Level 4

Addressing Challenges in Early Childhood Education (10181) | 3 credit points — Level 4

Contemporary Sports and Games (10452) | 3 credit points — Level 3

The Practice (PCK) of Teaching Science and Technologies (11780) | 3 credit points — Level 3

Enacting Indigenous Pedagogies in Australian Education (11998) | 3 credit points — Level 3

Teaching Secondary Health and Physical Education UG (12037) | 6 credit points — Level 3

Teaching Secondary Creative and Performing Arts UG (12038) | 6 credit points — Level 3

Teaching Secondary English UG (12039) | 6 credit points — Level 3

Teaching Secondary Humanities and Social Sciences UG (12040) | 6 credit points — Level 3

Teaching Secondary Languages UG (12041) | 6 credit points — Level 3

Teaching Secondary Science UG (12042) | 6 credit points — Level 3

Teaching Secondary Technologies UG (12043) | 6 credit points — Level 3

Teaching Secondary Mathematics UG (12044) | 6 credit points — Level 3

International Professional Practice - Creative Arts (6cp) (12084) | 6 credit points — Level 3

- 1. Any variation to these requirements must be confirmed in writing with the Program Director and approved by the Associate Dean of Education (ADE).
- 2. In addition to course requirements, in order to successfully complete your course, you must meet the inherent requirements (IR). Please refer to the IR statement applicable to your course.

Required - Must pass 18 credit points as follows

Major in Educational Knowledge and Practice (MJ0315) | 18 credit points

Required - Must pass 9 credit points as follows

Classroom Climate and Organisation (9860) | 3 credit points — Level 2

Designing Learning for Diversity and Inclusion (9869) | 3 credit points — Level 2

Human Development and Learning (9874) | 3 credit points — Level 1

Restricted Choice - Must pass 9 credit points as follows

Part A - Must pass 3 credit points from the following

Context of the Education Profession (9862) | 3 credit points — Level 1

[Engaging with Curriculum Frameworks \(11766\) | 3 credit points — Level 1](#)

Part B - Must pass 3 credit points from the following

[Using Data to Improve Learning \(10354\) | 3 credit points — Level 3](#)

[Using Design Principles and Technologies in Education \(10451\) | 3 credit points — Level 3](#)

Part C - Must pass 3 credit points from the following

[Core Literacy \(9863\) | 3 credit points — Level 1](#)

[Foundations of Early Literacy Instruction \(11763\) | 3 credit points — Level 2](#)

[Children's Literature \(11764\) | 3 credit points — Level 2](#)

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

Course information

Course duration

Standard 3 years full time or part-time equivalent. Maximum 10 years from date of enrolment to date of course completion.

Learning outcomes

| Learning outcomes | Related graduate attributes |
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| Graduates will be able to articulate how Australian Professional Standards for Teachers at graduate level are applied to the teaching profession in Australia. | <p>UC graduates are professional: Employ up-to-date and relevant knowledge and skills; communicate effectively; use creativity, critical thinking, analysis and research skills to solve theoretical and real-world problems; work collaboratively as part of a team, negotiate, and resolve conflict; display initiative and drive, and use their organisational skills to plan and manage their workload; take pride in their professional and personal integrity.</p> <p>UC graduates are global citizens: Think globally about issues in their profession; understand issues in their profession from the perspective of other cultures;</p> |

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| | <p>communicate effectively in diverse cultural and social settings; make creative use of technology in their learning and professional lives.</p> <p>UC graduates are lifelong learners: Reflect on their own practice, updating and adapting their knowledge and skills for continual professional and academic development; adapt to complexity, ambiguity and change by being flexible and keen to engage with new ideas; evaluate and adopt new technology.</p> <p>UC graduates are able to demonstrate Aboriginal and Torres Strait Islander ways of knowing, being and doing: Use local Indigenous histories and traditional ecological knowledge to develop and augment understanding of their discipline; communicate and engage with Indigenous Australians in ethical and culturally respectful ways.</p> |
| <p>Graduates will be familiar with sources of professional learning and processes for engaging professionally with colleagues and the community.</p> | <p>UC graduates are professional: Employ up-to-date and relevant knowledge and skills; take pride in their professional and personal integrity.</p> <p>UC graduates are global citizens: Think globally about issues in their profession; understand issues in their profession from the perspective of other cultures; communicate effectively in diverse cultural and social settings; make creative use of technology in their learning and professional lives.</p> <p>UC graduates are able to demonstrate Aboriginal and Torres Strait Islander ways of knowing, being and doing: Use local Indigenous histories and traditional ecological knowledge to develop and augment understanding of their discipline.</p> |
| <p>Graduates will have demonstrated understanding of theories and principles that provide a foundation for educational practice.</p> | <p>UC graduates are professional: Employ up-to-date and relevant knowledge and skills; communicate effectively; use creativity, critical thinking, analysis and research skills to solve theoretical and real-world problems; work collaboratively as part of a team, negotiate, and resolve conflict; display initiative and drive, and use their organisational skills to plan and manage their workload; take pride in their professional and personal integrity.</p> <p>UC graduates are global citizens: Think globally about issues in their profession; adopt an informed and balanced approach across professional and international boundaries; understand issues in their profession from the perspective of other cultures; communicate effectively in diverse cultural and social settings; make creative use of technology in their learning and professional lives; behave ethically and sustainably in their professional and personal lives.</p> |

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| | <p>UC graduates are lifelong learners: Reflect on their own practice, updating and adapting their knowledge and skills for continual professional and academic development; be self-aware; adapt to complexity, ambiguity and change by being flexible and keen to engage with new ideas; evaluate and adopt new technology.</p> <p>UC graduates are able to demonstrate Aboriginal and Torres Strait Islander ways of knowing, being and doing: communicate and engage with Indigenous Australians in ethical and culturally respectful ways.</p> |
| <p>Graduates will have demonstrated knowledge of how teachers create and maintain supportive and safe learning environments.</p> | <p>UC graduates are professional: Employ up-to-date and relevant knowledge and skills; communicate effectively; use creativity, critical thinking, analysis and research skills to solve theoretical and real-world problems; work collaboratively as part of a team, negotiate, and resolve conflict; display initiative and drive, and use their organisational skills to plan and manage their workload; take pride in their professional and personal integrity.</p> <p>UC graduates are global citizens: Think globally about issues in their profession; adopt an informed and balanced approach across professional and international boundaries; understand issues in their profession from the perspective of other cultures; communicate effectively in diverse cultural and social settings; make creative use of technology in their learning and professional lives; behave ethically and sustainably in their professional and personal lives.</p> <p>UC graduates are lifelong learners: Reflect on their own practice, updating and adapting their knowledge and skills for continual professional and academic development; be self-aware; adapt to complexity, ambiguity and change by being flexible and keen to engage with new ideas; evaluate and adopt new technology.</p> <p>UC graduates are able to demonstrate Aboriginal and Torres Strait Islander ways of knowing, being and doing: Communicate and engage with Indigenous Australians in ethical and culturally respectful ways.</p> |
| <p>Graduates will be able to support teachers in engaging with learners with different strengths from diverse cultural, linguistic, religious and socio-economic backgrounds.</p> | <p>UC graduates are professional: Employ up-to-date and relevant knowledge and skills; communicate effectively; use creativity, critical thinking, analysis and research skills to solve theoretical and real-world problems; work collaboratively as part of a team, negotiate, and resolve conflict; display initiative and drive, and use their organisational skills to plan and manage their workload; take pride in their professional and personal integrity.</p> |

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Majors

- [Major in Educational Knowledge and Practice \(MJ0315\)](#)

Awards

| Award | Official abbreviation |
|---------------------------------|-----------------------|
| Bachelor of Educational Studies | BEd St |

Honours

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 estem-courseadvice@canberra.edu.au or
Phone 1300 301 727

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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.