

Master of Education Studies (245JA.1)

Please note these are the 2019 details for this course

Domestic students

Selection rank	PG
English language requirements	An IELTS Academic score of 6.5 overall, with no band score below 6.0 (or equivalent). View IELTS equivalences
Duration	2.0 years
UAC code	880417
Faculty	Faculty of Education
Discipline	Academic Program Area - Education
Location	UC Canberra - Bruce Campus

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	An IELTS Academic score of 6.5 overall, with no band score below 6.0 (or equivalent). View IELTS equivalences
CRICOS code	076973G
Faculty	Faculty of Education
Discipline	Academic Program Area - Education
Location	UC Canberra - Bruce Campus

Duration

2.0 years

About this course

Be at the forefront of educational change

If you are keen to address some of the key challenges facing education, and help develop professional learning communities across Australia and around the world, then this course is an outstanding springboard for an impressive leadership career within the education sector.

During this two-year course, you will examine international policy trends and learn to develop evidence-based curriculums to improve education practices. Combining your professional knowledge and capabilities, you will develop a substantial research paper, which you will then present as part of a group-based capstone unit. At the completion of your course, you will have a solid understanding of the issues facing education, both locally and globally, and will be ready to enhance your career as a senior professional in education.

Study a Master of Education Studies at UC and you will:

- develop the critical knowledge, skills and capabilities required by modern education professionals
- address the key challenges facing education globally
- develop evidence-based programs and curriculum to improve education practices and student learning outcomes
- examine international policy trends in education and understand the impacts of globalisation on learning and development
- apply research principles and methods in the workplace across sectors.

Work Integrated Learning

This course has been developed with Work Integrated Learning (WIL) at its core. The content has been created by education professionals, and kept relevant and up-to-date through consistent monitoring of, and engagement with, the industry. You will undertake authentic assessment tasks which are highly relevant to the day-to-day practice of education, dealing regularly with real-world problems and case studies, and will be encouraged to apply course learnings to your own educational employment context.

Career opportunities

- Principal
- Deputy principal
- Head of department
- Executive teacher
- Year adviser
- Schools policy adviser
- Educational policy developer
- Curriculum developer
- Corporate trainer
- Higher education researcher
- Vocational education and training instructor
- Education assessment specialist

Course-specific information

Applicants must have a three-year degree in education or a relevant field, as approved by the University.

This course is not externally accredited and, therefore, it is not recognised as a teaching qualification in Australia. If you are looking to transition into a teaching career, UC offers a selection of suitable postgraduate courses.

A clear pathway of study exists between the Graduate Certificate in Education and this degree. Students who have completed the Graduate

Certificate in Education may apply and receive credit for units within the Master of Education Studies.

Professional accreditation

None.

Admission requirements

Applicants must have a three-year degree in education or relevant field as approved by the University.

Additional admission requirements

None.

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

Master of Education Studies (245JA) | 48 credit points

Required - Must pass 24 credit points as follows

[Educating Globally PG \(9085\) | 3 credit points – Level P](#)

[Educational Leadership and Change PG \(9086\) | 3 credit points – Level P](#)

[Education Research Perspectives PG \(9087\) | 3 credit points – Level P](#)

[Critical Policy Analysis in Education PG \(9092\) | 3 credit points – Level P](#)

[Leading and Sustaining Professional Learning Communities PG \(9096\) | 3 credit points – Level P](#)

[Investigating Curriculum and its Context PG \(9102\) | 3 credit points – Level P](#)

[Education Inquiry Capstone PG \(11495\) | 6 credit points – Level P](#)

- From 2019 unit 9091 Contemporary Education Conference PG has been replaced by 11495 Education Inquiry Capstone PG.

Restricted Choice - Must pass 24 credit points from the following

[Organisational Behaviour G \(6264\) | 3 credit points – Level G](#)

[Academic Writing and Research Skills G \(UCC\) \(8733\) | 3 credit points – Level G](#)

[Intercultural Academic Communication G \(UCC\) \(8734\) | 3 credit points – Level G](#)

[Educating for Sustainable Worlds PG \(9088\) | 3 credit points – Level P](#)

[Engaging Communities in Change PG \(9089\) | 3 credit points – Level P](#)

[Workplace Learning and Development PG \(9090\) | 3 credit points – Level P](#)

[Design Thinking for Learning Environments PG \(9093\) | 3 credit points – Level P](#)

[Educating for Inclusion PG \(9094\) | 3 credit points – Level P](#)

Educating Young People in the Era of Global Media PG (9095) | 3 credit points – Level P

Curriculum Development and Design PG (10321) | 3 credit points – Level P

Positive Psychology and Wellbeing Education PG (10325) | 3 credit points – Level P

Understanding the Rural Professional Context PG (10327) | 3 credit points – Level P

Leadership in Indigenous Education PG (10332) | 3 credit points – Level P

Issues and Challenges in School Improvement: International Perspectives PG (10353) | 3 credit points – Level P

Learning and Instruction in Spelling and Vocabulary PG (10427) | 3 credit points – Level P

- 1. From 2019 the following units will no longer be offered: 6264 Organisational Behaviour, 8733 Academic Writing & Research Skills, 8734 Intercultural Academic Communication...

- 2. 9090 Workplace Learning & Development, 9093 Design Thinking for Learning Environments, 9095 Educating Young People in the Era of Global Media & 10332 Leadership in Indigenous Education.

Note:

- Or other Postgraduate Level units approved by the Course Convener.

In addition to course requirements, in order to successfully complete your course you may need to 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

Critical Policy Analysis in Education PG (9092)

Educating Globally PG (9085)

Leading and Sustaining Professional Learning Communities
PG (9096)

Semester 2

Educational Leadership and Change PG (9086)

Year 2

Semester 1

Education Research Perspectives PG (9087)

Investigating Curriculum and its Context PG (9102)

Semester 2

Education Inquiry Capstone PG (11495)

Course information

Course duration

Standard four semesters full-time or equivalent. Maximum twelve semesters.

Learning outcomes

Learning outcomes

Related graduate attributes

<p>Graduates will gain new knowledge and understanding through reflection upon and engagement with contemporary developments and issues that have impact across fields of professional practice in education. Graduates who commence the course without undergraduate education discipline will gain knowledge and understanding of concepts and issues fundamental to fields of professional practice in education.</p>	<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>Analysis and inquiry</p> <ul style="list-style-type: none"> - The ability to gather information, and to analyse and evaluate information and situations in a systematic, creative and insightful way. <p>Problem solving</p> <ul style="list-style-type: none"> - The ability to apply problem-solving processes in novel situations; to identify and analyse problems then formulate and implement solutions. <p>Working independently and with others</p> <ul style="list-style-type: none"> - The ability to plan their own work, be self-directed, and use interpersonal skills and attitudes to work collaboratively. <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>Graduates will gain new knowledge and understanding through critical analysis and inquiry of the globalised character of educational theory, curriculum development, policy and practice.</p>	<p>As above.</p>
<p>Graduates will demonstrate the capacity to theorise and critique professional knowledge in educational practice.</p>	<p>As above.</p>
<p>Graduates will have knowledge of research principles and methods and be able to apply them to their professional field of work and learning.</p>	<p>As above.</p>
<p>Graduates will plan and present a substantial piece of research-based scholarship communicating across fields of practice and sectors.</p>	<p>As above.</p>

Awards

Award	Official abbreviation
Master of Education Studies	M EdSt

Honours

None.

Alternative exits

The Graduate Certificate in Education is subsumable into the course.

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

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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.