

Master of Education Studies (245JA.3)

Please note these are the 2023 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

Fees 2022: \$20,000 per year
2021: \$18,300 per year

Disclaimer:

Annual fee rates

The fees shown are the annual fee rates for the course. The annual rate is the fee that applies to standard full-time enrolment, which is 24 credit points. The final fee charged is based on the proportion of 24 credit points in which a student enrolls. Students enrolled in a Commonwealth Support Place (CSP) are required to make a contribution towards the cost of their education, which is set by the Commonwealth Government. Information on Commonwealth Supported Places, HECS-HELP and how fees are calculated can be found [here](#).

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
Duration	2.0 years
Fees	2022: \$29,000 per year 2021: \$28,500 per year Disclaimer: Annual fee rates The fees shown are the annual fee rates for the course. The annual rate is the fee that applies to standard full-time enrolment, which is 24 credit points. The final fee charged is based on the proportion of 24 credit points in which a student enrolls. Information on how fees are calculated can be found here .

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.

Assumed knowledge

None.

Periods course is open for new admissions

Year	Location	Teaching period	Teaching start date	Domestic	International
2023	UC - Canberra, Bruce	Semester 1	06 February 2023	✓	✓
2023	UC - Canberra, Bruce	Semester 2	31 July 2023	✓	✓

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 15 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

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

Critical Reasoning and Academic Literacy PG (10436) | 3 credit points – Level P

Restricted Choice - 33 credit points as follows

Part B - Must pass 27 credit points from the following

Educating for Sustainable Worlds PG (9088) | 3 credit points – Level P

Engaging Communities in Change PG (9089) | 3 credit points – Level P

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

Educating for Inclusion PG (9094) | 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

Leading Coaching and Mentoring in Education PG (10324) | 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

Indigenous Ways of Knowing, Being and Doing PG (10435) | 3 credit points – Level P

Contemporary Uses of Digital Technologies in Education PG (10437) | 3 credit points – Level P

Applications of Learning and Memory PG (10438) | 3 credit points – Level P

Evaluating Education Systems and Programs PG (10439) | 3 credit points – Level P

Qualitative Research PG (10440) | 3 credit points – Level P

Quantitative Research PG (10441) | 3 credit points – Level P

Advanced Professional Learning G (11717) | 3 credit points – Level G

Part A - Must pass 6 credit points from the following

Educational Research Capstone Project PG (10443) | 6 credit points – Level P

Education Inquiry Capstone PG (11495) | 6 credit points – Level P

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 Reasoning and Academic Literacy PG \(10436\)](#)

[Educating Globally PG \(9085\)](#)

Two Restricted Choice Part B Units

Year 2

Semester 1

[Education Research Perspectives PG \(9087\)](#)

Two Restricted Choice Part B Units

[Curriculum Development and Design PG \(10321\)](#)

Standard Full Time, Semester 2 Commencing

Semester 2

Three Restricted Choice Part B Units

[Educational Leadership and Change PG \(9086\)](#)

Year 1

Semester 2

[Critical Reasoning and Academic Literacy PG \(10436\)](#)

[Educational Leadership and Change PG \(9086\)](#)

Two Restricted Choice Part B Units

Year 2

Semester 1

[Curriculum Development and Design PG \(10321\)](#)

[Educating Globally PG \(9085\)](#)

[Education Research Perspectives PG \(9087\)](#)

Restricted Choice Part B Unit

Semester 2

Four Restricted Choice Part B Units

Year 3

Semester 1

[Education Inquiry Capstone PG \(11495\)](#)

Two Restricted Choice Part B Units

Course information

Course duration

Standard 2 years full-time or equivalent. Maximum 6 years.

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.</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; and 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; and 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.</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; and apply their knowledge to working with Indigenous Australians in socially just ways.</p>
<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>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; and 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; and 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.</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</p>

and engage with Indigenous Australians in ethical and culturally respectful ways; and apply their knowledge to working with Indigenous Australians in socially just ways.

Graduates will demonstrate the capacity to theorise and critique professional knowledge in educational practice.

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; and take pride in their professional and personal integrity.

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; and behave ethically and sustainably in their professional and personal lives.

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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; and apply their knowledge to working with Indigenous Australians in socially just ways.

Graduates will have knowledge of research principles and methods and be able to apply them to their professional field of work and learning.

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; and take pride in their professional and personal integrity.

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; and behave ethically and sustainably in their professional and personal lives.

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.

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; and apply their knowledge to working with Indigenous Australians in socially just ways.

Graduates will plan and present a substantial piece of research-based scholarship communicating across fields of practice and sectors.	-
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Awards

Award	Official abbreviation
Master of Education Studies	M EdSt

Alternative exits

The Graduate Certificate in Education and the Graduate Certificate in Education Studies are subsumable into the course.

Enquiries

Student category	Contact details
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
Prospective Domestic Students	Email study@canberra.edu.au or Phone 1800 UNI CAN (1800 864 226)

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University of Canberra, Bruce ACT 2617 Australia

+61 2 6201 5111

ABN 81 633 873 422

CRICOS 00212K

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.