

Master of Education Studies (245JA.3)

Please note these are the 2024 details for this course

Domestic students

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

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	

Delivery mode	On campus
Location	Bruce, Canberra
Duration	2.0 years
Faculty	Faculty of Education
Discipline	Academic Program Area - Education
CRICOS code	076973G
English language requirements	<p>An IELTS Academic score of 6.5 overall, with no band score below 6.0 (or equivalent).</p> <p>View IELTS equivalences</p>

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:

1. Completed Bachelor degree* or equivalent in education OR
2. Completed Bachelor degree* in any field and a Graduate Diploma (AQF8) in Education, OR
3. Completed Bachelor degree* or equivalent in any field and four years of work experience in education or a relevant field as approved by the University.

*Applicants with an assessable qualification that is lower than AQF 7 will be considered under equivalent graduate status where employment experience will be assessed in combination with your academic qualification.

Assumed knowledge

None.

Periods course is open for new admissions

Year	Location	Teaching period	Teaching start date	Domestic	International
2025	Bruce, Canberra	Semester 1	03 February 2025	✓	✓
2025	Bruce, Canberra	Semester 2	28 July 2025	✓	✓
2026	Bruce, Canberra	Semester 1	16 February 2026	✓	✓
2026	Bruce, Canberra	Semester 2	10 August 2026	✓	✓
2027	Bruce, Canberra	Semester 1	15 February 2027	✓	✓
2027	Bruce, Canberra	Semester 2	09 August 2027	✓	✓

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

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

Required - Must pass 15 credit points as follows

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

[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

Research Applications in Education PG (11908) | 3 credit points – Level P

Science of Learning 1 PG (12112) | 3 credit points – Level P

Science of Learning 2 PG (12113) | 3 credit points – Level P

Middle School Leadership 1 PG (12114) | 3 credit points – Level P

Middle School Leadership 2 PG (12115) | 3 credit points – Level P

Adaptive Educational Leadership 1 PG (12116) | 3 credit points – Level P

Adaptive Educational Leadership 2 PG (12117) | 3 credit points – Level P

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

- From 2023 unit 11495 is no longer being offered. Students in 245JA should select 10443 Educational Research Capstone Project PG.

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

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

Two Restricted Choice Part B Units

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

Semester 2

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

Three Restricted Choice Part B Units

Year 2

Semester 1

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

Two Restricted Choice Part B Units

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

Semester 2

Two Restricted Choice Part B Units

[Educational Research Capstone Project PG \(10443\)](#)

Standard Full Time, Semester 2 Commencing

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

Two Restricted Choice Part B Units

[Educational Research Capstone Project PG \(10443\)](#)

Course information

Course duration

Standard 2 years full time or part-time equivalent. Maximum 6 years from date of enrolment to date of course completion.

Learning outcomes

Learning outcomes	Related graduate attributes
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>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</p>

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: 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 gain new knowledge and understanding through critical analysis and inquiry of the globalised character of educational theory, curriculum development, policy and 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.

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 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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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.

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 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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CRICOS 00212K

TEQSA Provider ID: PRV12003 (Australian University)

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.