



Bachelor of Primary Education (321JA.3)

Please note these are the 2021 details for this course

Domestic students

Selection rank 60

Note:

The selection rank is the minimum ATAR plus adjustment factors required for admission to the program in the previous year. This is an indicative guide only as ranks change each year depending on demand.

English language requirements There are non-standard English language requirements for this course. To be eligible you must have an overall IELTS Academic score (or equivalent) of 7.5, a score of not less than 8.0 in both speaking and listening, and no band score below 7.0. For alternate/equivalent ways of meeting the English requirements for this course please view the English Proficiency Requirements document on the university website.

[View IELTS equivalences](#)

Duration 4.0 years

UAC code 364003

Faculty Faculty of Education

Discipline Academic Program Area - Education

Location UC - Canberra, Bruce

Fees 2021: Commonwealth Supported Place

2022: Commonwealth Supported Place

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 There are non-standard English language requirements for this course. To be eligible you must have an overall IELTS Academic score (or equivalent) of 7.5, a score of not less than 8.0 in both speaking and listening, and no band score below 7.0. For alternate/equivalent ways of meeting the English requirements for this course please view the English Proficiency Requirements document on the university website.

[View IELTS equivalences](#)

CRICOS code 088690G

Faculty Faculty of Education

Discipline Academic Program Area - Education

Location UC - Canberra, Bruce

Duration 4.0 years

Fees 2021: \$28,500 per year
2022: \$29,000 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

Inspire the next generation of primary school children

The four-year Bachelor of Primary Education is a rigorous course which will prepare you to teach national literacy and numeracy at a primary school level, from Kindergarten to Year 6. You'll develop a sound understanding of the educational theories and teaching skills required in today's classrooms, largely by regularly observing them in a primary school environment and putting your academic learnings into practice during one of the many teaching placement opportunities you'll undertake.

The course's Pedagogical Content Knowledge (PCK) units across years two, three and four are taught on-site in schools, providing you with regular occasions to interact with children of all primary school age ranges. You'll become proficient in teaching subjects including English, maths, science, health and PE, humanities and social sciences, and technologies, and will graduate confident, motivated and classroom-ready, eager to make an inspirational difference to the lives of children aged 5 to 12.

Study a Bachelor of Primary Education at UC and you will:

- gain appropriate scientific, literacy and numeracy knowledge
- learn the theories and principles that are the foundation for educational practice in primary settings
- demonstrate an understanding of student needs and differences, and the relevance of these to learning in inclusive, indigenous, English as an Additional Language or Dialect (EALD) and mainstream settings
- plan and develop appropriate teaching activities for students from a diverse range of backgrounds
- develop and implement effective assessment strategies and carry out evaluation of teaching programs, resources and your own teaching
- apply the required content knowledge for all primary school curriculum areas to teaching, assessment and reporting methods, alternate/enhanced literacy and numeracy strategies, and the effective use of Information and Communication Technologies (ICT) in teaching and learning
- reflect on your practice and experiences, and engage in a process of continual improvement.

Work-integrated learning

A teaching degree, by its very nature, is the embodiment of Work Integrated Learning (WIL), with its focus on compulsory professional teaching practice. During this course, you'll undertake a minimum of 80 days of practical placement across a range of different primary school levels and settings, culminating in a 30-day teaching placement in your final year.

In addition to this, the course content is developed by primary education professionals, and kept relevant and up-to-date through consistent monitoring of, and engagement with, the industry. You'll undertake authentic assessment tasks which are highly relevant to the day-to-day practice of teaching, and will take part in regular professional development activities, field trips to educational sites, lectures hosted by guest speakers from a range of education and teaching backgrounds, and more.

Career opportunities

- Primary school teacher
- Principal
- Deputy principal
- Executive teacher
- Special needs teacher
- Gifted and talented teacher
- Relief teacher
- Private tutor
- Schools policy adviser
- Children's services manager
- OSHC coordinator (Out of School Hours Care)
- Schools engagement coordinator

Course specific information

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

On graduating, students must register with the appropriate state teaching body in order to teach.

Students must obtain a Working with Vulnerable People Check before their first placement.

Professional accreditation

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

Admission requirements

Admission to this course is based on an entrance rank. A rank can be achieved by the following means:

- Year 12 ATAR
- other Australian Qualification
- work experience
- overseas qualification

We also offer a number of entry initiatives that give you the opportunity to gain entry to the University via alternate pathway programs and admissions schemes.

More information is available on our Alternative Entry page: <http://www.canberra.edu.au/future-students/applications/apply-now/alternative-entry>

Additional admission requirements

All applicants will be required to complete a written statement in response to questions designed to assess their suitability for the teaching profession. Applicants' responses to these questions must be deemed satisfactory for them to be admitted to this course. You can find the questions in the 'resources' section of the online application portal when you are applying. You can upload your responses in PDF format as part of your application. <https://www.canberra.edu.au/about-uc/faculties/education/docs/UG-Teacher-Education-questionnaire.pdf>

Students must obtain a Working with Vulnerable People Check.

Assumed knowledge

ACT: English & Maths (T with C minimum pass) NSW: Higher School Certificate English & Maths minimum

Periods course is open for new admissions

Year	Location	Teaching period	Teaching start date	Domestic	International
2021	UC - Canberra, Bruce	Semester 1	08 February 2021	✓	✓
2021	UC - Canberra, Bruce	Semester 2	02 August 2021	✓	✓

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 Primary Education (321JA) | 96 credit points

Required - Must pass 93 credit points as follows

Major in Educational Studies (MJ0275) | 21 or 24 credit points

For the 24cp Major - 24 credit points as follows

Required - Must pass 21 credit points as follows

[Addressing Challenges in Educational Environments \(9857\)](#) | 3 credit points – Level 4

[Classroom Climate and Organisation \(9860\)](#) | 3 credit points – Level 2

[Context of the Education Profession \(9862\)](#) | 3 credit points – Level 1

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

Human Development (9875) | 3 credit points – Level 1

Human Learning (9876) | 3 credit points – Level 2

Philosophy of Education (9892) | 3 credit points – Level 2

Restricted Choice - Must pass 3 credit points from the following

Principles of Learning and Teaching Materials Design (9895) | 3 credit points – Level 2

Using Design Principles and Technologies in Education (10451) | 3 credit points – Level 3

Note:

- From 2020 unit 9895 has been replaced by unit 10451.

For the 21cp Major - 21 credit points as follows

Required - Must pass 18 credit points as follows

Addressing Challenges in Educational Environments (9857) | 3 credit points – Level 4

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

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

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

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

Philosophy of Education (9892) | 3 credit points – Level 2

Restricted Choice - Must pass 3 credit points as follows

Principles of Learning and Teaching Materials Design (9895) | 3 credit points – Level 2

Using Design Principles and Technologies in Education (10451) | 3 credit points – Level 3

Note:

- From 2020 unit 9895 has been replaced by unit 10451.

Note:

- The 21 credit point Major is for students enrolled in 323JA Bachelor of Primary Education (Creative Arts). All other students should complete the 24 credit point Major.

Major in Pedagogy and Practice (MJ0278) | 21 credit points

Required - Must pass 21 credit points as follows

The Practice (PCK) of Teaching English (9886) | 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

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

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

Implementing the Australian Curriculum (10426) | 3 credit points – Level 2

Note:

- From 2019 the unit code for Implementing the Australian Curriculum has changed from 9877 to 10426. Students who have passed 9877 do not need to undertake the new unit.

Major in Literacy and Numeracy Education (MJ0277) | 24 credit points

Required - Must pass 21 credit points as follows

Core Literacy (9863) | 3 credit points – Level 1

Core Mathematics (9864) | 3 credit points – Level 1

English Literacy for Educators (9871) | 3 credit points – Level 2

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

Linguistics for Educators (9882) | 3 credit points – Level 1

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

Using Data to Improve Learning (10354) | 3 credit points – Level 3

Restricted Choice - Must pass 3 credit points from the following

Information and Communication Technology Literacy (9878) | 3 credit points – Level 2

Ways of Knowing, Being and Doing in Education (10450) | 3 credit points – Level 1

Note:

- From 2021 unit 9878 has been replaced by unit 10450. Students who have passed 9878 do not need to pass 10450.

Required Units - Must pass 24 credit points as follows

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

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

The Practice (PCK) of Teaching HPE (9887) | 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

Scientific Principles (9899) | 3 credit points – Level 1

The Science of Teaching the Arts (9969) | 3 credit points – Level 2

Engaging with LANTITE (10453) | 0 credit points – Level 1

Restricted Choice - Must pass 3 credit points from the following

English Curriculum - May select from

Reading Culture, Curating Culture (11110) | 3 credit points – Level 1

Introduction to Creative Writing (11113) | 3 credit points – Level 1

HASS - May select from

Big Stories: Culture, Memory and Power (11108) | 3 credit points – Level 1

Reading Culture, Curating Culture (11110) | 3 credit points – Level 1

Cultures and Diversity (11129) | 3 credit points – Level 1

Creative Arts - May select from

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

Big Stories: Culture, Memory and Power (11108) | 3 credit points – Level 1

Reading Culture, Curating Culture (11110) | 3 credit points – Level 1

Media Worlds (11130) | 3 credit points – Level 1

Science - May select from

Communication in Science (4732) | 3 credit points – Level 1

Maths - May select from

Mathematical Methods (577) | 3 credit points – Level 1

Health and Physical Education - May select from

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

Core Literacy (9863)

Core Mathematics (9864)

Linguistics for Educators (9882)

Ways of Knowing, Being and Doing in Education (10450)

Semester 2

Context of the Education Profession (9862)

English Literacy for Educators (9871)

Human Development (9875)

Scientific Principles (9899)

Year 2

Semester 1

Engaging with LANTITE (10453)

Human Learning (9876)

Implementing the Australian Curriculum (10426)

Restricted Choice unit

The Practice (PCK) of Teaching Humanities and Social Sciences (9891)

Semester 2

Classroom Climate and Organisation (9860)

Designing Learning for Diversity and Inclusion (9869)

The Practice (PCK) of Teaching Mathematics (9888)

The Science of Teaching the Arts (9969)

Year 3

Semester 1

Philosophy of Education (9892)

The Practice (PCK) of Teaching English (9886)

The Practice (PCK) of Teaching Science (9889)

Using Data to Improve Learning (10354)

Semester 2

Planning Assessing and Reporting (9894)

The Practice (PCK) of Teaching HPE (9887)

The Practice (PCK) of Teaching the Arts (9885)

Using Design Principles and Technologies in Education (10451)

Year 4

Semester 1

Issues in Literacy Development and Teaching (9880)

Mathematics in the Differentiated Classroom (9883)

Teachers as Professionals (9918)

Semester 2

Addressing Challenges in Educational Environments (9857)

Educational Investigations (9870)

The Practice (PCK) of Teaching Technologies (9890)

Course information

Course duration

Standard eight semesters full-time or equivalent. Maximum twenty semesters.

Learning outcomes

Learning outcomes	Related graduate attributes
<p>Knowledge: Demonstrate that they possess the appropriate scientific, literacy and numeracy knowledge to properly inform their teaching, communication and administrative responsibilities; Demonstrate specialised knowledge and skills in the areas of Science, Technology and Mathematics; Demonstrate knowledge of theories and principles that are the foundation for educational issues and practice in primary settings; Demonstrate knowledge of the theoretical frameworks that underpin a comprehensive understanding of primary school learners; Demonstrate knowledge and understanding of student needs and differences and the relevance of these to learning in inclusive, indigenous, EALD and mainstream settings within primary schools.</p>	<p>1.1 employ up to date and relevant knowledge and skills;</p> <p>1.2 communicate effectively;</p> <p>1.3 use creativity, critical thinking, analysis and research skills to solve theoretical and real world problems;</p> <p>1.6 take pride in their professional and personal integrity.</p>
<p>Skills: Plan and develop appropriate teaching activities for students from a diverse range of backgrounds; Develop and implement effective assessment strategies and carry out evaluation of teaching programs, resources and their own teaching.</p>	<p>1.1 employ up to date and relevant knowledge and skills;</p> <p>1.2 communicate effectively;</p> <p>1.4 work collaboratively as part of a team, negotiate, and resolve conflict;</p> <p>1.5 display initiative and drive, and use their organisation skills to plan and manage their workload;</p> <p>3.1 reflect on their own practice, updating and adapting their knowledge and skills for continual professional and academic development;</p> <p>3.2 be self aware;</p>

Application of Skills and Knowledge: Apply the requisite content knowledge for all Primary School Curriculum areas to teaching, assessment and reporting methods, alternate/enhanced literacy and numeracy strategies and the effective use of ICT in teaching and learning;

2.2 adopt an informed and balanced approach across professional and international boundaries;

2.3 understand issues in their profession from the perspective of other cultures;

2.4 communicate effectively in diverse cultural and social settings;

2.5 make creative use of technology in their learning and professional lives;

Reflect effectively on their practice and on their experiences within their profession and use that reflection to engage in a process of continual improvement.

2.1 think globally about issues in their profession;

2.2 adopt an informed and balanced approach across professional and international boundaries;

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

3.1 reflect on their own practice, updating and adapting their knowledge and skills for continual professional and academic development;

3.2 be self aware;

3.3 adapt to complexity, ambiguity and change by being flexible and keen to engage with new ideas;

Placements requirements

All students enrolled in programs of initial teacher education are required to complete the statutory checks for working in the school

environment that exist in any state or territory where they undertake school based activity. Please note that all students commencing or continuing an initial teacher education course are required to successfully complete both components of the Literacy and Numeracy Test for Initial Education Students (LANTITE) during their degree. More information about the LANTITE can be found at: <https://teacheredtest.acer.edu.au/> All students enrolled in an initial teacher education course are also required to successfully complete all components of a Teacher Performance Assessment (TPA) tool integrated into final-level school-based placements and associated units of study.

Majors

- [Major in Educational Studies \(MJ0275\)](#)
- [Major in Pedagogy and Practice \(MJ0278\)](#)
- [Major in Literacy and Numeracy Education \(MJ0277\)](#)

Awards

Award	Official abbreviation
Bachelor of Primary Education	B Prim Ed

Honours

None.

Alternative exits

Bachelor of Educational Studies

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

Printed on 17, October, 2021

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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.