UNIVERSITY OF CANBERRA

Bachelor of Primary Education (STeM) (322JA.1)

Please note these are the 2019 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.
Delivery mode	On campus
Location	Bruce, Canberra
Duration	4.0 years
Faculty	Faculty of Education
Discipline	Academic Program Area - Education
UAC code	
English language requirements	There are non-standard English language requirements for this course. To be eligible you must have an overall academic IELTS or equivalent of 7.5 with no band score below 7.0 and a score of not less than 8.0 in both speaking and listening. 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

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	4.0 years
Faculty	Faculty of Education
Discipline	Academic Program Area - Education
CRICOS code	088691G
English language requirements	There are non-standard English language requirements for this course. To be eligible you must have an overall academic IELTS or equivalent of 7.5 with no band score below 7.0 and a score of not less than 8.0 in both speaking and listening. 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

About this course

Get the advantage by specialising in a leading discipline

The Bachelor of Primary Education (STeM) is an exciting option that enables you to gain a qualification in primary teaching while also becoming a primary science and mathematics specialist. Rigorous in its approach, this degree prepares you for the national literacy and numeracy requirements as well as a sound understanding of the educational theories and teaching skills required in today's classrooms.

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

- acquire appropriate scientific, literacy and numeracy knowledge
- learn the theories and principles that are the foundation for educational practice in primary settings
- demonstrate understanding of different student needs and the relevance of these to learning in inclusive, indigenous, 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 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
- reflect on your practice and experiences and engage in a process of continual improvement.

Work-integrated learning

Throughout the course you will complete a series of theoretical education units grouped with professional experience placements. This practical experience spans different levels of primary education, containing 80 days of professional placement that culminates in a 30 day teaching placement during your final year.

Career opportuntities

Students completing this degree will be qualified to teach from Kindergarten to Grade Six, as a general teacher or a specialist science and mathematics teacher in primary school settings.

Course specific information

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

Normal UC requirements for admission to an undergraduate course

Additional admission requirements

Students must obtain a Working with Vulnerable People Check

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.

Course requirements

Bachelor of Primary Education (STeM) (322JA) | 96 credit points

Required - Must pass 96 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 Science, Technology and Mathematics Education (MJ0280) | 18 credit points

Required - Must pass 18 credit points as follows

Creative Science Specialist (9867) | 3 credit points — Level 2

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

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

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

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

Statistics in Education (9917) | 3 credit points — Level 2

Required Units - Must pass 33 credit points as follows

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

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

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

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

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

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

The Educational Workplace (9919) | 3 credit points — Level 1

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

Core Literacy (9863)

Core Mathematics (9864)

Linguistics for Educators (9882)

The Educational Workplace (9919)

Semester 2

Context of the Education Profession (9862)

English Literacy for Educators (9871)

Human Development (9875)

Scientific Principles (9899)

Year 2

Semester 1

Human Learning (9876)

Philosophy of Education (9892)

Principles of Learning and Teaching Materials Design (9895)

Statistics in Education (9917)

Semester 2

Classroom Climate and Organisation (9860)

Creative Science Specialist (9867)

Designing Learning for Diversity and Inclusion (9869)

Information and Communication Technology Literacy (9878)

Year 3

Semester 1

Implementing the Australian Curriculum (9877)

The Practice (PCK) of Teaching English (9886)

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

The Practice (PCK) of Teaching Science (9889)

Semester 2

Planning Assessing and Reporting (9894)

The Practice (PCK) of Teaching HPE (9887)

The Practice (PCK) of Teaching Mathematics (9888)

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

Year 4

Semester 1

Mathematics in the Differentiated Classroom (9883)

Science Education Internship (9898)

Teachers as Professionals (9918)

Semester 2

Addressing Challenges in Educational Environments (9857)

Educational Investigations (9870)

The Practice (PCK) of Teaching Technologies (9890)

Standard Full-Time, Semester 2 Commencing

Year 1

Semester 2

Context of the Education Profession (9862)

Designing Learning for Diversity and Inclusion (9869)

Human Development (9875)

Scientific Principles (9899)

Year 2

Semester 1

Core Literacy (9863)

Core Mathematics (9864)

Linguistics for Educators (9882)

The Educational Workplace (9919)

Semester 2

Classroom Climate and Organisation (9860)

Creative Science Specialist (9867)

English Literacy for Educators (9871)

Information and Communication Technology Literacy (9878)

Year 3

Semester 1

Human Learning (9876)

Philosophy of Education (9892)

Principles of Learning and Teaching Materials Design (9895)

Statistics in Education (9917)

Semester 2

Planning Assessing and Reporting (9894)

The Practice (PCK) of Teaching HPE (9887)

The Practice (PCK) of Teaching Mathematics (9888)

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

Year 4

Semester 1

Course information

Course duration

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

Learning outcomes

Learning outcomes	Related graduate attributes
Application of Skills and Knowledge: Apply the requisite content knowledge for all 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;
Knowledge: Demonstrate that they possess the appropriate scientific, literacy and numeracy knowledge to properly inform their teaching, communication and administrative responsibilities; Demonstrate knowledge of theories and principles that are the foundation for educational issues and practice in primary settings with a strong emphasis of STEM subjects; 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 with special emphasis on STEM subjects.	1.1 employ up to date and relevant knowledge and skills; 1.2 communicate effectively; 1.3 use creativity, critical thinking, analysis and research skills to solve theoretical and real world problems; 1.6 take pride in their professional and personal integrity.
Skills: Plan and develop appropriate teaching activities for students from a diverse	1.1 employ up to date and relevant knowledge and skills;

range of backgrounds;

Develop and implement effective assessment strategies and carry out evaluation of teaching programs, resources and their own teaching.

1.2 communicate effectively;

1.4 work collaboratively as part of a team, negotiate, and resolve conflict;

1.5 display initiative and drive, and use their organisation skills to plan and manage their workload;

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;

Majors

- Major in Pedagogy and Practice (MJ0278)
- Major in Science, Technology and Mathematics Education (MJ0280)
- Major in Educational Studies (MJ0275)

Awards

Award	Official abbreviation
Bachelor of Primary Education (STeM)	B Prim Ed (STeM)

Honours

None.

Alternative exits

Bachelor of Educational Studies

Enquiries

Student category	Contact details
Current and Commencing Students	Please contact the University Student Centre by Email student.centre@canberra.edu.au or Phone 1300 301 727

Prospective International Students	Email international@canberra.edu.au or Phone +61 2 6201 5342
Prospective Domestic Students	Email study@canberra.edu.au or Phone 1800 UNI CAN (1800 864 226)

Download your course guide

Scholarships

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Explore Scholarships

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