

# Bachelor of Primary Education (Graduate Entry)

## (325JA.1)

Please note these are the 2018 details for this course

### Domestic students

Selection rank	N/A
Delivery mode	On campus
Location	Bruce, Canberra
Duration	2.0 years
Faculty	Faculty of Education
Discipline	Academic Program Area - Education
UAC code	880420
English language requirements	<p>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.</p> <p><a href="#">View IELTS equivalences</a></p>

### International students

Academic entry	To study at UC, you'll need to meet our academic entry requirements and any admission requirements specific
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<b>requirements</b>	to your course. Please read your course admission requirements below. To find out whether you meet UC's academic entry requirements, visit our <a href="#">academic entry requirements page</a> .  <a href="#">View UC's academic entry requirements</a>
<b>Delivery mode</b>	On campus
<b>Location</b>	Bruce, Canberra
<b>Duration</b>	2.0 years
<b>Faculty</b>	Faculty of Education
<b>Discipline</b>	Academic Program Area - Education
<b>CRICOS code</b>	088694D
<b>English language requirements</b>	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.  <a href="#">View IELTS equivalences</a>

# About this course

## Use your knowledge to inspire others

The University of Canberra leads the way in providing up-to-date education degrees that prepare teachers for a future-focused career. The Bachelor of Primary Education (Graduate Entry) is designed for students who have completed a university degree in another discipline and now want to become a primary school teacher. Rigorous in its approach, this degree prepares you for the national literacy and numeracy requirements as well as a sound understanding of educational theories and teaching skills required in today's classrooms.

## Study a Bachelor of Primary Education (Graduate Entry) 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 that span different levels of primary education. There are 60 days of placement in total, culminating in a 30 day teaching placement during your final year.

## Career opportunities

Students completing this degree will be qualified to teach from Kindergarten to Grade Six.

## 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 commencing placement.

## Professional accreditation

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

# Admission requirements

Applicants must have successfully completed a Bachelors Degree or hold qualifications deemed equivalent by the University's Admissions committee.

## Additional admission requirements

Students must obtain a Working with Vulnerable People Check. Previous qualification must include at least 8 units of study relevant to the school curriculum.

## 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 (Graduate Entry) (325JA) | 48 credit points

**Required - Must pass 48 credit points as follows**

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

**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.

**Required Units - Must pass 27 credit points as follows**

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

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

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

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

Mathematics in the Differentiated Classroom (9883) | 3 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

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

[Implementing the Australian Curriculum \(10426\)](#)

[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

[Designing Learning for Diversity and Inclusion \(9869\)](#)

[Human Development and Learning \(9874\)](#)

[Planning Assessing and Reporting \(9894\)](#)

[The Practice \(PCK\) of Teaching Mathematics \(9888\)](#)

#### Year 2

##### 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 \(9857\)](#)

[The Practice \(PCK\) of Teaching HPE \(9887\)](#)

[The Practice \(PCK\) of Teaching Technologies \(9890\)](#)

[The Practice \(PCK\) of Teaching the Arts \(9885\)](#)

# Course information

## Course duration

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

## Learning outcomes

Learning outcomes

Related graduate attributes

<p>Knowledge:</p> <p>Demonstrate that they possess the appropriate scientific, literacy and numeracy knowledge to properly inform their teaching, communication and administrative responsibilities;</p> <p>Demonstrate knowledge of theories and principles that are the foundation for educational issues and practice in primary settings;</p> <p>Demonstrate knowledge of the theoretical frameworks that underpin a comprehensive understanding of primary school learners;</p> <p>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:</p> <p>Plan and develop appropriate teaching activities for students from a diverse range of backgrounds;</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>Develop and implement effective assessment strategies and carry out evaluation of teaching programs, resources and their own teaching.</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>
<p>Application of Skills and Knowledge:</p> <p>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;</p>	<p>2.2 adopt an informed and balanced approach across professional and international boundaries;</p> <p>2.3 understand issues in their profession from</p>

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

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;

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;

## Majors

- [Major in Pedagogy and Practice \(MJ0278\)](#)

## Awards

Award	Official abbreviation
Bachelor of Primary Education	B Prim Ed

## Honours

None.

## Enquiries

Student category	Contact details
Prospective Domestic Students	Email <a href="mailto:study@canberra.edu.au">study@canberra.edu.au</a> or Phone 1800 UNI CAN (1800 864 226)
Prospective International Students	Email <a href="mailto:international@canberra.edu.au">international@canberra.edu.au</a> or Phone +61 2 6201 5342
Current and Commencing Students	Please contact the University Student Centre by Email <a href="mailto:student.centre@canberra.edu.au">student.centre@canberra.edu.au</a> 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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ABN 81 633 873 422

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.