

# Bachelor of Secondary Education (Health and Physical Education) (330JA.5)

Please note these are the 2022 details for this course

## Domestic students

<b>Selection rank</b>	60
	<b>Note:</b>
	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.

<b>English language requirements</b>	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.
	<a href="#">View IELTS equivalences</a>

<b>Duration</b>	4.0 years
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<b>UAC code</b>	364044
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<b>Faculty</b>	Faculty of Education
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<b>Discipline</b>	Academic Program Area - Education
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<b>Location</b>	UC - Canberra, Bruce
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Fees 

Per Unit	Per Annum	Full Course
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# International students

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**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](#)

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**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](#)

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**CRICOS code** 088699K

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**Faculty** Faculty of Education

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**Discipline** Academic Program Area - Education

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**Location** UC - Canberra, Bruce

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**Duration** 4.0 years

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Fees 

Per Unit	Per Annum	Full Course
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## About this course

### Energise your career with a PE teaching specialisation

If you have a passion for sports, and would love to inspire students in Years 7 to 12 to get active and healthy, then the four-year Bachelor of Secondary Education (Health and Physical Education) will arm you with the skills you need to be a qualified secondary teacher with a specialisation in PE and health. You'll also study a second teaching discipline of your choice, such as English, mathematics, science, or a humanities or social science subject, to increase your versatility and employability.

This practical course will see you undertaking first-hand learning in the best way possible – by connecting with students in a classroom

environment via a series of Pedagogical Content Knowledge (PCK) units, and understanding the nuances of the education system thanks to ongoing direct experience with it. You'll graduate with a thorough understanding of how young people aged 12 to 18 learn, and will be ready to improve the health and wellbeing of your students as a dedicated PE educator.

## Study a Bachelor of Secondary Education (Health and Physical Education) at UC and you will:

- gain appropriate scientific, literacy and numeracy knowledge
- demonstrate specialised knowledge and skills in health and PE, and a second discipline area, across a range of classes and year groups within a secondary school environment
- learn the theories and principles that are the foundation for educational practice in secondary 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 secondary 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 secondary school levels and settings, including health and physical education-specific positions, culminating in a 30-day teaching placement in your final year.

In addition to this, the course content is developed by secondary 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

- Secondary school teacher
- PE teacher
- Health teacher
- Young person's sports coach
- Student wellbeing officer
- Sports scientist
- Head of department
- Principal
- Deputy principal

- Executive teacher
- Head teacher welfare
- Director of curriculum
- Year adviser
- Special needs teacher
- Gifted and talented teacher
- Relief teacher
- Guidance officer
- Careers adviser
- Learning support teacher
- Student adviser
- Education adviser
- Schools policy adviser
- Vocational education and training instructor
- Private tutor
- Schools engagement coordinator

## Course-specific information

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.

Assumed knowledge: ACT – English and Maths (T with C minimum pass). NSW – Higher School Certificate English and Maths minimum.

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
2022	UC - Canberra, Bruce	Semester 1	07 February 2022	✓	✓
2022	UC - Canberra, Bruce	Semester 2	01 August 2022	✓	✓
2023	UC - Canberra, Bruce	Semester 1	06 February 2023	✓	✓
2023	UC - Canberra, Bruce	Semester 2	31 July 2023	✓	✓
2024	UC - Canberra, Bruce	Semester 1	05 February 2024	✓	✓
2024	UC - Canberra, Bruce	Semester 2	29 July 2024	✓	✓

## 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 Secondary Education (Health and Physical Education) (330JA) | 96 credit points

**Restricted Choice - 30 credit points as follows**

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

**Part B - 6 credit points from the following**

**Discipline Units PCK 1 - Must pass 3 credit points from the following**

Secondary Creative Arts PCK 1 (9900) | 3 credit points – Level 3

Secondary English PCK 1 (9902) | 3 credit points – Level 3

Secondary Humanities and Social Sciences PCK 1 (9906) | 3 credit points – Level 3

Secondary Languages PCK 1 (9908) | 3 credit points – Level 3

Secondary Science PCK 1 (9912) | 3 credit points – Level 3

Secondary Technologies PCK 1 (9914) | 3 credit points – Level 3

Secondary Mathematics PCK 1 (9968) | 3 credit points – Level 3

Secondary Design and Technology PCK 1 (10094) | 3 credit points – Level 3

**Discipline Units PCK 2 - Must pass 3 credit points from the following**

Secondary Creative Arts PCK 2 (9901) | 3 credit points – Level 3

Secondary English PCK 2 (9903) | 3 credit points – Level 3

Secondary Humanities and Social Sciences PCK 2 (9907) | 3 credit points – Level 3

Secondary Languages PCK 2 (9909) | 3 credit points – Level 3

Secondary Mathematics PCK 2 (9911) | 3 credit points – Level 3

Secondary Science PCK 2 (9913) | 3 credit points – Level 3

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

Secondary Technologies PCK 2 (9967) | 3 credit points – Level 3

Secondary Design and Technology PCK 2 (10114) | 3 credit points – Level 3

Note:

- In the same discipline as for PCK 1 units.

**Part C - Must select 1 of the following**

**Science Majors - May select from**

**Science - May select from**

**Breadth Major in Earth & Environmental Science for Secondary Teaching (BM0050) | 18 credit points**

**Required - Must pass 18 credit points as follows**

Meeting Environmental Challenges: Foundations (11771) | 3 credit points – Level 1

Diversity of Life and Habitats (11772) | 3 credit points – Level 1

Applied Ecology (11773) | 3 credit points – Level 2

Land and Water (11776) | 3 credit points – Level 2

Tackling Environmental Challenges: Conservation (11777) | 3 credit points – Level 3

Tackling Environmental Challenges: Water (11778) | 3 credit points – Level 3

**Breadth Major in Chemistry for Secondary Teaching (BM0048) | 18 credit points**

**Required - Must pass 18 credit points as follows**

Chemical Concepts (11724) | 3 credit points – Level 1

Therapeutic Chemistry (11728) | 3 credit points – Level 2

Fundamentals of Biochemistry (11733) | 3 credit points – Level 2

Chemical Foundations (11768) | 3 credit points – Level 1

Chemical Analysis (11769) | 3 credit points – Level 2

Chemical Applications (11770) | 3 credit points – Level 3

**Breadth Major in Biology for Secondary Teaching (BM0049) | 18 credit points**

**Required - Must pass 18 credit points as follows**

Biological Concepts (11722) | 3 credit points – Level 1

Mechanisms of Disease (11727) | 3 credit points – Level 2

Infectious Diseases (11730) | 3 credit points – Level 3

Foundations of Inheritance, Diversity and Evolution (11732) | 3 credit points – Level 1

Genetics and Genomics (11736) | 3 credit points – Level 2

Advanced Genetics and Genomics (11737) | 3 credit points – Level 3

## Mathematics - May select from

### Major in Mathematics (MJ0148) | 18 credit points

#### Required - Must pass 18 credit points as follows

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

Mathematical Structures (6543) | 3 credit points – Level 2

Discrete Mathematics (6698) | 3 credit points – Level 1

Mathematical Modelling (8103) | 3 credit points – Level 2

Mathematical Perspectives (8104) | 3 credit points – Level 3

Linear Algebra (8110) | 3 credit points – Level 2

## Technologies - May select from

### Major in Food Technology Teaching (Restricted) (MJ0203) | 18 credit points

#### Required - Must pass 18 credit points as follows

Systemic Anatomy and Physiology (6529) | 3 credit points – Level 1

Nutritional Science (8257) | 3 credit points – Level 2

Nutrition, Society and Health (8259) | 3 credit points – Level 3

Acquisition of Vocational Skills 2 (part A) (8795) | 0 credit points – Level 2

Acquisition of Vocational Skills 2 (part B) (8796) | 6 credit points – Level 2

Introductory Nutrition (9280) | 3 credit points – Level 1

### Major in Design and Technology Teaching (MJ0199) | 18 credit points

#### Required - Must pass 6 credit points as follows

Study of Vocational Education in Schools (10102) | 6 credit points – Level 3

#### Restricted Choice - 12 credit points as follows

- Select 1 of the following options:

#### Option A - Must pass 12 credit points as follows



Technology Skills for Teaching 1 (A) (10103) | 3 credit points – Level 2

Technology Skills for Teaching 1 (B) (10104) | 3 credit points – Level 2

Technology Skills for Teaching 2 (A) (10105) | 3 credit points – Level 2

Technology Skills for Teaching 2 (B) (10106) | 3 credit points – Level 2

### **Option B - Must pass 12 credit points as follows**

Acquisition of Vocational Skills 1 (part A) (8793) | 0 credit points – Level 1

Acquisition of Vocational Skills 1 (part B) (8794) | 6 credit points – Level 1

Acquisition of Vocational Skills 2 (part A) (8795) | 0 credit points – Level 2

Acquisition of Vocational Skills 2 (part B) (8796) | 6 credit points – Level 2

## **Major in Information Systems (MJ0059) | 18 credit points**

### **Required - Must pass 12 credit points as follows**

Database Design (5915) | 3 credit points – Level 1

Systems Analysis and Modelling (6365) | 3 credit points – Level 2

Document and Workflow Management (6388) | 3 credit points – Level 3

Systems Project and Quality Management (7173) | 3 credit points – Level 3

Note:

- From 2019 the unit code for 6365 Systems Analysis and Modelling has changed to 11486.
- From 2020 unit 6388 Document and Workflow Management has been replaced by unit 11481 Workflow and Process Management.

### **Restricted Choice - Must pass 6 credit points as follows**

#### **Part A - Must pass 3 credit points from the following**

Information Systems in Organisations (6348) | 3 credit points – Level 1

Management Information Systems (9524) | 3 credit points – Level 2

#### **Part B - Must pass 3 credit points from the following**

Designing Human-Computer Interaction (6389) | 3 credit points – Level 2

Corporate Strategy and IT Governance (9276) | 3 credit points – Level 3

## **Major in Secondary Industrial Technology (Construction) Teaching (MJ0307) | 18 credit points**

### **Required - Must pass 12 credit points as follows**

Industrial Design Fundamentals (11046) | 3 credit points – Level 1

3D Digital Design Fundamentals (11047) | 3 credit points – Level 1

Materials and Processes (11051) | 3 credit points – Level 2

Materials and Processes - Advanced (11052) | 3 credit points – Level 3

### **Restricted Choice - Must pass 6 credit points from the following**

#### **Option A - Must pass 6 credit points as follows**

Design for Medium-Complexity (11050) | 3 credit points – Level 2

Design for High-Complexity (11053) | 3 credit points – Level 3

#### **Option B - Must pass 6 credit points as follows**

Acquisition of Vocational Skills 2 (part A) (8795) | 0 credit points – Level 2

Acquisition of Vocational Skills 2 (part B) (8796) | 6 credit points – Level 2

#### **Option C - Must pass 6 credit points as follows**

Technology Skills for Teaching 1 (A) (10103) | 3 credit points – Level 2

Technology Skills for Teaching 1 (B) (10104) | 3 credit points – Level 2

## **Major in Secondary Graphics and Multi-Media Technology Teaching (MJ0306) | 18 credit points**

### **Required - Must pass 3 credit points from the following**

Digital Media Art 1: Narrative Production (11837) | 3 credit points – Level 1

### **Restricted Choice - 15 credit points as follows**

#### **Part A - Must pass 3 credit points from the following**

Visual Representation Techniques (11041) | 3 credit points – Level 1

Visual Communication Theory and Principles (11062) | 3 credit points – Level 1

Principles of Typography and Layout (11063) | 3 credit points – Level 1

Digital Media Art 2: Image Production (11836) | 3 credit points – Level 1

### **Part B - Must pass 12 credit points from the following**

Front-end Web Design (11056) | 3 credit points – Level 2

Design for Digital Contexts (11064) | 3 credit points – Level 2

Character Design and Animation (11133) | 3 credit points – Level 2

Sound Design (11134) | 3 credit points – Level 2

3D Media Art Production (11838) | 3 credit points – Level 2

Emerging Production Technologies (11839) | 3 credit points – Level 3

Digital Production Project (11840) | 3 credit points – Level 3

Web Frameworks and Dynamic Data (11841) | 3 credit points – Level 2

## **Sport Coaching and Exercise Science - May select from**

### **Major in Sports Science (MJ0115) | 21 credit points**

#### **Required - Must pass 15 credit points as follows**

Systemic Anatomy and Physiology (6529) | 3 credit points – Level 1

Biomechanics 1 (6834) | 3 credit points – Level 2

Biomechanics 2 (6835) | 3 credit points – Level 3

Physiology of Exercise 1 (8391) | 3 credit points – Level 2

Physiology of Exercise 2 (8392) | 3 credit points – Level 3

#### **Restricted Choice - 6 credit points as follows**

##### **Part A - Must pass 3 credit points from the following**

Motor Control and Skill Acquisition (8913) | 3 credit points – Level 2

##### **Part B - Must pass 3 credit points from the following**

Regional Anatomy and Physiology (6534) | 3 credit points – Level 2

Regional Anatomy and Physiology (9808) | 3 credit points – Level 1

## Arts Majors - May select from

### English - May select from

#### Major in Secondary English Teaching (MJ0305) | 18 credit points

##### Required - Must pass 12 credit points as follows

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

From Hungry Caterpillars to Hunger Games: Writing for Young People (11115) | 3 credit points – Level 2

Literary Studies: From Romanticism to the Present (11153) | 3 credit points – Level 2

The Kids are All Right: Literature for 0-18 (11154) | 3 credit points – Level 3

##### Restricted Choice - 6 credit points from the following

##### Part A - Must pass between 3 and 6 credit points from the following

Screenwriting (11116) | 3 credit points – Level 2

Word and Image (11119) | 3 credit points – Level 3

Literary Studies: The Novel (11152) | 3 credit points – Level 1

##### Part B - May do up to 3 credit points from the following

Language, Cultures and Communication (9485) | 3 credit points – Level 3

Discourse and Culture (9493) | 3 credit points – Level 3

## Languages - May select from

- By cross-institutional study, with approval from the Course Convener.

## Studies of Humanities and Social Sciences - May select from

### Aboriginal Studies - May select from

#### Major in Indigenous Studies (MJ0311) | 18 credit points

##### Required - Must pass 18 credit points as follows

Indigenous Cultures and Digital Contexts (11122) | 3 credit points – Level 2

Decolonising the Museum (11123) | 3 credit points – Level 3

Indigenous Ways of Knowing (11126) | 3 credit points – Level 2

Connections to Country (11128) | 3 credit points – Level 2

Service Systems, Transformation and Wellbeing (11186) | 3 credit points – Level 3

Indigenous and Cultural Entrepreneurship (11190) | 3 credit points – Level 3

### **Ancient History - May select from**

- By cross-institutional study, with approval from the Course Convener.

### **Business Studies - May select from**

#### **Major in Teaching Secondary Business Studies (MJ0309) | 18 credit points**

##### **Required - Must pass 18 credit points as follows**

Business Decision Making (11009) | 3 credit points – Level 1

Marketing Fundamentals (11176) | 3 credit points – Level 1

Consumer and Buyer Behaviour (11178) | 3 credit points – Level 2

Organisational Behaviour (11189) | 3 credit points – Level 2

Management Accounting (11213) | 3 credit points – Level 2

Business Law (11220) | 3 credit points – Level 2

### **Economics - May select from**

#### **Major in Teaching Secondary Economics (MJ0310) | 18 credit points**

##### **Restricted Choice - Must pass 3 credit points from the following**

Cost Benefit Analysis (11208) | 3 credit points – Level 3

Public Sector Economics (11224) | 3 credit points – Level 2

Behavioural Science (11240) | 3 credit points – Level 2

### **Required - Must pass 15 credit points from the following**

Introduction to Economics (11175) | 3 credit points – Level 1

Economic Development (11209) | 3 credit points – Level 3

Money, Employment and Growth (11223) | 3 credit points – Level 1

Industries and Markets (11225) | 3 credit points – Level 2

Managing the Economy (11226) | 3 credit points – Level 3

### **Geography - May select from**

- By cross-institutional study, with approval from the Course Convener.

### **Modern History - May select from**

- By cross-institutional study, with approval from the Course Convener.

### **Society and Culture/Sociology - May select from**

#### **Major in Secondary Society and Culture Teaching (MJ0308) | 18 credit points**

#### **Required - Must pass 6 credit points as follows**

Introduction to Politics and Government (11235) | 3 credit points – Level 1

Introduction to Sociology (11246) | 3 credit points – Level 1

#### **Restricted Choice - Must pass 12 credit points from the following**

Indigenous Cultures and Digital Contexts (11122) | 3 credit points – Level 2

Decolonising the Museum (11123) | 3 credit points – Level 3

Indigenous Ways of Knowing (11126) | 3 credit points – Level 2

Connections to Country (11128) | 3 credit points – Level 2

Global Perspectives on Gender, Sex and Sexuality (11146) | 3 credit points – Level 2

Behavioural Science (11240) | 3 credit points – Level 2

Political and Social Theory (11243) | 3 credit points – Level 2

Citizens, States and Societies (11247) | 3 credit points – Level 3

Sociology of Technology and Work (11249) | 3 credit points – Level 2

Cultural Sociology (11328) | 3 credit points – Level 3

### **Studies of Religion - May select from**

- By cross-institutional study, with approval from the Course Convener.

### **Creative Arts - May select from**

#### **Dance - May select from**

- By cross-institutional study, with approval from the Course Convener.

#### **Drama - May select from**

- By cross-institutional study, with approval from the Course Convener.

#### **Music - May select from**

- By cross-institutional study, with approval from the Course Convener.

#### **Visual Arts - May select from**

- By cross-institutional study, with approval from the Course Convener.

- 1. Teaching areas are defined by the Board of Studies, Teaching and Educational Standards NSW Subject Content Requirements.

- 2. Some teaching areas have requirements that are beyond what is set out in the Majors. For all Majors, students may not complete more than two Level 1 units.

### **Part A - Must pass 6 credit points from the following**

Systemic Anatomy and Physiology (6529) | 3 credit points – Level 1

Biomechanics 1 (6834) | 3 credit points – Level 2

Nutrition, Society and Health (8259) | 3 credit points – Level 3

Introductory Nutrition (9280) | 3 credit points – Level 1

Regional Anatomy and Physiology (9808) | 3 credit points – Level 1

## **Required - 66 credit points as follows**

### **Major in Personal Development: Health and Physical Education (MJ0279) | 18 credit points**

#### **Required - Must pass 18 credit points as follows**

Adolescent Health Issues (9856) | 3 credit points – Level 3

Contemporary Physical Activities (9861) | 3 credit points – Level 3

Health and Wellbeing (9872) | 3 credit points – Level 2

Holistic Health through Personal Development, Health and Physical Education (PDHPE) (9873) | 3 credit points – Level 4

Physical Education, Sport and Society (9893) | 3 credit points – Level 4

Sociocultural Foundations For HPE In Schools (9916) | 3 credit points – Level 2

#### **Required Units - Must pass 48 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

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

Core Mathematics (9864) | 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

Secondary Health and Physical Education PCK 1 (9904) | 3 credit points – Level 3

Secondary Health and Physical Education PCK 2 (9905) | 3 credit points – Level 3

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

Curriculum - Assessment, Planning and Reporting (10425) | 3 credit points – Level 2

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

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



Contemporary Sports and Games (10452) | 3 credit points – Level 3

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

- Students may select an alternative unit to Core Mathematics with the approval of the Program Director for Secondary Education.

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)

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

Science or Arts Discipline Unit

### Semester 2

Context of the Education Profession (9862)

Two Science or Arts Discipline Units

Part A Restricted Choice Unit

## Year 2

### Semester 1

Curriculum - Assessment, Planning and Reporting (10425)

Engaging with LANTITE (10453)

Human Development (9875)

Human Learning (9876)

Sociocultural Foundations For HPE In Schools (9916)

### Semester 2

Science or Arts Discipline Unit

[Classroom Climate and Organisation \(9860\)](#)

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

[Health and Wellbeing \(9872\)](#)

### **Year 3**

#### **Semester 1**

[Contemporary Physical Activities \(9861\)](#)

[Philosophy of Education \(9892\)](#)

[Secondary Health and Physical Education PCK 1 \(9904\)](#)

[Using Design Principles and Technologies in Education \(10451\)](#)

#### **Semester 2**

Part A Restricted Choice Unit

[Adolescent Health Issues \(9856\)](#)

[Secondary Health and Physical Education PCK 2 \(9905\)](#)

[Using Data to Improve Learning \(10354\)](#)

### **Year 4**

#### **Semester 1**

[Physical Education, Sport and Society \(9893\)](#)

Science or Arts Discipline Unit

Restricted Choice Discipline PCK Unit 1

[Contemporary Sports and Games \(10452\)](#)

#### **Semester 2**

[Addressing Challenges in Educational Environments \(9857\)](#)

Restricted Choice Discipline PCK Unit 2

Science or Arts Discipline Unit

[Holistic Health through Personal Development, Health and Physical Education \(PDHPE\) \(9873\)](#)

# Course information

## Course duration

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

## Learning outcomes

Learning outcomes	Related graduate attributes
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Plan and develop appropriate and engaging teaching activities for secondary school students from a diverse range of backgrounds.

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; display initiative and drive, and use their organisational skills to plan and manage their workload; 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; make creative use of technology in their learning and professional lives; 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; evaluate and adopt new technology.

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

Apply the requisite content knowledge for their selected Arts discipline Secondary 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.

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; display initiative and drive, and use their organisational skills to plan and manage their workload; take pride in their professional and personal integrity.

Apply the requisite content knowledge for their selected Science discipline Secondary School Curriculum areas to teaching, assessment and

UC graduates are global citizens: Think globally about issues in their profession; adopt an informed and balanced approach across professional

reporting methods, alternate/enhanced literacy and numeracy strategies and the effective use of ICT in teaching and learning.

Apply the requisite content knowledge for Health and Physical Education Secondary 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.

and international boundaries; understand issues in their profession from the perspective of other cultures; communicate effectively in diverse cultural and social settings; make creative use of technology in their learning and professional lives; 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; evaluate and adopt new technology.

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

Demonstrate knowledge and understanding of student needs and differences and the relevance of these to learning in inclusive, indigenous, EALD and mainstream settings within secondary schools.

UC graduates are professional: Employ up-to-date and relevant knowledge and skills; communicate effectively.

UC graduates are global citizens: Think globally about issues in their profession; communicate effectively in diverse cultural and social settings.

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: Communicate and engage with Indigenous Australians in ethical and culturally respectful ways.

Demonstrate specialised knowledge and skills in two disciplines of Arts in order to enhance the teaching and learning in these areas across the range of classes and year groups within a Secondary School environment.

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; display initiative and drive, and use their organisational skills to plan and manage

Demonstrate specialised knowledge and skills in two disciplines of Science in order to enhance the teaching and learning in these areas across the range of classes and year groups within a Secondary School environment.

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their workload; 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; make creative use of technology in their learning and professional lives; behave ethically and sustainably in their professional and personal lives.

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

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; display initiative and drive, and use their organisational skills to plan and manage their workload; take pride in their professional and personal integrity.

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Demonstrate knowledge of theories and principles that are the foundation for educational issues and practice in Secondary settings.

Demonstrate knowledge of the theoretical frameworks that underpin a comprehensive understanding of secondary school learners.

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; display initiative and drive, and use their organisational skills to plan and manage their workload; take pride in their professional and personal integrity.

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<p>Demonstrate specialised knowledge and skills in the Arts areas.</p> <p>Demonstrate specialised knowledge and skills in the areas of Science, Technology and Mathematics.</p> <p>Demonstrate specialised knowledge and skills in the Health and Physical Education areas.</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; display initiative and drive, and use their organisational skills to plan and manage their workload; 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; make creative use of technology in their learning and professional lives; 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; evaluate and adopt new technology.</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 and engage with Indigenous Australians in ethical and culturally respectful ways; apply their knowledge to working with Indigenous Australians in socially just ways.</p>
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Demonstrate that they possess the appropriate scientific, literacy and numeracy knowledge to properly inform their teaching, communication and administrative responsibilities.

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; display initiative and drive, and use their organisational skills to plan and manage their workload; take pride in their professional and personal integrity.

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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.

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

Engage professionally with colleagues, parents/carers and the community including through professional 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; display initiative and drive, and use their organisational skills to plan and manage their workload; take pride in their professional and personal integrity.

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## 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 Personal Development: Health and Physical Education \(MJ0279\)](#)
- [Breadth Major in Biology for Secondary Teaching \(BM0049\)](#)
- [Breadth Major in Earth & Environmental Science for Secondary Teaching \(BM0050\)](#)
- [Major in Food Technology Teaching \(Restricted\) \(MJ0203\)](#)
- [Breadth Major in Chemistry for Secondary Teaching \(BM0048\)](#)
- [Major in Sports Science \(MJ0115\)](#)
- [Major in Information Systems \(MJ0059\)](#)
- [Major in Secondary Graphics and Multi-Media Technology Teaching \(MJ0306\)](#)
- [Major in Mathematics \(MJ0148\)](#)
- [Major in Design and Technology Teaching \(MJ0199\)](#)
- [Major in Secondary English Teaching \(MJ0305\)](#)
- [Major in Secondary Industrial Technology \(Construction\) Teaching \(MJ0307\)](#)
- [Major in Teaching Secondary Business Studies \(MJ0309\)](#)
- [Major in Secondary Society and Culture Teaching \(MJ0308\)](#)
- [Major in Teaching Secondary Economics \(MJ0310\)](#)
- [Major in Indigenous Studies \(MJ0311\)](#)

## Awards

Award	Official abbreviation
Bachelor of Secondary Education (Health and Physical Education)	B Sec Ed (H&PE)

## Honours

None.

## Alternative exits

EDS001 Undergraduate Certificate in Education

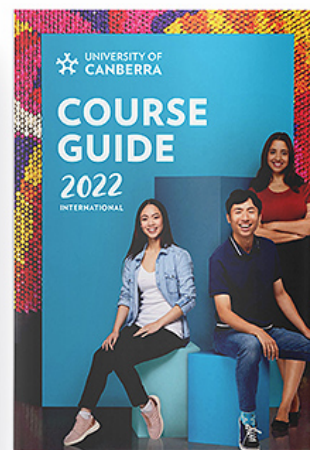
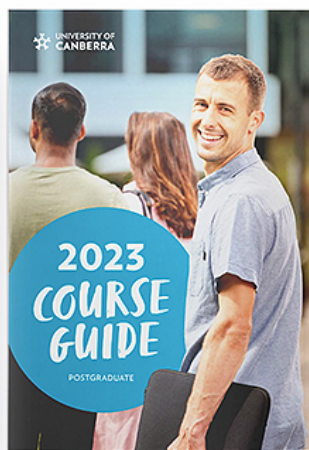
205JA Bachelor of Educational Studies

## Enquiries

Student category	Contact details
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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:estem-courseadvice@canberra.edu.au">estem-courseadvice@canberra.edu.au</a> or Phone 1300 301 727

## Download your course guide



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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.