

# Bachelor of Secondary Education (Graduate Entry)

## (331JA.1)

Please note these are the 2017 details for this course

### Domestic students

Selection rank	N/A
Delivery mode	
Location	Bruce, Canberra
Duration	2.0 years
Faculty	Faculty of Education
Discipline	Academic Program Area - Education
UAC code	880425
English language requirements	<p>There are non-standard English language requirements for this course. To be eligible you must have an academic IELTS or equivalent of 7.5 with no band score below 7 and a score of not less than 8 in both speaking and listening.</p> <p><a href="#">View IELTS equivalences</a></p>

### 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
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meet UC's academic entry requirements, visit our [academic entry requirements page](#).

[View UC's academic entry requirements](#)

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**Delivery mode**

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**Location** Bruce, Canberra

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**Duration** 2.0 years

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**Faculty** Faculty of Education

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**Discipline** Academic Program Area - Education

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**CRICOS code** 088700M

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**English language requirements** There are non-standard English language requirements for this course. To be eligible you must have an academic IELTS or equivalent of 7.5 with no band score below 7 and a score of not less than 8 in both speaking and listening.

[View IELTS equivalences](#)

# About this course

## Make your mark in secondary education

The University of Canberra leads the way in providing up-to-date education degrees that prepare teachers for a future-focused career. This degree is offered to students with previous tertiary qualifications, who would like to become secondary teachers.

## Study a Bachelor of Secondary Education (Graduate Entry) at UC and you will:

- acquire appropriate scientific, literacy and numeracy knowledge
- demonstrate specialised knowledge and skills in your previous discipline/s 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 understanding of student needs and differences 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 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
- 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 secondary education, giving you the required 60 days of experience in teaching.

## Career opportunities

Students completing this degree will be qualified to teach from Grade Seven to Twelve.

## Course specific information

To apply for this degree you must have completed a tertiary degree with both a major and a minor of specific study relevance to the secondary school curriculum; or an equivalent qualification, such as:

- a certificate three relevant to wood, metal, plastic, food, textiles, computing, graphics or multimedia technology
- a certificate four in Training and Assessment
- at least 10 years relevant trade experience

On graduating students must register with the appropriate state teaching body in order to teach. Students must obtain a Working with Vulnerable People Check prior to going on practical placement.

## Professional accreditation

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

# Admission requirements

A tertiary degree with both a major and a minor of specific study relevant to the secondary school curriculum; or an equivalent qualification, including:

- a certificate 3 relevant to wood, metal, plastic, food, textiles, computing, graphics or multimedia technology, and

- a certificate 4 in Training and Assessment, and

- at least 10 years relevant trade experience

## 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 Secondary Education (Graduate Entry) (331JA) | 48 credit points

### Required - 27 credit points as follows

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

#### Major in Secondary Educational Studies (MJ0281) | 24 credit points

#### 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

[Curriculum - Planning, Assessing and Reporting \(9868\)](#) | 3 credit points — Level 3

[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

Note:

- From 2019 the code for 9868 Curriculum - Planning, Assessing & Reporting has changed to 10425.

#### 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 Principles of Learning & Teaching Materials Design has been replaced by 10451 Using Design Principles & Technologies in Education.

#### Required Units - Must pass 3 credit points as follows

[The Educational Workplace \(9919\) | 3 credit points – Level 1](#)

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

### **Restricted Choice Units - Must pass 9 credit points from the following**

- 1. Where a student has completed a first degree that does not align directly to teaching areas, up to 3 additional discipline electives may be required.
- 2. If not all 3 discipline electives are required, then the balance will be taken from the following list of units as advised by the Course Convener.
- 3. 10354 replaces 9917 from Semester 1, 2018. Students who have completed 9917 previously, may still have this counted towards their completion.

[Core Literacy \(9863\) | 3 credit points – Level 1](#)

[Core Mathematics \(9864\) | 3 credit points – Level 1](#)

[Information and Communication Technology Literacy \(9878\) | 3 credit points – Level 2](#)

[Statistics in Education \(9917\) | 3 credit points – Level 2](#)

[Using Data to Improve Learning \(10354\) | 3 credit points – Level 3](#)

Note:

- Or from discipline electives.

### **Discipline Units PCK 1 - Must pass 6 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 Health and Physical Education PCK 1 \(9904\) | 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 6 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 Health and Physical Education PCK 2 \(9905\) | 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 disciplines as for PCK 1 units.

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

[Curriculum - Planning, Assessing and Reporting \(9868\)](#)

[The Educational Workplace \(9919\)](#)

Core Literacy (9963) - 3cp, Level 1 OR Discipline Elective Unit - 3cp

Discipline A PCK 1 Unit

### Semester 2

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

[Context of the Education Profession \(9862\)](#)

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

Discipline A PCK 2 Unit

## Year 2

### Semester 1

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

[Principles of Learning and Teaching Materials Design \(9895\)](#)

Discipline B PCK 1 Unit

Core Mathematics (9864) - 3 cp, Level 1 OR Statistics in Education (9917) - 3 cp, Level 2 OR Discipline Elective

Unit - 3 cp

**Semester 2**

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

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

Information and Communication Technology Literacy (9878) - 3cp, Level 2 OR Discipline Elective Unit - 3cp

Discipline B PCK 2 Unit

# Course information

## Course duration

Standard four semesters full-time or equivalent. Maximum 8 semesters.

## Learning outcomes

Learning outcomes	Related graduate attributes
<p>Skills:</p> <p>Plan and develop appropriate and engaging teaching activities for secondary school students from a diverse range of backgrounds;</p> <p>Demonstrate specialised knowledge and skills in their selected teaching disciplines;</p> <p>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>

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Application of Skills and Knowledge:

Apply the requisite content knowledge for their selected teaching disciplines  
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;

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.

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;

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;

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

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;

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.

Knowledge:	1.1 employ up to date and relevant knowledge and skills;
Demonstrate specialised knowledge and skills in their selected teaching disciplines in order to enhance the teaching and learning in these areas across the range of classes and year groups within a Secondary School environment,	1.2 communicate effectively;
Demonstrate that they possess the appropriate scientific, literacy and numeracy knowledge to properly inform their teaching, communication and administrative responsibilities;	1.3 use creativity, critical thinking, analysis and research skills to solve theoretical and real world problems;
Demonstrate knowledge of theories and principles that are the foundation for educational issues and practice in Secondary settings;	2.5 make creative use of technology in their learning and professional lives;
Demonstrate knowledge of the theoretical frameworks that underpin a comprehensive understanding of secondary school learners;	3.3 adapt to complexity, ambiguity and change by being flexible and keen to engage with new ideas;
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.	3.4 evaluate and adopt new technology.

## Majors

- [Major in Secondary Educational Studies \(MJ0281\)](#)

## Awards

Award	Official abbreviation
Bachelor of Secondary Education	B Sec 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)
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
Prospective International Students	Email <a href="mailto:international@canberra.edu.au">international@canberra.edu.au</a> or Phone +61 2 6201 5342

## Download your course guide



# Scholarships

Find the scholarship that's the right fit for you

[Explore Scholarships](#)

Printed on 04, July, 2025

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CRICOS 00212K

TEQSA Provider ID: PRV12003 (Australian University)

UC acknowledges the Ngunnawal people, traditional custodians of the lands where Bruce campus is situated. We wish to acknowledge and respect their continuing culture and the contribution they make to the life of Canberra and the region. We also acknowledge all other First Nations Peoples on whose lands we gather.