

Master of Education (924AA.6)

Please note these are the 2021 details for this course

Domestic students

Selection rank	N/A
Delivery mode	
Location	Bruce, Canberra
Duration	1.0 years
Faculty	Faculty of Education
Discipline	Academic Program Area - Education
UAC code	880410
English language requirements	An IELTS Academic score of 6.5 overall, with no band score below 6.0 (or equivalent).
	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	
Location	Bruce, Canberra
Duration	1.0 years
Faculty	Faculty of Education
Discipline	Academic Program Area - Education
CRICOS code	054827K
English language requirements	<p>An IELTS Academic score of 6.5 overall, with no band score below 6.0 (or equivalent).</p> <p>View IELTS equivalences</p>

About this course

Master your proficiency in education

If you are an Education graduate looking to take your career to the next level, this one-year postgraduate course will provide you with a deepened knowledge of the issues affecting modern education. You will explore areas including contemporary theory, critical research and the effects of globalisation on the reconfiguring of the education sector.

Engaging and flexible, the course can be taken either full-time or part-time, and tailored to meet your individual professional needs, with your study culminating in the presentation of a substantial piece of scholarship. You will be required to offer an evidence-based analysis on a topic relevant to your field of practice which you will then present as part of a group-based capstone unit. Upon graduation, you will be well-positioned for additional postgraduate education study, career progression within your own workplace, or ready to succeed in a new role as a senior education professional.

Study a Master of Education at UC and you will:

- understand the contemporary developments that have an impact across a variety of professional practice fields in education.
- examine the globalised character of educational theory, curriculum development, policy and practice.
- develop the capacity to analyse and critique professional knowledge.
- analyse how globalisation's interdependent economic, political, cultural and technological dimensions affect education.
- review research perspectives and practices in the social sciences and humanities, with particular reference to education and communication.

Work Integrated Learning

This course has been developed with Work Integrated Learning (WIL) at its core. The content has been created by education professionals, and kept relevant and up-to-date through consistent monitoring of, and engagement with, the industry. You will undertake authentic assessment tasks which are highly relevant to the day-to-day practice of education, dealing regularly with real-world problems and case studies, and will be encouraged to apply course learnings to your own educational employment context.

Career opportunities

- Principal
- Deputy principal
- Head of department
- Executive teacher
- Year adviser
- Schools policy adviser
- Educational policy developer
- Curriculum developer
- Corporate trainer
- Higher education researcher
- Vocational education and training instructor
- Education assessment specialist

Course-specific information

To apply for this course, students must have:

- a four-year undergraduate degree in education or a three-year undergraduate degree plus a one-year Graduate Diploma in Education, and in either case a minimum of three years' professional experience in an educational context; OR
- a three-year undergraduate degree in education or a cognate discipline deemed equivalent by the University's Admissions Committee, and in either case a minimum of four years' professional experience in an educational context.

This course is not externally accredited and, therefore, it is not recognised as a teaching qualification in Australia. If you are looking to transition into a teaching career, UC offers a selection of suitable postgraduate courses.

A clear pathway of study exists between the Graduate Certificate in Education and this degree. Students who have completed the Graduate Certificate in Education may apply and receive credit for units within the Master of Education.

Professional accreditation

None.

Admission requirements

A four-year undergraduate degree in education or a three-year undergraduate degree plus a one-year graduate diploma in education, and in either case a minimum of three years professional experience in an educational context;

OR

A three-year undergraduate degree in education or a cognate discipline deemed equivalent by the University Admissions Committee, and in either case a minimum of four years professional experience in an educational context.

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

Master of Education (924AA) | 24 credit points

Required - Must pass 3 credit points as follows

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

[Education Research Perspectives PG \(9087\)](#) | 3 credit points — Level P

Restricted Choice - 21 credit points as follows

Part B - Must pass 15 credit points from the following

[Educating Globally PG \(9085\)](#) | 3 credit points — Level P

[Educational Leadership and Change PG \(9086\)](#) | 3 credit points — Level P

[Educating for Sustainable Worlds PG \(9088\)](#) | 3 credit points — Level P

[Engaging Communities in Change PG \(9089\)](#) | 3 credit points — Level P

[Critical Policy Analysis in Education PG \(9092\)](#) | 3 credit points — Level P

[Educating for Inclusion PG \(9094\)](#) | 3 credit points — Level P

[Leading and Sustaining Professional Learning Communities PG \(9096\)](#) | 3 credit points — Level P

[Investigating Curriculum and its Context PG \(9102\)](#) | 3 credit points — Level P

[Curriculum Development and Design PG \(10321\)](#) | 3 credit points — Level P

[Leading Coaching and Mentoring in Education PG \(10324\)](#) | 3 credit points — Level P

[Positive Psychology and Wellbeing Education PG \(10325\)](#) | 3 credit points — Level P

[Understanding the Rural Professional Context PG \(10327\)](#) | 3 credit points — Level P

Leadership in Indigenous Education PG (10332) | 3 credit points – Level P

Issues and Challenges in School Improvement: International Perspectives PG (10353) | 3 credit points – Level P

Indigenous Ways of Knowing, Being and Doing PG (10435) | 3 credit points – Level P

Contemporary Uses of Digital Technologies in Education PG (10437) | 3 credit points – Level P

Applications of Learning and Memory PG (10438) | 3 credit points – Level P

Evaluating Education Systems and Programs PG (10439) | 3 credit points – Level P

Qualitative Research PG (10440) | 3 credit points – Level P

Quantitative Research PG (10441) | 3 credit points – Level P

Advanced Professional Learning G (11717) | 3 credit points – Level G

Research Applications in Education PG (11908) | 3 credit points – Level P

Part A - Must pass 6 credit points from the following

Professional Learning Capstone Portfolio PG (10442) | 6 credit points – Level P

Educational Research Capstone Project PG (10443) | 6 credit points – Level P

Education Inquiry Capstone PG (11495) | 6 credit points – Level P

- From 2023 unit 11495 Education Inquiry Capstone PG is no longer being offered. Students in 924AA should select from the other Capstone options.

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

[Education Research Perspectives PG \(9087\)](#)

Three Restricted Choice Units

Semester 2

Two Restricted Choice Units

10442 Professional Learning Capstone Portfolio PG OR 10443 Educational Research Capstone Project PG

Standard Full Time, Semester 2 Commencing

Year 1

Semester 2

Four Restricted Choice Units

Year 2

Semester 1

[Education Research Perspectives PG \(9087\)](#)

Restricted Choice Unit

10442 Professional Learning Capstone Portfolio PG OR 10443 Educational Research Capstone Project PG

Standard Part Time, Semester 1 Commencing

Year 1

Semester 1

[Education Research Perspectives PG \(9087\)](#)

Restricted Choice Unit

Semester 2

Two Restricted Choice Units

Year 2

Semester 1

Two Restricted Choice Units

Semester 2

10442 Professional Learning Capstone Portfolio PG OR 10443 Educational Research Capstone Project PG

Standard Part Time, Semester 2 Commencing

Year 1

Semester 2

Two Restricted Choice Units

Year 2

Semester 1

[Education Research Perspectives PG \(9087\)](#)

Restricted Choice Unit

Semester 2

Two Restricted Choice Units

Year 3

Semester 1

10442 Professional Learning Capstone Portfolio PG OR 10443 Educational Research Capstone Project PG

Course information

Course duration

Standard 1 year full time. Maximum 4 years from date of enrolment to date of course completion.

Learning outcomes

Learning outcomes	Related graduate attributes
Graduates will gain new knowledge and understanding through reflection upon and engagement with contemporary developments and issues that have impact across fields of professional practice in education;	<p>Communication:</p> <ul style="list-style-type: none">- The ability to present knowledge, ideas and opinions effectively and communicate within and across professional and cultural boundaries. <p>Analysis and inquiry:</p> <ul style="list-style-type: none">- The ability to gather information, and to analyse and evaluate information and situations in a systematic, creative and insightful way. <p>Problem solving:</p> <ul style="list-style-type: none">- The ability to apply problem-solving processes in novel situations; to identify and analyse problems then formulate and implement solutions.

	<p>Working independently and with others:</p> <ul style="list-style-type: none"> - The ability to plan their own work, be self-directed, and use interpersonal skills and attitudes to work collaboratively. <p>Professionalism and social responsibility:</p> <ul style="list-style-type: none"> - The capacity and intention to use professional knowledge and skills ethically and responsibly, for the benefit of others and the environment.
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Graduates will gain new knowledge and understanding through critical analysis and inquiry of the globalised character of educational theory, curriculum development, policy and practice;

Communication:

- The ability to present knowledge, ideas and opinions effectively and communicate within and across professional and cultural boundaries.

Analysis and inquiry:

- The ability to gather information, and to analyse and evaluate information and situations in a systematic, creative and insightful way.

Problem solving:

- The ability to apply problem-solving processes in novel situations; to identify and analyse problems then formulate and implement solutions.

Working independently and with others:

- The ability to plan their own work, be self-directed, and use interpersonal skills and attitudes to work collaboratively.

Professionalism and social responsibility:

- The capacity and intention to use professional knowledge and skills ethically and responsibly, for the benefit of others and the environment.

<p>Graduates will demonstrate the capacity to theorise and critique professional knowledge in educational practice;</p>	<p>Communication:</p> <ul style="list-style-type: none"> - The ability to present knowledge, ideas and opinions effectively and communicate within and across professional and cultural boundaries. <p>Analysis and inquiry:</p> <ul style="list-style-type: none"> - The ability to gather information, and to analyse and evaluate information and situations in a systematic, creative and insightful way. <p>Problem solving:</p> <ul style="list-style-type: none"> - The ability to apply problem-solving processes in novel situations; to identify and analyse problems then formulate and implement solutions. <p>Working independently and with others:</p> <ul style="list-style-type: none"> - The ability to plan their own work, be self-directed, and use interpersonal skills and attitudes to work collaboratively. <p>Professionalism and social responsibility:</p> <ul style="list-style-type: none"> - The capacity and intention to use professional knowledge and skills ethically and responsibly, for the benefit of others and the environment.
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<p>Graduates will have knowledge of research principles and methods and be able to apply them to their professional field of work and learning;</p>	<p>Communication:</p> <ul style="list-style-type: none"> - The ability to present knowledge, ideas and opinions effectively and communicate within and across professional and cultural boundaries. <p>Analysis and inquiry:</p> <ul style="list-style-type: none"> - The ability to gather information, and to analyse and evaluate information and situations in a systematic, creative and insightful way.
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Problem solving:

- The ability to apply problem-solving processes in novel situations; to identify and analyse problems then formulate and implement solutions.

Working independently and with others:

- The ability to plan their own work, be self-directed, and use interpersonal skills and attitudes to work collaboratively.

Professionalism and social responsibility:

- The capacity and intention to use professional knowledge and skills ethically and responsibly, for the benefit of others and the environment.

Graduates will plan and present a substantial piece of research-led scholarship communicating across fields of practice and sectors.

Communication:

- The ability to present knowledge, ideas and opinions effectively and communicate within and across professional and cultural boundaries.

Analysis and inquiry:

- The ability to gather information, and to analyse and evaluate information and situations in a systematic, creative and insightful way.

Problem solving:

- The ability to apply problem-solving processes in novel situations; to identify and analyse problems then formulate and implement solutions.

Working independently and with others:

- The ability to plan their own work, be self-directed, and use interpersonal skills and attitudes to work collaboratively.

	<p>Professionalism and social responsibility:</p> <ul style="list-style-type: none"> - The capacity and intention to use professional knowledge and skills ethically and responsibly, for the benefit of others and the environment.
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Awards

Award	Official abbreviation
Master of Education	MEd

Alternative exits

The Graduate Certificate in Education is subsumable into this course.

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 student.centre@canberra.edu.au or Phone 1300 301 727

Download your course guide



Scholarships

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[Explore Scholarships](#)

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University of Canberra, Bruce ACT 2617 Australia

+61 2 6201 5111

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.