Bachelor of Early Childhood Education (Birth to Five) (EDB001.1)

Please note these are the 2027 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	Blended
	On campus
	Online Plus
Location	Bruce, Canberra
	UC Sydney Hills, Castle Hill, NSW
Duration	3.0 years
Faculty	Faculty of Education
Discipline	Academic Program Area - Education
UAC code	363204
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 6.5, with no band score below 6.0. For alternate/equivalent ways of meeting the English requirements for this course please view the English Proficiency Requirements document on the university website.

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 UC Sydney Hills, Castle Hill, NSW
Duration	3.0 years
Faculty	Faculty of Education
Discipline	Academic Program Area - Education
CRICOS code	113915F
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 6.5, with no band score below 6.0. 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

About this course

Embrace the power of learning through play and exploration

If you're interested in building a career in the early childhood sector and have a passion for helping young minds grow, then the Bachelor of Early Childhood Education (Birth to Five) is for you. Whether you are already working in the sector or starting your journey into a fulfilling career you'll be empowered to make a lasting impact during the pivotal years of a child's development from birth to five.

With placements across a variety of early childhood education settings, you'll combine theoretical knowledge with hands-on experience, while exploring the latest research, teaching strategies and methods.

UC's future-focused approach to education will help you acquire a diverse range of lifelong transferrable skills, that you can apply throughout your rewarding career in the classroom and beyond. Validate your abilities and embrace creativity with an industry-recognised qualification in just three years.*

Seize the opportunity to choose your direction with the first year of this course sharing its structure with the Bachelor of Early Childhood and Primary Education, giving you the opportunity to change depending on the subjects you connect most with.

Study a Bachelor of Early Childhood Education at UC and you will:

- Gain extensive practical experience in a variety of early childhood education settings.
- Acquire the skills to succeed across the breadth of early childhood education.
- Create engaging and interactive learning experiences, incorporating play and exploration into the curriculum.
- Discover how to provide an enriching, solid educational base to set the stage for lifelong learning and academic achievement.
- Develop your voice as an advocate for young people, ensuring their best interests are heard in the development of early childhood policies.
- Learn to lead with diversity and inclusion, and connect indigenous ways of knowing, doing and being into teaching.
- Experience future-focused study, created in connection with the education industry to ensure its relevancy and longevity.
- Graduate with a qualification to help you stand out from the crowd for elevated career progression.

Work-integrated learning

During this course, you'll undertake a minimum of 95 days of practical placement across a range of early childhood education settings, allowing you the opportunity to put theory into practice to graduate job-ready, confident and industry-connected.

Career opportunities

- Director in an early childhood setting
- Early childhood education leader
- Early childhood teacher
- Policy advisor
- Curriculum development.

Course specific information

*If you already hold a Diploma of Early Childhood Education and Care or higher, you'll receive a year of credit upon application, meaning you can complete your degree in just two years.

This course will be approved by the Australian Children's Education and Care Quality Authority (ACECQA) and TEQSA accredited.

Students must obtain a Working with Vulnerable People Check before their first placement.

Professional accreditation

This course is professionally accredited with the Australian Children's Education and Care Quality Authority (ACECQA).

Admission requirements

Admission to this course is based on an entrance rank. A rank can be achieved by the following means:

- Year 12 ATAR of 60 or above

- other Australian Qualification

- work experience

- overseas qualification

We also offer several entry initiatives that give students 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

In addition, there is a pathway into this course for applicants who have completed an ACECQA-approved Diploma of Early Childhood Education and Care. Credit for 8 units (24 credit points) of this course will be granted to applicants who have completed an ACECQA-accredited Diploma of Early Childhood Education and Care. The 24 credit points will be based upon credit being granted for:

- 11990 Child Development | 3 credit points - Level 1

- 11991 Relationships in Early Childhood Education | 3 credit points - Level 1

- 11992 The Arts: Visual Arts and Media in the Early Years | 3 credit points - Level 1

- 11993 The National Quality Framework | 3 credit points - Level 1

- 11994 Health and Wellbeing in the Early Years | 3 credit points - Level 1

- 11995 Infant and toddler Learning and Care | 3 credit points - Level 1

- 11996 Planning and the Early Years Learning Framework | 3 credit points - Level 1

- 11997 Partnerships in Early Childhood Education | 3 credit points - Level 1

Students who are credited the 8 units for the Diploma will enter directly into the second year of the program. Where a student does not have a completed Diploma (ACECQA approved), NO credit will be granted.

Students will be required to complete a written statement in response to questions designed to assess their suitability for the teaching profession. Responses to these questions must be deemed satisfactory for them to be admitted to this course.

Students must obtain Working with Vulnerable People Registration (ACT) and/or a Working With Children Check (NSW), depending on the area(s) in which they will be undertaking professional experience placements.

Assumed knowledge

None.

Periods course is open for new admissions

Year	Location	Teaching period	Teaching start date	Domestic	International
2027	Bruce, Canberra	Semester 1	15 February 2027	✓	✓
2027	UC Sydney Hills, Castle Hill, NSW	Semester 1	15 February 2027	✓	✓
2027	Bruce, Canberra	Semester 2	09 August 2027	✓	✓
2027	UC Sydney Hills, Castle Hill, NSW	Semester 2	09 August 2027	✓	✓

Credit arrangements

A credit transfer arrangement is available for this course for the following institutions:

Other Australian Tafe

Diploma of Early Childhood Education and Care (33466)

Diploma of Early Childhood Education and Care (33426)

Course requirements

Bachelor of Early Childhood Education (Birth to Five) (EDB001) | 72 credit points

Required - Must pass 72 credit points as follows

Expand All | Collapse All

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

Philosophies and Pedagogies in Early Childhood Education (10178) | 3 credit points — Level 2

STEM in the Early Years (10179) | 3 credit points — Level 4

Leadership in Early Childhood Education (10180) | 3 credit points — Level 4

Addressing Challenges in Early Childhood Education (10181) | 3 credit points — Level 4

Foundations of Early Literacy Instruction (11763) | 3 credit points — Level 2

Child Development (11990) | 3 credit points — Level 1

Relationships in Early Childhood Education (11991) | 3 credit points — Level 1

The Arts: Visual Arts and Media in the Early Years (11992) | 3 credit points — Level 1

The National Quality Framework (11993) | 3 credit points — Level 1

Health and Wellbeing in the Early Years (11994) | 3 credit points — Level 1

Infant and Toddler Learning and Care (11995) | 3 credit points — Level 1

Planning and the Early Years Learning Framework (11996) | 3 credit points — Level 1

Partnerships in Early Childhood Education (11997) | 3 credit points — Level 1

Enacting Indigenous Pedagogies in Australian Education (11998) | 3 credit points — Level 3

The Agentic Child (11999) | 3 credit points — Level 2

Play in Early Childhood (12000) | 3 credit points — Level 2

Behaviour in Early Childhood (12001) | 3 credit points — Level 2

Numeracy and Mathematics in Early Childhood Education (12002) | 3 credit points — Level 2

Oral Language and Literacy in the Early Years (12003) | 3 credit points — Level 1

The Arts: Music, Dance and Drama in the Early Years (12004) | 3 credit points — Level 3

Early Childhood Teachers as Professionals (12005) | 6 credit points — Level 4

Education for Sustainability in the Early Years (12006) | 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

Child Development (11990)

Relationships in Early Childhood Education (11991)

The Arts: Visual Arts and Media in the Early Years (11992)

The National Quality Framework (11993)

Semester 2

Health and Wellbeing in the Early Years (11994)

Infant and Toddler Learning and Care (11995)

Partnerships in Early Childhood Education (11997)

Planning and the Early Years Learning Framework (11996)

Year 2

Semester 1

Oral Language and Literacy in the Early Years (12003)

Philosophies and Pedagogies in Early Childhood Education (10178)

Play in Early Childhood (12000)

The Agentic Child (11999)

Semester 2

Behaviour in Early Childhood (12001)

Designing Learning for Diversity and Inclusion (9869)

Enacting Indigenous Pedagogies in Australian Education (11998)

Numeracy and Mathematics in Early Childhood Education (12002)

Year 3

Semester 1

Education for Sustainability in the Early Years (12006)

Foundations of Early Literacy Instruction (11763)

STEM in the Early Years (10179)

The Arts: Music, Dance and Drama in the Early Years (12004)

Semester 2

Addressing Challenges in Early Childhood Education (10181)

Early Childhood Teachers as Professionals (12005)

Leadership in Early Childhood Education (10180)

Standard Full Time, Semester 2 Commencing

Year 1

Semester 2

Health and Wellbeing in the Early Years (11994)

Infant and Toddler Learning and Care (11995)

Partnerships in Early Childhood Education (11997)

Planning and the Early Years Learning Framework (11996)

Year 2

Semester 1

Child Development (11990)

Relationships in Early Childhood Education (11991)

The Arts: Visual Arts and Media in the Early Years (11992)

The National Quality Framework (11993)

Semester 2

Behaviour in Early Childhood (12001)

Designing Learning for Diversity and Inclusion (9869)

Enacting Indigenous Pedagogies in Australian Education (11998)

Numeracy and Mathematics in Early Childhood Education (12002)

Year 3

Semester 1

Oral Language and Literacy in the Early Years (12003)

Philosophies and Pedagogies in Early Childhood Education (10178)

Play in Early Childhood (12000)

The Agentic Child (11999)

Semester 2

Addressing Challenges in Early Childhood Education (10181)

Early Childhood Teachers as Professionals (12005)

Leadership in Early Childhood Education (10180)

Year 4

Semester 1

Education for Sustainability in the Early Years (12006)

Foundations of Early Literacy Instruction (11763)

STEM in the Early Years (10179)

The Arts: Music, Dance and Drama in the Early Years (12004)

Standard Part Time, Semester 1 Commencing

Year 1

Semester 1

Child Development (11990)

Relationships in Early Childhood Education (11991)

Semester 2

Health and Wellbeing in the Early Years (11994)

Infant and Toddler Learning and Care (11995)

Year 2

Semester 1

The Arts: Visual Arts and Media in the Early Years (11992)

The National Quality Framework (11993)

Semester 2

Partnerships in Early Childhood Education (11997)

Planning and the Early Years Learning Framework (11996)

Year 3

Semester 1

Oral Language and Literacy in the Early Years (12003)

Play in Early Childhood (12000)

Semester 2

Enacting Indigenous Pedagogies in Australian Education (11998)

Numeracy and Mathematics in Early Childhood Education (12002)

Year 4

Semester 1

Philosophies and Pedagogies in Early Childhood Education (10178)

The Agentic Child (11999)

Semester 2

Behaviour in Early Childhood (12001)

Designing Learning for Diversity and Inclusion (9869)

Year 5

Semester 1

Education for Sustainability in the Early Years (12006)

The Arts: Music, Dance and Drama in the Early Years (12004)

Semester 2

Addressing Challenges in Early Childhood Education (10181)

Leadership in Early Childhood Education (10180)

Year 6

Semester 1

Foundations of Early Literacy Instruction (11763)

STEM in the Early Years (10179)

Semester 2

Early Childhood Teachers as Professionals (12005)

Standard Part Time, Semester 2 Commencing

Year 1

Semester 2

Health and Wellbeing in the Early Years (11994)

Infant and Toddler Learning and Care (11995)

Year 2

Semester 1

Child Development (11990)

Relationships in Early Childhood Education (11991)

Semester 2

Partnerships in Early Childhood Education (11997)

Planning and the Early Years Learning Framework (11996)

Year 3

Semester 1

The Arts: Visual Arts and Media in the Early Years (11992)

The National Quality Framework (11993)

Semester 2

Enacting Indigenous Pedagogies in Australian Education (11998)

Numeracy and Mathematics in Early Childhood Education (12002)

Year 4

Semester 1

Oral Language and Literacy in the Early Years (12003)

Play in Early Childhood (12000)

Semester 2

Behaviour in Early Childhood (12001)

Designing Learning for Diversity and Inclusion (9869)

Year 5

Semester 1

Philosophies and Pedagogies in Early Childhood Education (10178)

The Agentic Child (11999)

Semester 2

Addressing Challenges in Early Childhood Education (10181)

Leadership in Early Childhood Education (10180)

Year 6

Semester 1

Education for Sustainability in the Early Years (12006)

The Arts: Music, Dance and Drama in the Early Years (12004)

Semester 2

Early Childhood Teachers as Professionals (12005)

Year 7

Semester 1

Foundations of Early Literacy Instruction (11763)

STEM in the Early Years (10179)

Course information

Course duration

Standard 3 years full time or part-time equivalent. Maximum 10 years from date of enrolment to date of course completion.

Learning outcomes

Learning outcomes	Related graduate attributes
Communicate effectively with families, colleagues and children in a variety of written and spoken forms.	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.
Develop and demonstrate a growth mindset through reflection on professional practice inclusive of emerging research.	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;

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Establish and maintain inclusive, respectful and ethical relationships and work collaboratively with families, colleagues, allied health professionals and children.	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; 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.

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Demonstrate wide knowledge of theory and practice in child development, educational policy and research, curriculum, pedagogy and leadership.	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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Critically engage with current research and innovations to evaluate early childhood programs and policy.	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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Develop professional practices based on broad knowledge of legislative, regulatory and policy frameworks that address social justice, equity, diversity and sustainability issues.	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 this course are required to complete the statutory checks that exist for working in an early childhood centre setting, in any state or territory where they undertake a professional placement activity.

Awards

Award	Official abbreviation
Bachelor of Early Childhood Education (Birth to Five)	B EC Ed (B-5)

Honours

None.

Enquiries

Student category	Contact details
Prospective International Students	Email international@canberra.edu.au or Phone +61 2 6201 5342
Current and Commencing	Please contact the University Student Centre by Email student.centre@canberra.edu.au or

Students	Phone 1300 301 727
Prospective Domestic Students	Email study@canberra.edu.au or Phone 1800 UNI CAN (1800 864 226)

Download your course guide

Scholarships

Find the scholarship that's the right fit for you

Explore Scholarships

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.