

Master of Secondary Teaching (EDM101.1)

Please note these are the 2024 details for this course

Domestic students

Selection rank

English language requirements There are non-standard English language requirements for this course. To be eligible you must have an overall IELTS Academic score of 7.5, a score of not less than 8.0 in both speaking and listening, and no band score below 7.0. All candidates must present the stated IELTS prior to admission unless they have undertaken senior secondary studies or a minimum of three years of study in a completed undergraduate degree from one of the following countries: Australia, New Zealand, the United Kingdom, the United States of America, Canada or the Republic of Ireland. Only non-IELTS test variations are: International Second Language Proficiency Ratings (ISLPR) score of 4 in all areas, or Professional English Assessment for Teachers (PEAT) assessment of A in all areas.

[View IELTS equivalences](#)

Duration 2.0 years

UAC code 880429

Faculty Faculty of Education

Discipline Academic Program Area - Education

Location UC - Canberra, Bruce

Fees 

Per Unit

Per Annum

Full Course

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](#)

English language requirements There are non-standard English language requirements for this course. To be eligible you must have an overall IELTS Academic score of 7.5, a score of not less than 8.0 in both speaking and listening, and no band score below 7.0. All candidates must present the stated IELTS prior to admission unless they have undertaken senior secondary studies or a minimum of three years of study in a completed undergraduate degree from one of the following countries: Australia, New Zealand, the United Kingdom, the United States of America, Canada or the Republic of Ireland. Only non-IELTS test variations are: International Second Language Proficiency Ratings (ISLPR) score of 4 in all areas, or Professional English Assessment for Teachers (PEAT) assessment of A in all areas.

[View IELTS equivalences](#)

CRICOS code 097655C

Faculty Faculty of Education

Discipline Academic Program Area - Education

Location UC - Canberra, Bruce

Duration 2.0 years

Fees 

Per Unit

Per Annum

Full Course

About this course

Discover the ultimate lifelong learning career

Are you a passionate graduate whose keen to positively shape Australia's young minds? UC's two-year Master of Secondary Teaching will provide you with the knowledge and skills to pursue your passion and enter a career as a teacher of students in Years 7–12.

With the delivery of the Australian Curriculum in mind, discover pedagogical problem-based learning approaches within classroom and

school settings and numerous ways to reflect upon your own professional learning objectives.

Informed by the latest research, this postgraduate course for pre-service teachers includes 60 days of professional experience within Canberra region secondary schools.

Like all Teacher Quality Institute (TQI) accredited education programs, UC's Master of Secondary Teaching requires students to successfully complete a Professional Experience component and pass the moderated Teaching Performance Assessment (TPA) that takes place within a school.

Study the Master of Secondary Teaching at UC and you will:

- master the skills required for lesson planning and effective teaching and learning
- critically reflect on the ways in which educational theory and research informs teaching practice
- develop effective ways to collaborate as part of a team and interpret evidence and data
- increase your ability to reason and make evidence-based decisions
- empower learners with your strong subject and pedagogical knowledge
- establish and maintain ethical and respectful relationships with students, colleagues and parents
- promote participation and inclusion and develop the strengths and needs of students from diverse cultural, linguistic, religious and socio-economic backgrounds
- strengthen your professional leadership
- engage with schools in the Canberra region and build your own network of experienced professional and mentors.

Work Integrated Learning (WIL)

WIL is a vital component of this course and each year you will participate in 60 days of placements in partner secondary schools in and around the Canberra area.

Each of these placements will give you the opportunity to gain hands-on experience and use your new knowledge in real life teaching environments – with the full support and encouragement of education mentors.

This course places emphasis on ensuring that you, as a student teacher, understands and appreciates your students; and your personal development concerning educational learning, professional workplace engagement, and improving personal and professional outcomes.

This placement approach ensures that each UC student graduates with a unique and wide-ranging network of education-related mentors and contacts.

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

Career opportunities

A UC Master of Secondary Teaching degree is an accredited qualification and offers graduates the chance to acquire the skills needed to pursue a career in teaching and a pathway to a range of other lifelong learning careers.

Graduates can work in such roles as:

- secondary school teacher
- principal
- relief teacher
- adult educator
- children's author
- curriculum adviser
- flexible learning developer
- professional trainer, coach or tutor
- life coach or development executive
- international school teacher
- lecturer
- education entrepreneur
- foreign aid worker/educator
- academia, including pedagogy researcher
- policy design and implementation.

Professional accreditation

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

Admission requirements

Please be advised that Applications closes three (3) weeks before the start of semester and offer must be accepted one (1) week before the start of semester.

Entrants to graduate entry programs have a discipline-specific bachelor or equivalent qualification relevant to the Australian Curriculum or other recognised areas of schooling provision including at least a major study in one teaching area and, preferably, a second teaching area comprising at least a minor study.

Note: Enrolment into full-time or part-time study is conditional on the study patterns being followed. Any variation to these patterns must be approved BEFORE enrolment by the respective Faculty of Education Program Director.

Additional admission requirements

Your prior qualifications must align with a Key Learning Area or Key Learning Areas of the Australian Curriculum for years 7-12, including at least one major study of one of the following:

- English
- Languages
- Mathematics
- Science
- Technologies

- Humanities and Social Sciences
- Health and Physical Education
- Creative and Performing Arts

All applicants will be required to attend a Course Advice and Suitability for the Profession Interview (CASPI) at which their suitability for the teaching profession will be assessed. Applicants are expected to attend the interview date and time offered to them.

Additional Teacher Registration requirements:

Students are also advised that there are English Language requirements for employment in Australia that can be met through the completion of four full years (or part time equivalent) of tertiary study in English in Australia, New Zealand, the United Kingdom, the United States of America, Canada or the Republic of Ireland, or through completing an International English Language Testing System (IELTS) assessment or an equivalent English language proficiency assessment and having attained an overall IELTS (or equivalent) test score of 7.5 with scores of at least band 8 in Speaking and Listening and at least band 7 in Reading and Writing.

Assumed knowledge

None.

Periods course is open for new admissions

Year	Location	Teaching period	Teaching start date	Domestic	International
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

Master of Secondary Teaching (EDM101) | 48 credit points

Award Options - Must select 1 of the following

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

Master of Secondary Teaching - 48 credit points as follows

Required - Must pass 30 credit points as follows

Curriculum and Assessment in Secondary Education G (11351) | 3 credit points – Level G
Learning and Development in Secondary Education G (11352) | 3 credit points – Level G
Indigenous Teaching and Learning Perspectives in Secondary Education PG (11353) | 3 credit points – Level P
Using Data to Improve Learning G (11354) | 3 credit points – Level G
Education for Diversity in Secondary Education G (11355) | 3 credit points – Level G
The Professional Practice of Teaching G (11356) | 3 credit points – Level G
Positive Learning Environments in Secondary Education G (11357) | 3 credit points – Level G
Information and Communication Technology Literacy in Secondary Education PG (11358) | 3 credit points – Level P
Professional Practice Capstone Project Secondary Education PG (11359) | 6 credit points – Level P
Engaging with LANTITE G (11696) | 0 credit points – Level G

Restricted Choice - 18 credit points as follows

Teaching Secondary Disciplines Methods Units - Must pass 12 credit points from the following

School Placement PG (11360) | 0 credit points – Level P
Teaching Secondary Creative and Performing Arts PG (11361) | 6 credit points – Level P
Teaching Secondary English PG (11363) | 6 credit points – Level P
Teaching Secondary Humanities and Social Sciences PG (11365) | 6 credit points – Level P
Teaching Secondary Languages PG (11367) | 6 credit points – Level P
Teaching Secondary Mathematics PG (11369) | 6 credit points – Level P
Teaching Secondary Technologies PG (11371) | 6 credit points – Level P
Teaching Secondary Science PG (11373) | 6 credit points – Level P
Teaching Secondary Health and Physical Education PG (11375) | 6 credit points – Level P

- Students who do not have two teaching areas will undertake unit 11360 School Placement PG (0cps) PLUS an additional 6 credit points from the General Units section to meet course requirements.

General Units - Must pass 6 credit points from the following

Study of Language G (7649) | 3 credit points – Level G
English Grammar G (7652) | 3 credit points – Level G
Discourse Studies PG (7658) | 3 credit points – Level P
Language and Social Context PG (7663) | 3 credit points – Level P

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

Design Thinking for Learning Environments PG (9093) | 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

Situated Teaching PG (9097) | 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

Education Policy and Politics PG (10322) | 3 credit points – Level P

Evidence-based Educational Leadership PG (10323) | 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

Scaffolding Literacy PG (10326) | 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

Master of Secondary Teaching (International) - 48 credit points as follows

Required - Must pass 36 credit points as follows

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

Curriculum and Assessment in Secondary Education G (11351) | 3 credit points – Level G

Learning and Development in Secondary Education G (11352) | 3 credit points – Level G

Indigenous Teaching and Learning Perspectives in Secondary Education PG (11353) | 3 credit points – Level P

Using Data to Improve Learning G (11354) | 3 credit points – Level G

Education for Diversity in Secondary Education G (11355) | 3 credit points – Level G

The Professional Practice of Teaching G (11356) | 3 credit points – Level G

Positive Learning Environments in Secondary Education G (11357) | 3 credit points – Level G

Information and Communication Technology Literacy in Secondary Education PG (11358) | 3 credit points – Level P

Professional Practice Capstone Project Secondary Education PG (11359) | 6 credit points – Level P

International Professional Experience PG (11579) | 3 credit points – Level P

Engaging with LANTITE G (11696) | 0 credit points – Level G

Teaching Secondary Disciplines Methods Units - Must pass 12 credit points from the following

School Placement PG (11360) | 0 credit points – Level P

Teaching Secondary Creative and Performing Arts PG (11361) | 6 credit points – Level P

Teaching Secondary English PG (11363) | 6 credit points – Level P

Teaching Secondary Humanities and Social Sciences PG (11365) | 6 credit points – Level P

Teaching Secondary Languages PG (11367) | 6 credit points – Level P

Teaching Secondary Mathematics PG (11369) | 6 credit points – Level P

Teaching Secondary Technologies PG (11371) | 6 credit points – Level P

Teaching Secondary Science PG (11373) | 6 credit points – Level P

Teaching Secondary Health and Physical Education PG (11375) | 6 credit points – Level P

- Students who do not have two teaching areas will undertake unit 11360 School Placement PG (0cps)

PLUS two restricted choice units from the General Units section to meet course requirements.

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 - General Stream

Year 1

Semester 1

Curriculum and Assessment in Secondary Education G (11351)

Engaging with LANTITE G (11696)

Learning and Development in Secondary Education G (11352)

Positive Learning Environments in Secondary Education G (11357)

Using Data to Improve Learning G (11354)

Semester 2

First Teaching Methods unit (Method A)

Education for Diversity in Secondary Education G (11355)

The Professional Practice of Teaching G (11356)

Year 2

Semester 1

Two Restricted Choice General units

Second Teaching Methods unit (Method B) OR (11360 School Placement PG (0cp) AND Two Restricted Choice General units)

Semester 2

Indigenous Teaching and Learning Perspectives in Secondary Education PG (11353)

Information and Communication Technology Literacy in Secondary Education PG (11358)

Professional Practice Capstone Project Secondary Education PG (11359)

Standard Full Time, Semester 1 Commencing - International Stream

Year 1

Semester 1

Curriculum and Assessment in Secondary Education G (11351)

Engaging with LANTITE G (11696)

Learning and Development in Secondary Education G (11352)

Positive Learning Environments in Secondary Education G (11357)

Using Data to Improve Learning G (11354)

Semester 2

First Teaching Methods unit (Method A)

Education for Diversity in Secondary Education G (11355)

The Professional Practice of Teaching G (11356)

Year 2

Semester 1

Issues and Challenges in School Improvement: International Perspectives PG (10353)

Second Teaching Methods unit (Method B) OR (11360 School Placement PG (0cp) AND Two Restricted Choice General units)

International Professional Experience PG (11579)

Semester 2

Indigenous Teaching and Learning Perspectives in Secondary Education PG (11353)

Information and Communication Technology Literacy in Secondary Education PG (11358)

Professional Practice Capstone Project Secondary Education PG (11359)

Standard Full Time, Semester 2 Commencing - General Stream

Year 1

Semester 2

Curriculum and Assessment in Secondary Education G (11351)

Education for Diversity in Secondary Education G (11355)

Engaging with LANTITE G (11696)

The Professional Practice of Teaching G (11356)

Using Data to Improve Learning G (11354)

Year 2

Semester 1

First Teaching Methods unit (Method A)

Learning and Development in Secondary Education G (11352)

Positive Learning Environments in Secondary Education G (11357)

Semester 2

Indigenous Teaching and Learning Perspectives in Secondary Education PG (11353)

Information and Communication Technology Literacy in Secondary Education PG (11358)

Second Teaching Methods unit (Method B) OR (11360 School Placement PG (0cp) AND Two Restricted Choice General units)

Year 3

Semester 1

Two Restricted Choice General units

Professional Practice Capstone Project Secondary Education PG (11359)

Standard Full Time, Semester 2 Commencing - International Stream

Year 1

Semester 2

Curriculum and Assessment in Secondary Education G (11351)

Education for Diversity in Secondary Education G (11355)

Engaging with LANTITE G (11696)

The Professional Practice of Teaching G (11356)

Using Data to Improve Learning G (11354)

Year 2

Semester 1

Learning and Development in Secondary Education G (11352)

First Teaching Methods unit (Method A)

Positive Learning Environments in Secondary Education G (11357)

Semester 2

Information and Communication Technology Literacy in Secondary Education PG (11358)

Second Teaching Methods unit (Method B) OR (11360 School Placement PG (0cp) AND Two Restricted Choice General units)

Indigenous Teaching and Learning Perspectives in Secondary Education PG (11353)

Year 3

Semester 1

International Professional Experience PG (11579)

Issues and Challenges in School Improvement: International Perspectives PG (10353)

Professional Practice Capstone Project Secondary Education PG (11359)

Standard Part Time, Semester 1 Commencing - General Stream

Year 1

Semester 1

Curriculum and Assessment in Secondary Education G (11351)

Engaging with LANTITE G (11696)

Using Data to Improve Learning G (11354)

Semester 2

Education for Diversity in Secondary Education G (11355)

The Professional Practice of Teaching G (11356)

Year 2

Semester 1

Learning and Development in Secondary Education G (11352)

Positive Learning Environments in Secondary Education G (11357)

Semester 2

First Teaching Methods unit (Method A)

Year 3

Semester 1

Second Teaching Methods unit (Method B) OR (11360 School Placement PG (0cp) AND Two Restricted Choice General units)

Semester 2

Indigenous Teaching and Learning Perspectives in Secondary Education PG (11353)

Information and Communication Technology Literacy in Secondary Education PG (11358)

Year 4

Semester 1

Two Restricted Choice General units

Semester 2

Professional Practice Capstone Project Secondary Education PG (11359)

Standard Part Time, Semester 1 Commencing - International Stream

Year 1

Semester 1

Curriculum and Assessment in Secondary Education G (11351)

Engaging with LANTITE G (11696)

Using Data to Improve Learning G (11354)

Semester 2

Education for Diversity in Secondary Education G (11355)

The Professional Practice of Teaching G (11356)

Year 2

Semester 1

Learning and Development in Secondary Education G (11352)

Positive Learning Environments in Secondary Education G (11357)

Semester 2

First Teaching Methods unit (Method A)

Year 3

Semester 1

Second Teaching Methods unit (Method B) OR (11360 School Placement PG (0cp) AND Two Restricted Choice General units)

Semester 2

Indigenous Teaching and Learning Perspectives in Secondary Education PG (11353)

Information and Communication Technology Literacy in Secondary Education PG (11358)

Year 4

Semester 1

International Professional Experience PG (11579)

Issues and Challenges in School Improvement: International Perspectives PG (10353)

Semester 2

Professional Practice Capstone Project Secondary Education PG (11359)

Standard Part Time, Semester 2 Commencing - General Stream

Year 1

Semester 2

Curriculum and Assessment in Secondary Education G (11351)

[Engaging with LANTITE G \(11696\)](#)

[Using Data to Improve Learning G \(11354\)](#)

Year 2

Semester 1

[Learning and Development in Secondary Education G \(11352\)](#)

[Positive Learning Environments in Secondary Education G \(11357\)](#)

Semester 2

[Education for Diversity in Secondary Education G \(11355\)](#)

[The Professional Practice of Teaching G \(11356\)](#)

Year 3

Semester 1

First Teaching Methods unit (Method A)

Semester 2

[Indigenous Teaching and Learning Perspectives in Secondary Education PG \(11353\)](#)

[Information and Communication Technology Literacy in Secondary Education PG \(11358\)](#)

Year 4

Semester 1

Two Restricted Choice General units

Semester 2

Second Teaching Methods unit (Method B) OR (11360 School Placement PG (0cp) AND Two Restricted Choice General units)

Year 5

Semester 1

[Professional Practice Capstone Project Secondary Education PG \(11359\)](#)

Standard Part Time, Semester 2 Commencing - International Stream

Year 1

Semester 2

Curriculum and Assessment in Secondary Education G (11351)

Engaging with LANTITE G (11696)

Using Data to Improve Learning G (11354)

Year 2

Semester 1

Learning and Development in Secondary Education G (11352)

Positive Learning Environments in Secondary Education G (11357)

Semester 2

Education for Diversity in Secondary Education G (11355)

The Professional Practice of Teaching G (11356)

Year 3

Semester 1

First Teaching Methods unit (Method A)

Semester 2

Indigenous Teaching and Learning Perspectives in Secondary Education PG (11353)

Information and Communication Technology Literacy in Secondary Education PG (11358)

Year 4

Semester 1

International Professional Experience PG (11579)

Issues and Challenges in School Improvement: International Perspectives PG (10353)

Semester 2

Second Teaching Methods unit (Method B) OR (11360 School Placement PG (0cp) AND Two Restricted Choice General units)

Year 5

Semester 1

Professional Practice Capstone Project Secondary Education PG (11359)

Course information

Course duration

Two years full-time or four years part-time. Maximum 6 years from date of enrolment to date of course completion.

Learning outcomes

Learning outcomes	Related graduate attributes
<p>Apply knowledge drawn from theory, research and secondary or senior secondary students, to meet and enhance the academic and sociocultural learning needs of students from diverse backgrounds.</p>	<p>UC graduates are professional: Employ up-to-date and relevant knowledge and skills; and work collaboratively as part of a team, negotiate, and resolve conflict.</p>
<p>Show high-levels of knowledge and skills associated with effective planning, delivery and assessment of teaching and student learning in their secondary discipline area(s), and personal literacy and numeracy competencies needed at the Graduate career stage of the Australian Professional Standards for Teachers.</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; and display initiative and drive, and use their organisational skills to plan and manage their workload.</p> <p>UC graduates are global citizens: Communicate effectively in diverse cultural and social settings; and make creative use of technology in their learning and professional lives.</p>
<p>Assess and reflect on secondary student learning in their discipline area(s) and collect and use various data to support judgements of, and future planning for student learning.</p>	<p>UC graduates are professional: 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; and display initiative and drive, and use their organisational skills to plan and manage their workload.</p> <p>UC graduates are global citizens: Adopt an informed and balanced approach across professional and international boundaries.</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; and evaluate and adopt new technology.</p>
<p>Create, manage and maintain supportive, positive, respectful and safe learning environments, including ICT, Physical</p>	<p>UC graduates are professional: Communicate effectively; and work</p>

Education, and Science safety.

collaboratively as part of a team, negotiate, and resolve conflict.

UC graduates are global citizens: Make creative use of technology in their learning and professional lives; and behave ethically and sustainably in their professional and personal lives.

UC graduates are lifelong learners: Evaluate and adopt new technology.

Demonstrate through appropriate evidence effective and professional engagement with colleagues, parent/carers and the community.

UC graduates are professional: Communicate effectively; and take pride in their professional and personal integrity.

UC graduates are global citizens: Behave ethically and sustainably in their professional and personal lives.

Engage in critical and reflective research of secondary schooling in local or international secondary schools or discipline teaching practice, or issues confronting the internationalisation of education, using local, national and international research.

UC graduates are professional: Use creativity, critical thinking, analysis and research skills to solve theoretical and real-world problems.

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; and communicate effectively in diverse cultural and social settings.

Demonstrate an understanding of their place as a global citizen and an ability to reflect on Secondary or discipline-based teaching as an international professional practice, and important issues facing contemporary education.

UC graduates are professional: Use creativity, critical thinking, analysis and research skills to solve theoretical and real-world problems.

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; and 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; and adapt to complexity,

ambiguity and change by being flexible and keen to engage with new ideas.

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.

Awards

Award	Official abbreviation
Master of Secondary Teaching	MTeachSec
Master of Secondary Teaching (International)	MTeachSec(Intl)

Enrolment data

2020 enrolments for this course by location. Please note that enrolment numbers are indicative only and in no way reflect individual class sizes.

Location	Enrolments
UC - Canberra, Bruce	128

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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CRICOS 00212K

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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.