

# Master of Education (Professional Practice)

## (EDM103.1)

Please note these are the 2024 details for this course

### Domestic students

Selection rank	
Delivery mode	On campus
Location	Bruce, Canberra
Duration	1.0 years
Faculty	Faculty of Education
Discipline	Academic Program Area - Education
UAC code	
English language requirements	An IELTS Academic score of 6.5 overall, with no band score below 6.0 (or equivalent).
	<a href="#">View IELTS equivalences</a>

### 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 <a href="#">academic entry requirements page</a> .
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[View UC's academic entry requirements](#)

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<b>Delivery mode</b>	On campus
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<b>Location</b>	Bruce, Canberra
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<b>Duration</b>	1.0 years
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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>CRICOS code</b>	114239G
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<b>English language requirements</b>	An IELTS Academic score of 6.5 overall, with no band score below 6.0 (or equivalent).  <a href="#">View IELTS equivalences</a>
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# 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.

# 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

Year	Location	Teaching period	Teaching start date	Domestic	International
2025	Bruce, Canberra	Semester 1	03 February 2025	✓	✓
2025	Bruce, Canberra	Semester 2	28 July 2025	✓	✓
2026	Bruce, Canberra	Semester 1	16 February 2026	✓	✓
2026	Bruce, Canberra	Semester 2	10 August 2026	✓	✓
2027	Bruce, Canberra	Semester 1	15 February 2027	✓	✓
2027	Bruce, Canberra	Semester 2	09 August 2027	✓	✓

## 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 (Professional Practice) (EDM103) | 24 credit points

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

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

Education Research Perspectives PG (9087) | 3 credit points — Level P

## Restricted Choice - Must pass 21 credit points as follows

### Part A - 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

Science of Learning 1 PG (12112) | 3 credit points — Level P

Science of Learning 2 PG (12113) | 3 credit points — Level P

Middle School Leadership 1 PG (12114) | 3 credit points — Level P

Middle School Leadership 2 PG (12115) | 3 credit points — Level P

Adaptive Educational Leadership 1 PG (12116) | 3 credit points — Level P

Adaptive Educational Leadership 2 PG (12117) | 3 credit points — Level P

### Part B - 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

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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

[Educating Globally PG \(9085\)](#)

[Educating for Inclusion PG \(9094\)](#)

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

[Leading Coaching and Mentoring in Education PG \(10324\)](#)

#### Semester 2

[Educational Research Capstone Project PG \(10443\)](#)

[Engaging Communities in Change PG \(9089\)](#)

Restricted choice elective

## Standard Full Time, Semester 2 Commencing

### Year 1

#### Semester 2

[Curriculum Development and Design PG \(10321\)](#)

[Educating for Inclusion PG \(9094\)](#)

[Educational Leadership and Change PG \(9086\)](#)

[Investigating Curriculum and its Context PG \(9102\)](#)

### Year 2

**Semester 1**

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

[Educational Research Capstone Project PG \(10443\)](#)

[Understanding the Rural Professional Context PG \(10327\)](#)

## Standard Part Time, Semester 1 Commencing

**Year 1**

**Semester 1**

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

[Leading Coaching and Mentoring in Education PG \(10324\)](#)

**Semester 2**

[Educational Leadership and Change PG \(9086\)](#)

[Investigating Curriculum and its Context PG \(9102\)](#)

**Year 2**

**Semester 1**

[Critical Policy Analysis in Education PG \(9092\)](#)

[Educating Globally PG \(9085\)](#)

**Semester 2**

[Educational Research Capstone Project PG \(10443\)](#)

## Standard Part Time, Semester 2 Commencing

**Year 1**

**Semester 2**

[Educational Leadership and Change PG \(9086\)](#)

[Engaging Communities in Change PG \(9089\)](#)

**Year 2**

**Semester 1**

[Educating for Inclusion PG \(9094\)](#)

[Educating for Sustainable Worlds PG \(9088\)](#)

## Semester 2

[Curriculum Development and Design PG \(10321\)](#)

[Investigating Curriculum and its Context PG \(9102\)](#)

## Year 3

## Semester 1

[Educational Research Capstone Project PG \(10443\)](#)

# Course information

## Course duration

Standard 1 year full time or part-time equivalent. 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 critical analysis and inquiry of the globalised character of educational theory, curriculum development, policy and practice.	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; 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.
	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: 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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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.

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

UC graduates are lifelong learners: Reflect on their own practice, updating and adapting their knowledge and skills for continual professional and academic development.

Graduates will demonstrate the capacity to theorise and critique professional knowledge in educational practice.	UC graduates are professional: Employ up-to-date and relevant knowledge and skills; communicate effectively; display initiative and drive, and use their organisational skills to plan and manage their workload.
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Graduates will have knowledge of research principles and methods and be able to apply them to their professional field of work 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.

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.

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: 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

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

Graduates will plan and present a substantial piece of research-based scholarship communicating across fields of practice and sectors.	<p>UC graduates are professional: Communicate effectively; use creativity, critical thinking, analysis and research skills to solve theoretical and real-world problems; display initiative and drive, and use their organisational skills to plan and manage their workload.</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; adapt to complexity, ambiguity and change by being flexible and keen to engage with new ideas.</p>
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## Awards

Award	Official abbreviation
Master of Education (Professional Practice)	MEd ProfPractice

## Honours

None.

## Alternative exits

EDC105 Graduate Certificate in Education (Professional Practice)

## Enquiries

Student category	Contact details
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:student.centre@canberra.edu.au">student.centre@canberra.edu.au</a> or Phone 1300 301 727
Prospective Domestic Students	Email <a href="mailto:study@canberra.edu.au">study@canberra.edu.au</a> 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](#)

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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.