

# Undergraduate Certificate in Education (EDS001.2)

Please note these are the 2024 details for this course

## Domestic students

Selection rank	60 <b>Note:</b> 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
Location	Bruce, Canberra
Duration	1.0 years
Faculty	Faculty of Education
Discipline	Academic Program Area - Education
UAC code	360050
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
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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**

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**Duration** 1.0 years

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**Faculty** Faculty of Education

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**Discipline** Academic Program Area - Education

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**CRICOS code**

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**English language requirements** An IELTS Academic score of 6.5 overall, with no band score below 6.0 (or equivalent).  
[View IELTS equivalences](#)

# About this course

## Help school students to reach their full potential with a Learning Support Qualification

If you'd like to help school students to reach their potential, or simply learn about educational psychology, inclusive classroom management and different ways of knowing, being and doing in education, then the Undergraduate Certificate in Education (Learning Support) is for you.

This course prepares you for a school-based learning support role, opening up potential opportunities for employment – while also serving as a pathway into a Primary or Secondary Teaching degree, if you choose to continue study towards an accredited teaching qualification.

Study a series of four units that will teach you how to support and facilitate the development and learning of young people in Australian schools. Throughout the course, you will gain foundational knowledge and skills relevant to the education profession and the Australian education system, including a school-based placement in real classrooms with current students and experienced staff.

After successful completion of the course you will be able to step confidently into schooling environments in a variety of rewarding education support roles.

Alternatively, you can apply to join a bachelor's degree course in either primary or secondary teaching – with full credit for the units you have completed.

This flexible short course can be completed in as little as 9 months part-time and (apart from a 10-day classroom-based placement) is completely self-paced and online, so you can set your own study-work-life balance.

## Study an Undergraduate Certificate in Education at UC and you will:

- develop communication skills
- gain skills and knowledge on the development and learning of children
- gain insight and knowledge into how teaching and learning is undertaken in schools
- be prepared to enter a full teaching qualification.

## Study your way

Enjoy the freedom of choice: select the online study mode for self paced learning and optimal study-work-life balance, or on-campus study mode for face to face classes.

## Work Integrated Learning

The content of this course has been created by education professionals, and kept relevant and up-to-date through consistent monitoring of, and engagement with, the industry.

Students will engage deeply with their local community through partnership with schools in the capital region, while receiving access to teaching staff that deliver school-based learning, as well as high-quality mentor teachers, and excellent employment opportunities upon graduation.

## Career opportunities

- Learning Support Assistant (LSA)
- Teacher Aid
- Administration Assistant
- Education Assistant
- Early Learning Centre Co-Educator
- Vacation Care Coordinator and Facilitator
- Recreation Camp Coordinator
- Youth Program Officer
- Youth Worker

## Course-specific information

Looking to upgrade your qualification? Successful completion of this course serves as a pathway into any of UC's Primary or Secondary Education degrees, as well as any other UC degree that has elective credit points.

UC is currently the only provider in the ACT offering this type of pathway to undergraduate teacher education and the Faculty is uniquely positioned to offer outstanding value to prospective students, in combination with the discounted pathway and the innovative Affiliated Schools Program.

## Professional accreditation

None.

# Admission requirements

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

- Year 12 ATAR
- other Australian Qualification
- work experience
- overseas qualification

We also offer a number of entry initiatives that give you 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

All applicants will be required to complete a written statement to questions designed to assess their suitability for the teaching profession. Applicants' responses to these questions must be deemed satisfactory for them to be admitted to this course. You can find the questions in the 'resources' section of the online application portal when you are applying. You can upload your responses in PDF format as part of your application. <https://www.canberra.edu.au/about-uc/faculties/education/docs/UG-Teacher-Education-questionnaire.pdf>

Students must obtain a Working with Vulnerable People Check.

## Assumed knowledge

None.

## Periods course is open for new admissions

Year	Location	Teaching period	Teaching start date	Domestic	International
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	✓	



## 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

## Undergraduate Certificate in Education (EDS001) | 12 credit points

### Required - 12 credit points as follows

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

#### Exit Point Stream - 12 credit points as follows

#### Required - Must pass 6 credit points as follows

##### Part 1 - Must pass 3 credit points from the following

[Ways of Knowing, Being and Doing in Education \(10450\) | 3 credit points — Level 1](#)

[Being a Teacher \(12034\) | 3 credit points — Level 1](#)

- From 2024 unit 12034 Being a Teacher has replaced 10450 Ways of Knowing, Being and Doing in Education.

- Students who completed 10450 Ways of Knowing Being and Doing prior to 2024 may be assessed with this unit in lieu of 12034 Being a Teacher.

##### Part 2 - Must pass 3 credit points from the following

[Human Development and Learning \(9874\) | 3 credit points — Level 1](#)

[Human Development \(9875\) | 3 credit points — Level 1](#)

- From 2024, unit 9875 Human Development is no longer being offered. Student must select 9874 Human Development and Learning.

- Students who completed 9875 Human Development prior to 2024 may be assessed with this unit in lieu of 9874 Human Development and Learning.

#### Restricted Choice - Must pass 6 credit points as follows

##### Part A - Must pass 3 credit points from the following

[Classroom Climate and Organisation \(9860\) | 3 credit points — Level 2](#)

[Context of the Education Profession \(9862\) | 3 credit points — Level 1](#)

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

Philosophy of Education (9892) | 3 credit points — Level 2

Implementing the Australian Curriculum (10426) | 3 credit points — Level 2

Foundations of Pedagogy (11765) | 3 credit points — Level 1

Engaging with Curriculum Frameworks (11766) | 3 credit points — Level 1

Professional Educational Contexts (11779) | 3 credit points — Level 2

Teaching Holistically (12036) | 3 credit points — Level 2

- From 2023, unit 10426 Implementing the Australian Curriculum is no longer being offered.

## **Part B - Must pass 3 credit points from the following**

Core Literacy (9863) | 3 credit points — Level 1

Core Mathematics (9864) | 3 credit points — Level 1

English Literacy for Educators (9871) | 3 credit points — Level 2

Health and Wellbeing (9872) | 3 credit points — Level 2

Scientific Principles (9899) | 3 credit points — Level 1

The Science of Teaching the Arts (9969) | 3 credit points — Level 2

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

Children's Literature (11764) | 3 credit points — Level 2

Foundations of Mathematical Understanding (12035) | 3 credit points — Level 1

- From 2022, unit 9871 English Literacy for Educators is no longer being offered.

- From 2024 unit 12035 Foundations of Mathematical Understanding has replaced 9864 Core Mathematics.

- Students who completed 9864 Core Mathematics prior to 2024 may be assessed with this unit in lieu of 12035 Foundations of Mathematical Understanding.

- This stream (Exit Point Stream) is designed for alternative exit and is not open for enrolment.

## **Learning Support Stream - 12 credit points as follows**

### **Required Units - Must pass 6 credit points as follows**

Classroom Climate and Organisation (9860) | 3 credit points — Level 2

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

### **Restricted Choice - Must pass 6 credit points as follows**

#### **Part A - Must pass 3 credit points from the following**

[Ways of Knowing, Being and Doing in Education \(10450\) | 3 credit points – Level 1](#)

[Being a Teacher \(12034\) | 3 credit points – Level 1](#)

- From 2024 unit 12034 Being a Teacher has replaced 10450 Ways of Knowing, Being and Doing in Education.

- Students who completed 10450 Ways of Knowing Being and Doing prior to 2024 may be assessed with this unit in lieu of 12034 Being a Teacher.

## **Part B - Must pass 3 credit points from the following**

[Human Development and Learning \(9874\) | 3 credit points – Level 1](#)

[Human Development \(9875\) | 3 credit points – Level 1](#)

- From 2024, unit 9875 Human Development is no longer being offered. Students must select 9874 Human Development and Learning.

- Students who completed 9875 Human Development prior to 2024 may be assessed with this unit in lieu of 9874 Human Development and Learning.

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 Part Time, Semester 1 Commencing (Learning Support Stream)

**Year 1**

**Semester 1**

[Being a Teacher \(12034\)](#)

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

**Semester 2**

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

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

Standard Part Time, Semester 2 Commencing (Learning Support Stream)

## Year 1

### Semester 2

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

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

## Year 2

### Semester 1

[Being a Teacher \(12034\)](#)

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

# Course information

## Course duration

Standard 1 year part-time. Maximum 3 years from date of enrolment to date of course completion.

## Learning outcomes

Learning outcomes	Related graduate attributes
3. Identify and articulate a range of theoretical perspectives in education and broadly understand their implications for teaching and learning.	<p>Learning Support Stream and Exit Point Stream:</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; display initiative and drive, and use their organisational skills to plan and manage their workload; take pride in their professional and personal integrity.</p> <p>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.</p> <p>UC graduates are lifelong learners: Reflect on their own practice, updating and</p>



	<p>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.</p> <p>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.</p>
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1. Demonstrate knowledge and understanding of the global importance of education and the variety of contexts constituting the Australian education profession.

Learning Support Stream:

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.

UC graduates are global citizens: Adopt an informed and balanced approach across professional and international boundaries; understand issues in their profession from the perspective of other cultures; 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.

Exit Point Stream:

UC graduates are professional: Communicate effectively; work collaboratively as part of a team, negotiate, and resolve conflict.

UC graduates are global citizens: Adopt an informed and balanced approach across

professional and international boundaries; communicate effectively in diverse cultural and social settings; make creative use of technology in their learning and professional 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; 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.

5. Use a range of technologies (including ICT) to effectively communicate understanding and knowledge of teaching and learning concepts.

Learning Support Stream:

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; 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; 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.

Exit Point Stream:

	<p>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; take pride in their professional and personal integrity.</p> <p>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; behave ethically and sustainably in their professional and personal lives.</p> <p>UC graduates are lifelong learners: Be self-aware; adapt to complexity, ambiguity and change by being flexible and keen to engage with new ideas.</p> <p>UC graduates are able to demonstrate Aboriginal and Torres Strait Islander ways of knowing, being and doing: Communicate and engage with Indigenous Australians in ethical and culturally respectful ways; apply their knowledge to working with Indigenous Australians in socially just ways.</p>
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2. Demonstrate an appreciation of the relationship between key learning areas, general capabilities and how these in turn relate to the social contexts of life.

Learning Support Stream:

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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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.

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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; 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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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.

4. Understand how teaching and learning are undertaken within Australian school settings and demonstrate awareness of the personal attributes required to facilitate development and learning.

Learning Support Stream:

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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Exit Point Stream:

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; 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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and engage with Indigenous Australians in ethical and culturally respectful ways;  
apply their knowledge to working with Indigenous Australians in socially just ways.

## Awards

Award	Official abbreviation
Undergraduate Certificate in Education	UGCert Ed

Undergraduate Certificate in Education (Learning Support)

UGCert Ed (Lrng Support)

## Honours

None.

## Alternative exits

This course consists of two possible awards:

Undergraduate Certificate in Education (Learning Support)

Undergraduate Certificate in Education (Exit Point)

## Enquiries

Student category	Contact details
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 [study@canberra.edu.au](mailto: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](#)

Printed on 07, 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.